

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

AGENDA

FACULTY SENATE MEETING

MONDAY APRIL 17, 1995

3:00 UC BALLROOM

I. Call to Order

II. Approval of Minutes of March 27 Meeting

[10 min.] III. RPT Liability Memo (info only; document included in 3/27 materials)

IV. Committee Reports

[30 min. total] A. Benefits Committee

1. Health Care Update (info only)
2. Sabbatical Procedure Update (info only)
3. Handbook Amendment Related to Chairs' Letter (voting item)

[15 min.] B. Budget Committee

1. Resolution (voting item)

[25 min. total] C. University Curriculum Committee

1. TAR 102 (new course GS/RG) (voting item)
2. Transfer Module Proposal (critical to read enclosed material related to core curriculum) (voting item)
3. EDU (all for EDU graduate alternative certification program) (all voting items)
EDU 504, 505, 599, 594, 519, 515, 598
4. Update of General Studies Review (info only)

[10 min.] V. Report from Ad Hoc Joint Faculty Salary Policy Review Committee

[30 min.
total]

VI. Executive Committee Proposals (distributed
with 3/27 materials)***

- A. Responsibilities of the Curriculum Committee
(3/10/95 memo) (voting item)
- B. Food for Thought (voting item) (2/15/95 memo)
- C. Constitutional Changes
 - 1. Election of the Officers of the Faculty
Senate (1/24/95 memo)
 - 2. Survey Concerning the Constitution. . .
Responses from Past Presidents (inter-
lineated document) (discussion item)

*** (Since all of the proposals refer to constitutional changes and/or may implicate eventual *Handbook* changes, an affirmative vote for the above would be for the content of items to be placed on the agenda of a General Faculty meeting. See *Constitution of the Faculty Senate Northern Kentucky University, Article XV., Amendments*: "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." See also *Faculty Handbook, Article XV.*)

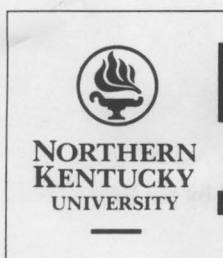
[5 min.]

VII. Old Business

[5 min.]

VIII. New Business

IX. Adjournment



Faculty Senate

HIGHLAND HEIGHTS KY 41099 606-572-6400

FACULTY SENATE MEETING

April 17, 1995

University Center Ballroom

...FILL IN THE BLANK...

Senators present : M. Artzer, T. Cate (Vice Pres.), Y. Datta, S. Dessner, S. Duggal, L. Ebersole, R. Enzweiler, N. Firak (Pres.), S. Forman, C. Frank (Fac. Ben.), C. Furnish, D. Gronefeld, M. Huelsman, M. Jang, D. Kelm (Sec'y.), R. Kelm, P. Knepper, Y. Kuwahara, C. McCoy, D. Miller (Parli.), D. O'Keefe, L. Olasov *ex officio* (Univ. Curric.), T. Pence, A. Rini (Prof. Concerns), K. Schnapp, J. Smith, L. Smith, M. Stavsky, B. Thiel, J. Thomas, T. Weiss

Senators absent : S. Chicurel, P. Cooper, P. Koplou, P. McCartney, G. Scott, K. Verderber

Guests : B. Appleson, S. Bell, C. Chance, J. Conger, S. Cunningham, P. Gaston, G. Clayton, M. Huening, R. Mauldin, K. Millward, L. O'Donnell, B. Oliver, J.M. Thomson, C. Jackson, M. Winchell (D. Allread), M. Winner

I. CALL TO ORDER : The meeting was convened at 3:04 pm.

II. APPROVAL OF THE MINUTES OF MARCH 27 1995 MEETING:

A. Motion to Accept as presented : Cate/R. Kelm **Passes**

III. ADDITIONS TO / DELETIONS FROM THE AGENDA : None

IV. OLD BUSINESS :

A. Vacancies in Senate :

1. Colleges of Law and Business are each still in need of a Senator at Large.
2. Four vacancies need to be filled in the Financial Exigency Committee.

V. RPT LIABILITY MEMO : University Legal Counsel S. Bell was present to respond to comments and questions concerning this document. General opinion, re: liability insurance coverage, was that the document was acceptable but that next time a more inclusive document was called for.

VI. COMMITTEE REPORTS :

A. University Curriculum (Linda Olasov)

1. TAR 102 : [New Course GS/RG] **Passes**

2. EDU : Graduate Alternative Certification Program

Motion to Approve as a Package. Olasov Correction (O'Keefe) under core requirements "cite" should be "site". **Passes.**

3. TRANSFER MODULE PROPOSAL : Report presented for acceptance

Discussion : This is a requirement legislated by the state and applies only to state colleges and universities. Our option consists largely of taking the mandated hours--33--and making our course offerings fit. Instigation for this legislation is acknowledged as coming from a state congressman [Shaughnessy of Louisville] who experienced difficulty in transfer of his credits from Jefferson Community College and he introduced this legislation which our "advocate" the Council on Higher Education mandated. This does not effect the number of hours home institutions may require of their own students. [Go figure.] When asked how many are effected by this the response was possibly 10% to 15% of seniors. B. Appleson expressed that we would all prefer not to have to work with this micro management but we have to do what we can. K. Verderber thanked the committee for its efforts. D. Kelm asked what perceived excellence to the individual's education, if any, was to be found in this policy. The response was that this action has nothing to do with excellence and seemed more to be concerned with making universities tow the line.

Motion to Call the Previous Question : Kelm/Verderber **Passes** **REPORT** **Passes**

4. UCC Chair's requested to be permitted to postpone the update on General Studies Review.
So let it be written. So let it be done.

B. Budget and Commonwealth Affairs (Mark Stavsky)

1. The chair of BCA presented the following resolution--unanimously approved by the BCA Committee to the Senate for its adoption/approval:

"The Faculty Senate is concerned about the morale crisis among faculty and students that has resulted from years of neglect in meeting critical academic funding needs; specifically, funding for the libraries is so low that it may not satisfy the SACS requirement, the inventory of instructional equipment that is in need of maintenance and repair continues to climb, college and department operating budgets have seen little increase over the past ten years, and faculty salaries have never matched CUPA averages. Currently, administrative matters such as purchasing land, buying expensive administrative software, subsidizing the dormitories, etc. are being given a higher priority than these critical academic needs. We request the entire NKU budget be examined with the objective of shifting funds out of administrative matters (which currently receive the majority of the budget) and into areas that will support these critical academic funding needs."

Discussion : Concerning the question of administrative software, T. Cate asked for clarification. C. Chance answered by briefly describing the three systems which were going to be put into place --SIS, Financial Records, and Human Resources-- and their efficacy for the university. Provost Gaston asked to say a few words. Cautioning against passing such a resolution and suggesting that things were in place but not up or as we might like them to be, the Provost announced a Town Hall meeting at which things might be discussed. There was the suggestion that the interpretation of the budget was either not valid or inaccurate. J. Thomas stated that whether the interpretation was accurate or valid was not of consequence. More important is the *tone* of the resolution which meant to state strongly that the Senate was concerned and that we *feel* that the Academic side of the House was not receiving its due consideration. And, if Senate was being inaccurate and invalid in our interpretation of budget figures, then Senate had better be given more information.

Motion to Table the Resolution : C. Furnish **No Second**

Motion to Amend the Resolution : by deleting the sentence "Currently, administrative matters such as purchasing land...critical academic needs." M. Jang **No Second**

Discussion: R. Kelm urged that we not be misdirected by looking simply at how things might look in the future and so dismiss the years of neglect that have existed to date. T. Cate observed that in his tenure at this university this is the lowest he has seen morale and that this resolution is the opportunity to express publicly our opinion on matters as they stand and create the conditions for dialogue. M. Stavsky reminded the Provost and the Senate that this resolution was not passed hastily but with long consideration and after consulting with a wide spectrum of the academic/university community.

Resolution unanimously Adopted/Accepted.

C. Faculty Benefits (Charles Frank)

1. **Health Care Update:** Companies' bids due May 8th with statements of benefits and costs.

Questions and Comments:

Will we continue to be able to receive care in Ohio

C. Chance: No perceived problem at this time.

Is our connection with Prucare to be severed?

C. Chance: They are one of the companies in the bidding process and want to retain the contract.

Will we have similar coverage when all is said and done?

C. Chance: Hesitate to say.

Is this going to lead to a diminished health care policy?

C. Chance: Cannot say but it will be a challenge to maintain our present level of coverage.

Summary : *More expensive , more confusing, poorer quality than presently received.*

2. **Sabbatical Procedure Update:** Report held until after May 19 meeting with Provost.

3. **Handbook Amendment** [Related to Chairs' Letter]: FBC proposal to amend the Faculty Policies and Procedures Handbook 1994 p.. 63. Section XI.E.2.a by adding...

"The evaluation [by the applicant's chair] must include a summary of the applicant's stewardship of previous Faculty Benefits Committee awards."

Discussion: J.Thomas: Shouldn't FBC keep good enough records to refer to prior reports and so maintain the independence of the process [from Chairs, et al]?

C. Furnish: Why can't applicant be responsible for stating accomplishments?

N. Firak: The Provost enthusiastically supports the FBC proposal.

T. Cate: Agrees with Thomas. If this is a **faculty** benefit then the FBC should be able to find the reports and evaluate. This is **our** responsibility and **our** committee. Why should someone else be asked to do that?

J. Smith: Why can't FBC create a data base of materials to be consulted by future committees?

Vote on the Amendment: 10 for to 18 against by show of hands **Amendment Fails**

Motion: The FBC will annually review faculty submitted reports from the previous year to ensure that the candidate has met his/her obligations. J. Smith/C.Furnish **Passes**

Motion: Each applicant for faculty benefits under the jurisdiction of the FBC shall submit in his/her application an account of stewardship of previous awards. Weiss/O'Keefe **Passes**

VII. AD HOC JOINT FACULTY SALARY POLICY REVIEW COMMITTEE REPORT :

A. Speaking for the committee Gary Clayton in an effort of Herculean proportion summarized the report of the committee. The results demonstrated that the committee had taken its task most seriously and dealt with it most thoroughly. The report which attempts to deal with the issue from various points of consideration is available to faculty from their Senators or at the Faculty Senate Office. Among the many findings was that there really does not exist a gender bias in salaries at NKU. Expressions of appreciation were forthcoming from the Senators and the Senate President wished to have it set down in the minutes that the Committee and G. Clayton [in his report to the Senate] had done a terrific job. So let it be written.

VIII. EXECUTIVE COMMITTEE PROPOSALS : Any of these proposals, if passed, will require a General Meeting of the Faculty for approval, since each represents a change in the Faculty Senate Constitution.

A. Proposal to Change the Time of Elections of Senate Officers:

This proposal would change the time of elections of officers from the end of Spring term [duties to be assumed in Fall of the following year] to the end of Fall term [duties to be assumed in Fall of the following year]. Discussion consisted mostly of clarifications. **Proposal Passes**

B. Proposal to Modify the Function and Nature of the Curriculum Committee:

This proposal would streamline the curriculum process, moving more responsibilities to the college level committees and leaving university committee time to deal with larger, abstract issues.

Proposal Fails by show of hands 9 For 11 Against 3 Abs

C. Proposal to Modify the Representation on the Senate:

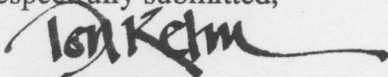
This proposal would include as representatives one member from the Council of Chairs, one member from the council of Dean's and make certain other modifications in colleges' Senate representation.

Due to the hour (5 pm) and the seriousness of the issue at hand, K. Verderber asked that consideration of the matter be postponed and that we adjourn. M. Huelsman seconded. Everyone got up and walked away. That's a Yes vote, presumably.

IX. NEW BUSINESS: There will be a General Faculty Meeting to deal with the issue on Election of Senate Officers on May 12th 1995.

VII. ADJOURNMENT : The meeting was adjourned at 5:02 pm.

Respectfully submitted,


Don Kelm, Sec'y

FACULTY SENATE BALLOT
COLLEGE OF LAW
Election 1995

DIRECTIONS FOR VOTING:

- 1) After marking the ballot, place the ballot in the envelope in which you received this letter.
- 2) Sign below your mailing label, seal and return in an interdepartment brown envelope to the Faculty Senate Office, AC 105, by Thursday, April 27, 1995.

NOTE: Envelopes without signature will not be processed.

DEADLINE FOR VOTING: Thursday, April 27, 1995

OFFICIAL BALLOT

SENATOR AT-LARGE

(vote for 1)

(No nominations received)

COMPLAINT PROCESS ADVISORY

(Vote for 1)

_____ Nancy Lee Firak

FINANCIAL EXIGENCY COMMITTEE

(Vote for 8) 4 nominated

_____ Sally Dessner - Nursing

_____ Thomas M. Edwards - Aviation

_____ Jim Gray - Technology

_____ Gary Johnston - Music

(8 were needed for President Boothe to appoint five from pool of eight)

THIS IS A SAMPLE.....

College of Business will be similar except Complaint Process Advisory will be Margaret T. Myers. They also need someone for At-Large.

Arts & Science will have a 2 person runoff for Complaint Process Advisory, and a 5 person runoff for 2 at large positions to be filled, plus the Exigency Committee.

Professional Studies will have a 2 person runoff for Complaint Process Advisory, and the at-large position had one nominee, plus the Exigency Committee election.

**Northern Kentucky University
Office of Legal Services**

MEMORANDUM

March 8, 1995

TO: Nancy Firak
President, Faculty Senate

FR: Sheila Trice Bell *STB*
University Legal Counsel

RE: RPT Committee - Liability Concerns

I. Introduction

This memorandum is a response to your request for a discussion of the legal issues surrounding the faculty's concern about liability which may arise for members of Reappointment, Promotion and Tenure (RPT) Committees. Thank you for discussing this matter with me recently and clarifying some of the areas of response which the faculty may find most helpful. My discussion follows.

II. General Issues

The annual reappointment, promotion and tenure process is an essential element in the faculty's evaluation of colleagues. Through this process members of the academy work to determine who will be engaged in the academic enterprise as tenured faculty and to recognize the accomplishments of tenured colleagues through the promotion process. RPT Committees also provide necessary and valuable counsel to colleagues.

The creation of reasons in writing for committee's decisions is a source of potential liability for members of RPT Committees. Nevertheless, even without providing reasons in writing members of the committees are subject to potential liability for engaging in the RPT decision-making process. How such liability might arise is discussed below.

The University provides legal defense for its faculty, administrators and staff who are engaged in performing their duties as University employees. That is, so long as a faculty member is acting within the scope of his/her NKU employment, the University will provide legal defense against any asserted claims. Please note that I have used the term "asserted claims" rather than a narrower reference to defense in the event of a lawsuit. This is an important distinction. An asserted claim against a faculty member arises when a potential claimant puts the University and the faculty member on notice that the claimant intends to file a claim with an external governmental agency or a lawsuit against the University and the faculty member. In such cases it is appropriate

and, in my opinion, usually necessary to engage the services of legal counsel to evaluate the claim and provide an appropriate response to the claimant. Before I list some of the potential legal theories for liability in an RPT Committee evaluation situation, I will discuss the University's defense policy and procedures for its employees.

III. Northern Kentucky University's Policies and Procedures Concerning Legal Defense of Employees

During the mid-80's, Universities across the country were faced with an insurance crisis because many commercial carriers had abandoned the market which provided the type of insurance which the University now carries. During that crisis, the Board of Regents for Northern Kentucky University formally assured its employees that it would provide defense for employee's actions taken within the scope of their employment. The Board's formal assurance of defense is contained in Article IV of its By-Laws. A copy of that By-Law is Attachment 1 to this memorandum. Please note that the second paragraph of Article IV requires that all requests for defense must be submitted in writing to the University Legal Counsel. Moreover, there is a time limit on providing such notice. During the years since this Article was enacted, several faculty members have provided me with timely written notice of claims which have been asserted against them.

Also note that the Kentucky Constitution prohibits public entities from using state revenues to indemnify anyone. Nevertheless, state agencies can purchase liability insurance.

The University provides liability insurance coverage for various activities of University employees. The required activities of the RPT Committee, as described in the Faculty Handbook, are covered by the University's insurance policy through the Cincinnati Insurance Company for various "wrongful acts." A "wrongful act" is defined as meaning "any actual or alleged error, omission, act, misstatement or breach of duty" by the insured entity and individuals "in the discharge of duties to or on behalf of" the University. More specifically, wrongful acts include the following:

- A. Discrimination against any person or any violation of a person's civil rights;
- B. Sexual harassment;
- C. Wrongful employment practices, including discrimination in the terms and conditions of employment, failure to hire or promote, failure to grant tenure or the wrongful termination of tenure, wrongful termination of employment or breach of the employment contract;
- D. Educational malpractice or failure to educate;
- E. Infringement of copyright, trademark or patent;
- F. Plagiarism or idea misappropriation;

- G. Oral or written publication of material that slanders or libels a person or organization or violates the right to privacy or disparages a person's or organization's goods, products, services, character or reputation;
- H. False arrest, wrongful detention, or malicious prosecution; or wrongful entry into or eviction of a person from a room, dwelling or premises a person occupies;
- I. Any misstatement, misleading statement, or libel, slander or any other defamation in any book, newspaper or other publication of the "Educational Entity", or broadcast over any radio, cable or television station owned and/or operated by the "Educational Entity", or
- J. Failure to grant due process.

For your information, this listing of wrongful acts is contained in the "Amended Wrongful Act Endorsement" of the University's current insurance policy concerning such matters. The actions listed under sections A,B, C and G are more likely to be asserted against members of an RPT committee.

It is important to distinguish "wrongful acts" which are included in the University's liability insurance coverage from willful, intentional misconduct, which is not included. See Section IV C, below.

IV. The process of providing defense through the NKU Office of Legal Services.

During our discussion of this matter you had indicated that it would be helpful to describe the process by which the University provides faculty members with defense against asserted claims arising from their actions taken within the scope of their employment. Accordingly, an outline of the process follows:

- A. Legal Services receives a telephone call and/or written notification from a faculty member that s/he has received an asserted claim against him/her pertaining to actions which s/he took as a University employee. **It is important to remember that the Regent's By-Laws require that such notification be given in writing.**
- B. The University Legal Counsel or the Associate Legal Counsel meets with the faculty member who has received the claim to discuss the nature of the claim and determine whether it is appropriate for Legal Services to respond to the asserted claim.
- C. If, in the opinion of Legal Counsel, it is appropriate for University Legal Counsel to respond to the asserted claim, the faculty member is asked whether s/he wishes for the University to respond on his/her behalf. If so, the University Counsel provides the faculty member with a letter of representation to sign. An

example of a representation letter is Attachment 2. Please note that the University's provision of defense is conditional upon the faculty member's having acted within the scope of his/her employment. The University retains the ability to withdraw defense if, in the University's judgment, the faculty member has acted outside the scope of his/her employment. An example would be a situation in which the University has provided defense for a faculty member in an illegal discrimination case. If facts amass themselves in such a way that it appears that the faculty member willfully engaged in illegal discrimination, **it is within the University's discretion** to withdraw its defense of the faculty member. Moreover, it is important to remember that the knowing commission of a wrongful act is specifically excluded from the University's insurance coverage.

- D. It is important to note that the University has provided defense to faculty unless there has been an internal University evaluation or investigation of the matter resulting in a determination that the faculty member violated the law or institutional policies through his/her actions when such actions are the basis for a claim. NKU has not provided defense in those situations in which there has been an internal determination through a formal hearing process that a faculty member did not act in accordance with University policy and procedures. Nevertheless, the University's insurance company may determine that it will provide defense for a faculty member in such a situation until there is an adjudication by a court or an external governmental agency of whether s/he acted within the scope of his/her University employment.

It is important to note that in any lawsuit it is possible for a University faculty member to be sued not only in his/her professional capacity "as a University representative," but also in his/her individual capacity. Insofar as a faculty member is sued in his/her individual capacity and the claimant is attempting to obtain monetary damages, the faculty member's personal property is theoretically at risk. In such a situation, the University would provide defense for the faculty member in both his/her professional and individual capacities, provided that the University determines that the claim arose from actions take by the faculty member within the scope of his/her employment as a Northern Kentucky University faculty member.

If the University determines that the faculty member acted outside of the scope of his/her employment, then his/her personal assets are at risk. Moreover, the insurance carrier may make such a determination. I mention these possibilities because faculty need to know that while the risk of no defense by the University may be remote--it does exist. Therefore faculty should evaluate their personal liability coverage. For example, they may wish to purchase economical professional coverage through a professional organization.

V. Potential Areas of Liability for Individual Members of RPT Committees

The listing of wrongful acts which appears earlier in this memorandum indicates areas of potential liability for RPT Committee members. In your memorandum to me you raised some specific concerns relative to the following situations:

- A. A negative RPT decision which was reversed by an administrator or by a court;
- B. Circumstances which would lead to abandonment of individual committee members by the University and to personal liability for such members and;
- C. Possibility of the University providing instruction to members of RPT Committees that would assist them to make RPT decisions consistent with existing law.

Relative to the issue of the potential for personal liability of RPT committee members for a negative RPT decision which is reversed by an administrator or a court, it is always possible for a non-tenured, tenure track faculty member to assert the violation of a liberty interest under the federal constitution which s/he may allege was violated by the negative action of the RPT committee. As you know, a non-tenured faculty member has no property interest in his/her employment position at the University. However, from a practical legal perspective, it is important to remember that the RPT committee's decision is in the form of a recommendation. If that recommendation is reversed by an administrator, then the University's decision would, by definition, be positive and the faculty member would probably not wish to bring a claim against the University because there would not be sufficient damage to his/her reputation to convince the court that any liberty interests had been abrogated. Correspondingly, while the faculty member may wish to assert that he or she has been defamed by the negative recommendation of the RPT committee, a reversal of that decision by a University administrator would presumably right any alleged wrong and make the assertion of a wrong moot so long as the faculty member was continued unconditionally in a tenure track position.

Relative to a tenured faculty member whose request for promotion has been denied by the RPT committee, that faculty member has no property interest in promotion, even though he or she does have a property interest in the tenured position. Again, from a practical perspective, if the negative RPT recommendation is overturned, then there is probably no alleged wrong to be redressed, unless the faculty member is asserting that the RPT committee's negative recommendation is a form of illegal discrimination. However, if a court overturns the negative RPT recommendation, then the litigation process may very well result in personal liability for a member of the RPT committee. If a court were to determine that the faculty member acted outside of the scope of his or her employment by engaging in illegal discrimination, then the University, as stated above, would not protect the individual from personal liability. However, up until the

Nancy Firak-RPT3

March 8, 1995

Page 6

point of a determination of such liability, the University could make a decision that it would provide defense.

Your question concerning circumstances which would lead to the abandonment of individual committee members by the University and to personal liabilities is discussed above. If the faculty would like for me to provide more information concerning this matter, please let me know.

Relative to the issue of the University's providing instruction to members of RPT committees that would assist them to make RPT decisions consistent with the law, I strongly support such a process. I believe that a good workshop on issues of legal liability for RPT committees would be extremely instructive and helpful to faculty members. I understand that many faculty are aware of areas of potential liability and the procedures which they should follow to provide fair evaluations of their colleagues. However, I think that it is always helpful to give oneself an opportunity to become more familiar with procedures which may minimize liability.

VI. Conclusion

Faculty members who discharge their duties as members of University RPT committees are subject to allegations that their actions on the committee abrogated the legally recognized rights of colleagues who were evaluated by the RPT committee. However, if they discharged their duties in accordance with University policies and procedures (which, by definition, include adherence to statutory and common law requirements) then the University will provide legal defense for the RPT committee members, even if they are sued in their individual capacities for actions performed in their professional capacities.

Faculty members must adhere to University policies of providing written notice of asserted claims. The University reserves the right to withdraw defense if NKU determines that the employee acted outside of the scope of his/her employment.

Attachments

c: Paul L. Gaston
Carla S. Chance

020-4277

Appendix H
Catalog Information and New Course Form

DISCIPLINE THEATRE NUMBER 102

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.)

TAR 102 Survey of Race and Gender in Dramatic Literature (3.0,3)

XXXXXX Social problems faced by individuals or families are explored by
XXXXXX playwrights in intimate experiences which suggest solutions and the
XXXXXX need for dialogue on issues of Race and Gender that face us all.
XXXXXX Universal relevance of the playwright's point of view within each of
XXXXXX the plays is the spring board for discussion and analysis.
XXXXXX
XXXXXX

University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): In /ew other media have issues involving race and gender been so thoroughly explored and made in so public a forum. The actor is the bearer of new messages and ideas in the arena of race and gender. This means of expression, actor centered, is how we as a people understand problems in our world today. It is our news and the stimuli to our consciousness. (Attachment)

3. ADDITIONAL RESOURCES REQUIRED: None. See syllabus for required reading.

JUSTIFICATION (continued) The media of actors enter our homes each night and thus enters our minds and is etched in our memories. This course attempts to understand the messages coming from the theatre, film and out of the mouths of actors. Theatrical writers spoke early and passionately about problems in our country with Race and Gender. They continue to do so. This course is listening to these writers and what they say about us.

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 XX
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: Spring 1996

6. AUTOMATED CATALOG INFORMATION

Proposed CIP Code: _____ Departmental Budget Unit Number: 1007

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: _____

Cross linked: Yes _____ No _____ If yes, linked with: _____

7. LIBRARY RESOURCES:

A. By academic department: Are library resources excellent, adequate, or poor? adequate

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

Department Chair Signature: _____

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

Books: Excellent _____ Adequate ☒ Poor _____

Periodicals: Excellent _____ Adequate ☒ Poor _____

Documents: Excellent _____ Adequate ☒ Poor _____

Library Director Signature: _____

8. RESPONSIBLE PARTY/SIGNATURE

DATE RECEIVED

DATE APPROVED

Original Proposer J. Congu 1/18/95 1/18/95

Department Chair J. Congu 1/18/95 1/18/95

Teacher Education _____

Committee Chair _____

(if appropriate) _____

College Curriculum _____

Committee Chair M. J. J. 3-2-95

Dean _____

University Curriculum _____

Committee Chair _____

Grad Coun Chair _____

(if appropriate) _____

Faculty Senate Pres _____

(if appropriate) _____

Provost _____

University Editor Signature: _____

9. DATE ENTERED INTO NKU CURRICULUM DATABANK: _____

Distribution: Univ Editor, Provost, Registrar, Dept Chair, Dean, UCC Chair, Grad Coun Chair (if appropriate).

This form replaces all forms dealing with new courses (Appendix I - 6/87). Publication date 5/93.

PROPOSED -- SYLLABUS for TAR 102

Survey of Race and Gender in Dramatic Literature (3 hours)

Objective:

Social problems faced by individuals or families are explored by playwrights in intimate experiences which suggest solutions and the need for dialogue on issues of Race and Gender that face us all. Universal relevance of the playwright's point of view within each of the plays is the spring board for discussion and analysis. It is intended that students will become more socially aware and topically knowledgeable about matters relating to Race and Gender in their own world.

This course is participatory. Discussions will cover form, content, theatricality political and social impact.

TWO papers are required.

Paper One: An exploration of the life and career of a specific playwright.

This essay should point out to students the context from which the plays originated. What brought this playwright to craft such works? Why is this medium chosen as the vehicle for this writer's statements, concerns? This paper examines what brings the individual to write a socially conscious play that addresses societal needs and changes as they relate to gender and to race.

Paper Two: A critical exploration of a chosen play as well as an overview of its social and historical impact.

Each of the plays chosen for this course address one or more social issues that revolve around either race or gender (or both). But, plays are about intimate, often familial, relationships among individuals. This is a medium in which the real problems of society are dramatized and made real, rather than discussed in the abstract. Dramatic literature allows the reader and viewer to explore the mind of an individual and his or her actions before the student moves to the larger issues facing more than just these particular characters. This essay explores an individual playwright's vision of the smaller world of the play and how this microcosm addresses larger universal issues. For the playwright, societal problems like bigotry, violence and other inequities are addressed on the level of the individual. This paper should identify the play as a reflection of a larger problem in society. The point of view of the playwright as well as the characters he or she writes about should be explored by the student author.

1. **LYSISTRATA** by Aristophanes
Week one -- Classical Theatre -- Race and Gender
2. **PHAEDRA** by Racine
Week two -- Race and Gender on the Stage (History)
3. **MAJOR BARBARA** by George Bernard Shaw
Week Three -- Women's Issues in Theatre
4. **THE LITTLE FOXES** by Lillian Hellman
Week Four -- Women's Power Through Words
5. **THE HEIDI CHRONICLES** by Wendy Wasserstein
Week Five -- Changing Status of Women's Role in Contemporary Society
6. **CLOUD NINE** by Caryl Churchill
Week Six -- Sexual and Gender Roles of Stage
7. **MASTER HAROLD AND THE BOYS** by Athol Fugard
Week Seven -- Racial Inequities outside the United States
8. **A FAISIN IN THE SUN** by Lorraine Hansberry
Week Seven -- Racial Accommodation and Breaking Through
9. **FOR COLORED GIRLS WHO HAVE CONSIDERED SUICIDE** by Ntozake Shange
Week Eight -- Role of Black Women in Society, Reflection and Projection
10. **INDIAN WANTS THE BRONX** by Israel Horovitz
Week Nine -- Stereotyping and Cultural Values Clashes, Violence
11. **CONQUEST OF MY BROTHER** by Edward Emanuel
Week Ten -- Cultural Clashes continues -- Native American Drama
12. **GOOD** by Cecil Taylor
Week Eleven -- Race and Religion
13. **ROYAL HUNT OF THE SUN** by Peter Shaffer
Week Twelve -- Racial Persecution
14. **FENCES** by August Wilson
Week Thirteen -- The Playwright and his/her Power

There will be a **Midterm** and **Final** exam.

Attendance Policy will be set by the individual instructor within the parameters of the Departmental policy.

Draft -- Conger, January '95

DA: 3/28/95

TO: Members of the UCC, Faculty Senate, and the Graduate Council

FR: Marge Artzer, School of Education

RE: Moving the Alternative Teacher Certification Program from experimental status to curriculum offerings in the School of Education

ALTERNATIVE TEACHER CERTIFICATION PROGRAM

Rationale: The proposed teacher education program is intended to address the critical need for minority educators and educators in areas of critical need at the middle grades and secondary levels. The program has operated successfully for the past two years. We are seeking to move the program from experimental status to a regular curriculum offering in the School of Education.

Eligibility: Students may apply for admission who hold a bachelors degree and who hold a current position in a school district which has agreed to participate in the program. The candidates are recommended for the program by the district which employs them with the understanding that the district will employ them as a certified teacher upon successful completion of the program.

Program: The attached course offerings are very similar to the offerings in the School of Education which lead to certification. The courses are offered in the late afternoon or evening to accomodate the work schedule of the participants. The practicum experiences are provided during the day at the site where the participant is employed. Please see attached new course forms and syllabi. All students must successfully complete the required course work and the four required components of the National Teacher Examination prior to certification.

Appendix H
Catalog Information and New Course Form

DISCIPLINE EDUCATION NUMBER 504~~X~~

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

EDU 504

~~EDU~~ Context, Policy, and Organization of Middle/Secondary Education in

(4,0,4)

XXXXXX society, ~~the~~ internal and external forces ~~that~~ ^{ing} shape the direction

XXXXXX of education in America; ~~It includes~~ school finance, school law,

XXXXXX reform in education, multicultural education, historical antecedents,

XXXXXX and philosophical undergirdings in education in America as related

XXXXXX to contemporary educational theory and practice.

XXXXXX

XXXXXX

XXXXXX

XXXXXX

XXXXXX

XXXXXX

JWT 3 Mar 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): To move this course from an
experimental course to a curriculum offering in the School of Education.

3. ADDITIONAL RESOURCES REQUIRED: None, in addition to those which were
used for the experimental course which was taught the last two years.

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

University Honors

Departmental/Program Honors

Major/Minor Requirement X

Free Elective

Major/Minor Distribution Area

General Studies Credit

If general studies, specify area(s):

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

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN:

Appendix H
Catalog Information and New Course Form

DISCIPLINE _____ EDUCATION _____ NUMBER 505X

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

EDU 505

~~ATC~~ Human Behavior, Development, and Learning (3,0,3) ~~(XXXXXX)~~ ~~The course~~

XXXXXX ~~gives future teachers~~ understanding of human development and
XXXXXX behavior, the learning process, teaching models, and contemporary
XXXXXX practices, procedures, and skills in the profession; ~~The~~
XXXXXX ~~emphasis will be on~~ obtaining information in these areas and
XXXXXX applying it to the teaching process.

XXXXXX

XXXXXX

XXXXXX

JWT 3 Mar 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): To move this course from an
experimental course to a curriculum offering in the School of Education.

3. ADDITIONAL RESOURCES REQUIRED: None, in addition to those which were
used for the experimental course which was taught the last two years.

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

University Honors _____

Departmental/Program Honors _____

Major/Minor Requirement X

Free Elective _____

Major/Minor Distribution Area _____

General Studies Credit _____

If general studies, specify area(s): _____

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

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: _____

Appendix H
Catalog Information and New Course Form

DISCIPLINE _____ EDUCATION _____ NUMBER 515X

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

EDU 515

3,0,3

~~ATC~~ Instructional Design and Curriculum (~~XXXXXXXXXX~~) ~~Course will~~

XXXXXX ~~Focus on~~ basic information and experiences regarding general
XXXXXX
XXXXXX curriculum theory and design for regular, exceptional, and
XXXXXX
XXXXXX multicultural students; ~~opportunities to~~ visit designated
XXXXXX schools ~~and~~ for practical application of curriculum and design.
XXXXXX ~~will be provided.~~
XXXXXX
XXXXXX
XXXXXX

JWT 3 Mar 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): To move this course from an
experimental course to a curriculum offering in the School of Education.

3. ADDITIONAL RESOURCES REQUIRED: None, in addition to those which were
used for the experimental course which was taught the last two years.

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

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

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

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: _____

Appendix H
Catalog Information and New Course Form

DISCIPLINE EDUCATION

NUMBER 519

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

EDU 519 Effective Teaching and Learning (3,0,3) Basic information and

XXXXXX experiences in teaching and learning for middle/secondary
XXXXXX teachers; teaching methods/strategies; research in teaching;
XXXXXX classroom management, motivation, assessment, evaluation, and
XXXXXX measurement; grading policies/procedures, communications, and
XXXXXX technology.
XXXXXX
XXXXXX
XXXXXX

JWT 10 Mar 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): To move this course from an
experimental course to a curriculum offering in the School of Education.

3. ADDITIONAL RESOURCES REQUIRED: None, in addition to those which were
used for the experimental course which was taught the last two years.

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

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

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

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN:

Appendix H Catalog Information and New Course Form

DISCIPLINE _____ EDUCATION _____

NUMBER 594

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

EDU 594

~~XXX~~ Professional Laboratory Experiences (12 sem. hrs.) Students participate

XXXXXX in peer-teaching experiences on campus and in field-based
XXXXXX situations; ~~After becoming familiar with materials, methods,~~
XXXXXX innovative programs, and curricula; ~~in their field they complete~~
XXXXXX a 12-week experience in the classroom; ~~A forum provides for~~
XXXXXX inquiry into teaching and the role of schools in American
XXXXXX society.

g c lion
E
g c lion
JWT 3 Mar 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): To move this course from an
experimental course to a curriculum offering in the School of Education.

3. ADDITIONAL RESOURCES REQUIRED: None, in addition to those which were
used for the experimental course which was taught the last two years.

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

University Honors _____

Departmental/Program Honors _____

Major/Minor Requirement X

Free Elective _____

Major/Minor Distribution Area _____

General Studies Credit _____

If general studies, specify area(s): _____

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

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: _____

Appendix H
Catalog Information and New Course Form

598X

DISCIPLINE _____ EDUCATION _____

NUMBER 598X

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

EDU 598

~~XXX~~ Orientation (1-6 sem. hrs.) Students ^{con} participate in orientation

XXXXXX experiences in ~~the~~ alternative teacher certification program;

XXXXXX ~~to include~~ procedures, policies, standards, and resources;

XXXXXX ~~After becoming familiar with the~~ certification and program

XXXXXX requirements; ^{creational} students will be administered the CTBS and NTE

XXXXXX ^{To course participants;} batteries of tests, development of portfolios, KTIP procedures,

XXXXXX and KERA requirements, ~~will be explored~~.

JWT 3 Mar 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): To move this course from an
experimental course to a curriculum offering in the School of Education.

3. ADDITIONAL RESOURCES REQUIRED: None, in addition to those which were
used for the experimental course which was taught the last two years.

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

University Honors _____

Departmental/Program Honors _____

Major/Minor Requirement X

Free Elective _____

Major/Minor Distribution Area _____

General Studies Credit _____

If general studies, specify area(s): _____

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

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: _____

Appendix H
Catalog Information and New Course Form

DISCIPLINE _____ EDUCATION _____

NUMBER 599X

1. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in catalog, double-spaced, complete, etc.; limit course description to 50 words. If course has been taught previously as an experimental course, the experimental course must be discontinued.)

EDU 599

~~Are~~ Special Topical Seminars (3-6 sem. hrs.) Students ~~will~~ participate

XXXXXX in professional development seminars; ~~on the~~ trends, program

XXXXXX

XXXXXX dimensions, current issues in education and in the profession,

XXXXXX

XXXXXX and other culminating experiences.

XXXXXX

XXXXXX

XXXXXX

XXXXXX

XXXXXX

XXXXXX

JWT 23 Feb 95
University Editor Signature

2. JUSTIFICATION (if appropriate attach syllabus): To move this course from an
experimental course to a curriculum offering in the School of Education.

3. ADDITIONAL RESOURCES REQUIRED: None, in addition to those which were
used for the experimental course which was taught the last two years.

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

University Honors _____

Departmental/Program Honors _____

Major/Minor Requirement X

Free Elective _____

Major/Minor Distribution Area _____

General Studies Credit _____

If general studies, specify area(s): _____

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

5. SPECIFY SEMESTER / YEAR COURSE INSTRUCTION TO BEGIN: _____

SCHOOL OF EDUCATION - NORTHERN KENTUCKY UNIVERSITY

**EDU 504H Context, Policy, and Organization of
Middle/Secondary Education**

4 Credit Hours

Fall 1994

THE TEACHER AS A REFLECTIVE DECISION MAKER is the basis on which the School of Education has built its teacher preparation program. It represents the effort to prepare teachers for ever-changing roles and continuous personal and professional self-improvement. A reflective decision maker is one who knows how to evaluate and modify current teaching approaches to meet emerging students needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances.

EDU 504H will provide students with essential knowledge, establishes and current research findings, and sound professional practice as they relate to the Knowledge Base Domains established by the School of Education in 1. Educational Foundations 4. Teaching Diverse Populations 5. Teaching in the Content Areas 6. Independent and Critical Thinking and 7. The professional Teacher in the Schools.

The evaluation measures of this course will assess the student's understanding of the domains listed above and his/her ability to apply these concepts to the teaching/learning process.

Professor: Dr. Charles C. Jackson

Office Location: 288 BEP

Office Hours: 11-12:00 and 2-3:30 M/W
2-4:00 H and by appointment

Telephone: 572-6515

Textbooks: American Education (Joel Spring) and Deculturalization and the Struggle for Equality (Joel Spring).

Course Description:

The Context, Policy, and Organization of Middle/Secondary Education is an introductory course in education designed to expose the student to the profession of teaching and to schooling as it currently functions in the United States. It will examine the historical and philosophical foundations of education. It will also examine some of the critical issues in education, how educational policy is sometimes developed along with

contemporary educational theory about organizational structure in both middle and secondary schools. Along the way I hope to give students a clear and focused idea of what education in America is all about, where it came from, and where I believe it is headed.

Course Objectives:

1. describe the historical evaluation of the American public school, its organization and purpose, from colonial times to the present.
2. describe the state of public schooling in America/Kentucky.
3. differentiate schooling, enculturation, and education.
4. define his/her own philosophy of education based on sound practice educational principles.
5. describe the role and function of local, state, and the federal government in American education.
6. describe the role of the judiciary in the development of schooling in America by citing the implications of selected court cases.
7. describe the application of the First Amendment to education especially as it relates to freedom of religion and speech.
8. describe four functions of schooling in America.
9. describe the private and public goals of education.
10. Outline the formal administrative/organization structure of American schooling.
11. discuss the diversity of distinctive cultural patterns in society with a focus on providing equal education opportunity for all students.
12. describe the changing attitudes toward the schoolteacher in American society from early colonial times to the present.
13. Explain how national economic policy needs have influenced the goals and curriculum of schools.
14. describe the influence and contributions that African Americans, women, and ethnic minorities have had on education and schooling in America.
15. describe the components of the Kentucky Education Reform Act.
16. replace emotional reaction to an issue with rational understanding.

Course Requirements:

No extra credit will be offered in this course!!!

There will be two examinations and two quizzes for the course. I reserve the right to administer the quizzes before or after the midterm exam. An essay will also be required for the course. It will be between

five (5) to seven (7) pages, typed and doubled spaced. There will be no substitution of "topics" for the essays. All essays will be written on one of the topics given in class. There will also be two additional assignments (a visitation to a Cite-Based meeting and to a local School Board meeting), they will also be typed and submitted.

break down of grading:

midterm	20%
final	20%
1st quiz	10%
2nd quiz	10%
Essay	20%
Cite-Based Management	10%
School Board Meeting	10%

Grading Standard for the Department of Education:

A	Superior	93-100
B	Above Average	85-92
C	Average	75-84
D	Below Average	65-74
F	Failure	Below 65

Cite-based Managed due _____ School Board meeting
due _____

Bibliography

Banks, James A.; and Banks, Cherry A. Multicultural Education: issues and perspectives. Allyn and Bacon. Boston, Mass. 1993.

Bush, George. America 2000: an education strategy. U.S. Department of Education, Washington D.C., 1991.

Miller, Ron. What are Schools For?: holistic education in American culture. Holistic Education Press, Brandon, Vermont. Rev. 2nd Ed. 1992.

Ornstein, Allan C.; and Levine, Daniel U. Foundations of Education. Houghton Mifflin Company, Boston, Mass. 5th Ed. 1993.

READING ASSIGNMENTS, VIDEOS, AND LECTURES (are as scheduled, unless

otherwise noted). However, I reserve the right to **change** topics of discussion and "other" assignments.

August

- 29th Orientation to the course/The Purposes of Schooling
In A Democratic Society (Am. Ed., Chap. One)
- Teaching As A Profession (Am. Ed., Chap. Two)

September

- 5th **Labor Day** (No Class)
- 12th Chapters One and Two continued
Teachers' Unions (Chapter Three)
- 19th Quiz/ Politics of Curriculum, Instruction, and
Textbooks (Am. Ed., Chap. Ten)
- The Courts and the Schools (Am. Ed., Chap. Eleven)
- 26th Power and Control at the Local, State, and National
Levels (Am. Ed., Chapters Seven, Eight, and Nine)

October

- 3rd The Social Structure And American Education
(Am. Ed., Chap. Four)
- Equality of Educational Opportunity
(Am. Ed., Chap. Five)
- 10th **Exam I**
- 17th Desegregation, The Issue of The Last Forty Years
Video "On The Road To Brown"
- 24th Desegregation continued/History and Philosophy of
Education
- 31st Education and Segregation: African Americans
(Deculturalization, Chap. Three) "Eyes on the Prize"

November

- 7th Education as Deculturalization: Native Americans
(Decult., Chap. One)

14th Education as Deculturalization: Puerto Ricans
(Decult., Chap. Three)

Multicultural and Bilingual Education

21st Education as Segregation: Mexican Americans

Expanding Educational Boundaries

28th The Great Civil Rights Movement

The Transformation of Pedagogy

The Transformation of School Culture

December

5th **Exam II**

School of Education - Northern Kentucky University

EDU 505X __Human Behavior, Development, and Learning__
3 Semester hours credit
_Fall Semester, 1994__

"The Teacher as a Reflective Decision Maker" is the basis on which the School of Education has built its teacher preparation program. It represents the effort to prepare teachers for ever-changing roles and continuous personal and professional self improvement. A reflective decision maker is one who knows how to evaluate and modify current teaching approaches to meet emerging student needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances.

The objectives of EDU 505X are derived from the essential knowledge, established and current research findings, and sound professional practice of Domain 2, Learning Theory and Human Development; Domain 3, Generic Curriculum Planning, Teaching, and Assessment Skills; Domain 4, Teaching Diverse Student Populations; Domain 6, Independent and Critical Thinking; Domain 7, The Professional Teacher in the Schools of the School of Education's knowledge base

The evaluation measures of this course will assess the student's understanding of the domain(s) listed above and his/her ability to apply these concepts to the teaching/learning process.

PROFESSOR:

Lorena O'Donnell, Ed.D.

OFFICE LOCATION:

BEP 282

Office Hours:

Mondays 1-5 p.m.

Wednesdays, 1-3 p.m.

Thursdays, 1-5 p.m.

Telephone Number:

572-5235

Textbook:

Biehler, Robert F. and Jack Snowman. (1993). Psychology Applied to Teaching. Boston: Houghton Mifflin Company.

Course Description:

This course helps future teachers in the Alternative Teacher Certification Program to gain an organized sampling of scientific knowledge about human development and behavior, the learning process, teaching models, objectives, motivation, evaluation, classroom management, and contemporary practices, procedures and skills in the profession. The emphasis will be on developing practical ideas and suggestions to be converted into specific teaching techniques to support the Kentucky Valued Teacher Educator Outcomes and KERA principles. (Coreq. EDU 504X).

Course Objectives:

The student will be able to:

1. Identify specific stages of development and characteristic traits and tasks of each.
2. Compare and contrast various theories of development and learning, especially as they apply to the child in the school, (Erickson, Piaget, Kohlberg, Freud, social learning, and behavior theory).
3. Discuss factors which contribute to the child's abilities, self concept, attitudes and goals, especially as related to cultural diversity.
4. Plan strategies, based on developmental principles, for interaction with children in various settings.
5. Describe accurately, compare, contrast, and evaluate the principal learning theories.
6. Identify and discuss recent research on topics related to school learning and apply them to teaching.
7. Describe current definitions of learning disabilities and behavior disorders.
8. Identify etiological factors contributing to learning disabilities and behavior disorders.
9. Name and give examples of learning disabilities and behavior disorders.
10. Describe theoretical bases and general methods for remediating learning disabilities and behavior disorders.
11. Develop tools for organizing, presenting, and evaluating instruction.
12. Demonstrate an understanding of the relationships between learning environments and students; the need to adapt teaching models to the characteristics of students and the matching of teaching models with educational objectives.
13. Explore information-processing models derived from studies of thinking, learning theorists, scholarly disciplines and designed to each concept development, inquiry training, and deductive/inductive thinking.
14. Understand the personal and social learning theories of David Hunt, E. Paul Torrence, William J. Gordon, William Glaser, Carl Rogers, and Abraham Maslow and their applications in developing the "nurturant potential of educational environments".
15. Assess teaching/learning models to determine their success or adaptability in meeting the needs of students from diverse ethnic, cultural, and social backgrounds.
16. Effectively communicate the basic concepts taught in the course in both oral and written format.
17. Work with other students in planning learning experiences utilizing the theories and models in this course.

Course Requirements:

To meet the requirements of this course students will be involved in contracting for a grade and/or in generating alternative options for fulfilling course requirements.

Course products must include:

Portfolio: one inch , three-ring notebook

- Updated Resume: Identifying data, Education, Work experiences, etc.
- Personal Academic History : 5-8 pages, doubled- spaced typed
- Annotated Bibliography : 5 entries based on class bibliography or as approved by the instructor.
- Select and describe 5 teaching strategies that you implement during the semester.
- Theories: Identify , describe, and apply 3 theories in educational psychology

Evaluation and Grading Policy

70% of the student's grade will be determined by the following course requirements: Students will contract for a grade. All students must develop a portfolio in accordance with the aforementioned specifications. In addition GRADE A = Portfolio + 2 of the following, GRADE B = Portfolio + 1 of the following, GRADE C = Portfolio.

1. Maintain a weekly journal recording the new concepts about how educational psychology impacts your teaching and learning.
2. Interview a nontenured or novice teacher about their perceptions of the beginning teaching and the implementation of KERA principles. Describe in writing the interview and analyze its implications for you as a teacher in training.
3. Read a book of literature written for the age group you plan to teach. Write about the cultural differences which you observe.
4. Prepare 3 case study scenarios of children you know or work with and develop 5 questions to guide class discussion.
5. Develop a 5 entry annotated bibliography in an area of interest related to this course.
6. Complete a performance task related to this course with prior approval from the instructor.
7. Complete other assignments with prior approval from the instructor..

30% of the students's grade will be determined by the following:

1. Individual written and performance tasks.
2. Group Assignments
3. Examinations
4. On-line Journaling

Course Bibliography:

- Bandura, A., (1986). Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice-Hall.
- Becker, W.C., Englemann, S., & Thomas, D.R.. (1971). Teaching: A Course In Applied Psychology. Chicago: Science Research Associates.
- Bloom, B.S. (1976). Human Characteristics And School Learning. New York: McGraw-Hill.
- Combs, A. W., R.A. Newman. (1974). The Professional Education Of Teachers. (2d ed.). Boston: Allyn and Bacon.
- Cruikshank, D.R. & Associates (1980). Teaching Is Tough. Englewood Cliffs, NJ: Prentice Hall
- Gronlund, N.E., (1959). Sociometry In The Classroom. New York: Harper & Row.
- Karlin, M.S. (1977) Teacher's Handbook of Special Learning Problems and How to Handle Them. West Nyack, NY: Parker Publishing.
- Kirk, S.A. & Gallagher, J.J. (1989) Educating Exceptional Children (6th ed.) Boston: Houghton Mifflin.
- L:angone, J. (1990) Teaching Students With Mild and Moderate Learning Problems. Boston: Allyn Bacon.
- Lynch, J. (1986) Multicultural Education: Principles and Practice. London: Routledge & Kegan Paul.

Class Schedule:

- WEEK 1 Introductions
 Syllabus Review
 Course Requirements (Dates, Assignments Tests, EXAMS)
- Discussion: TEACHING AND LEARNING (CH 1)
 -Applying Psychology To Teaching
 CH 1: Biehler/.Snowman: Psychology Applied To Teaching
- WEEKS STUDENT CHARACTERISTICS (CHS 2-6)
2-6 -Stage Theories of Development
 -Age- Level Characteristics
 -Assessing Pupil Variability
 -Dealing With Pupil V ariability
 -Understanding Cultural Diversity
- WEEK 7 SPECIFYING WHAT IS TO LEARNED (CH 7)
 -Taxonomies of Objectives
 -Ways to State and Use Objectives
 MID TERM ASSESSMENT
- WEEKS PROVIDING INSTRUCTION (CHS 8-12)
8-12 -Behavioral Learning Theories
 -Information Processing Theory
 -Cognitive Learning Theories and Problem Solving
 -Humanistic Approaches To Education
 -Motivation
- WEEK 13 EVALUATING PERFORMANCE (CH 13)
 -Measurement and Evaluation of Classroom Learning
 -Types of Measure
 -Evaluation Methods
 -Altern ative Performance-Based Approaches
- WEEKS MAINTAINING AN EFFECTIVE LEARNING ENVIRONMENT
14-15 -Classroom Mamnagement
 -Becoming An Effective Teacher
- WEEK 16 FINAL ASSESSMENT

NOTE: Varied teaching strategies will be used in the class. Participants will be encouraged to adapt the strategies to meet the needs of their students.

All items in this syllabus may be changed upon notification of the instructor.

GRADUATE CREDIT

Students wishing to take this course for graduate credit must complete the course requirements described in this syllabus. In addition, one of the following assignments must be completed:

1. Prepare and present (2) informal case studies of students you observe or read about during the semester. The studies should describe students at various developmental levels with special emphasis at the secondary level. A bibliography must be included in the written materials.
2. Locate and evaluate contemporary resources on theory and research in teaching and learning. The written bibliography should include at least 5 citations.
3. Write a 6-8 page double spaced research paper on one aspect of the course content. The bibliography should include at least 5 citations.
4. Document/log latest research to support teaching techniques and effects on students' learning. The bibliography should reflect the extent of the research.
5. Complete a research paper on any topic with prior approval from the instructor.

LOD: 3-8-94

School of Education - Northern Kentucky University

**EDU 515X, Instructional Design and Curriculum
and**

EDU 519X, Effective Teaching and Learning

6 Semester hours credit

Spring 1995

"The Teacher as a Reflective Decision Maker" is the basis on which the School of Education has built its teacher preparation program. It represents the effort to prepare teachers for ever-changing roles and continuous personal and professional self improvement. A reflective decision maker is one who knows how to evaluate and modify current teaching approaches to meet emerging student needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances.

The objectives of EDU 515X and EDU 519X are derived from the essential knowledge, established and current research findings, and sound professional practice of Domain 1, Educational Foundations; Domain 2, Learning Theory and Human Development; Domain 3, Generic Curriculum Planning, Teaching, and Assessment Skills; Domain 4, Teaching Diverse Student populations, Domain 5, Teaching in the Content Areas; Domain 6 Independent and Critical Thinking and Domain 7, The Professional Teacher in the Schools of the School of Education's knowledge base.

The evaluation measures of this course will assess the student's understanding of the domain(s) listed above and his/her ability to apply these concepts to the teaching/learning process.

Professors:

Lorena O'Donnell, Ed.D.

Charles Jackson, Ed.D.

OFFICE LOCATION:

BEP 282

BEP 288

Office Hours: O'Donnell

Mondays 1-5 p.m.

Wednesdays, 1-3 p.m.

Thursdays, 1-5 p.m.

Telephone: 572-5235

Jackson

572-6515

Mondays 1-3 p.m.

Tuesdays 1-3 p.m.

Wednesdays/Thursdays 1-3 p.m.

Textbooks:

Moore, Kenneth D. (1994). Secondary Instructional Methods. Dubuque IA: W.C. Brown.

Phi Delta Fastbacks Numbers 159, 187, 218, 219, 236, 299, 308, 323,
326, 342, 343

Transformations, Vol I and II. Kentucky Department of Education

Course Description:

EDU 515X /519X - This course will provide students with basic information necessary for becoming a successful middle/high school teacher. The focus will be on Kentucky's Valued Educator Outcomes and KERA principles, with emphasis on curriculum theory, design, implementation and assessment for a diverse student population. Current effective research

in the areas of curriculum development, general teaching methods, classroom management, motivation and evaluation will be covered. Opportunities for practical application and implementation of the aforementioned areas will be an integral part of this course. The blend in content makes it a natural opportunity for team teaching.

Valued Educator Outcomes:

- I Designs/Plans Instruction
- II Creates Learning Climates
- III Implements/Manages Instruction
- IV Assesses/Communicates Learning Results
- V Reflects/Evaluates Teaching/Learning
- VII Engages In Professional Development

Course Objectives:

The student will be able to:

- 1. Analyze the concept of curriculum in the school assigned. (EDU 515X)
- 2. Explain how the modern secondary school curriculum attends to the variety of needs of students. (EDU 515X)
- 3. Analyze various curriculum delivery systems (scheduling, etc.) that exist in the modern secondary school and their impact on effective instruction. (EDU 515X)
- 4. Demonstrate how the secondary curriculum meets the needs of all students, i.e., academic, physical, socio-economic, and cultural differences. (EDU 519X)
- 5. Develop tools for designing, planning, organizing, presenting and evaluating instruction. (EDU 519 X)
- 6. Demonstrate an understanding of various theories of human development and their impact on educational thought and practice. (EDU 519X)
- 7. Develop and demonstrate a repertoire of effective teaching strategies and techniques to meet the needs of each assigned student. (EDU519X)
- 8. Demonstrate understanding of motivational theory as applied to secondary classrooms. (EDU 519X)
- 9. Demonstrate understanding of motivation, classroom management and discipline. (EDU 519X)
- 10. Demonstrate proper usage of technology within secondary schools today. (EDU 519X)
- 11. Explore affiliation with professional organizations and publications. (EDU515X)

GIVENS:

- 1. ALL STUDENTS WILL DEVELOP A CURRICULUM UNIT IN ACCORDANCE WITH KERA'S PLANNING MAP. PLACE UNIT IN YOUR CERTIFICATION PORTFOLIO. (EDU 515X)
- 2. ALL STUDENTS WILL REORGANIZE THEIR CERTIFICATION PORTFOLIO AROUND FOUR OF THE NEW TEACHER STANDARDS TO INCLUDE EVIDENCE OF PERFORMANCE. TWO NEW TEACHING STRATEGIES WILL BE PLACED IN EACH SECTION. (EDU 519X)
- 3. STUDENTS WILL COMMUNICATE WITH INSTRUCTORS VIA ON-LINE JOURNALLING TO THE EXTENT POSSIBLE. (EDU 515X AND EDU 519X)

Course Requirements, Evaluation, and Grading Policy:

70% of the student's grade will be determined by the following course requirements:

Students will contract for a grade. The GRADE A = GIVENS+3 of the following, GRADE B = GIVENS+2 of the following, GRADE C = GIVENS+1 of the following.

- 1.. Demonstrate on a video tape microteaching using such as small and large group activities, learning centers, peer teaching, thematic instruction or any performance criteria under any of the four selected new teacher standards.
2. Demonstrate how you use, with students, portfolio development, performance events, individual and group projects, open-ended questions, and embedded.
- 3.. Design an activity on professional development using teaching strategies that embrace KERA principles to be presented to the class.
4. Demonstrate how technology found in the building enhances your instructional program.. Arrange for one class meeting to be in your building.
5. Arrange for an experienced teacher or principal in your building who demonstrates KERA'S principles to present at one of the class sessions.
6. Demonstrate how you lead students to develop rubrics, test items and other instructional assessments.
7. Keep a dialogue journal on teaching strategies implemented during 10 weeks of the semester.
8. Develop an individual option related to the course with prior approval of the instructors.

30% of the students will be determined by the following:

1. Individual written and performance tasks during class sessions.
2. Group assignments

GRADUATE CREDIT:

Students will inform the instructor(s) the first meeting of the semester that graduate credit is desired. All projects for graduate credit will include a bibliography. To obtain graduate credit for either course an additional assignment will be required such as one of the following:

1. Complete an action research paper on any topic related to the content of EDU 515X or EDU 519X.
 - Effective teaching strategies that support successful implementation of KERA
 - Analysis of the status of KERA implementation in your school building
 - Effective use of technology in today's middle/secondary schools
 - Critical review of the Alternative Teacher Certification Program.
2. Complete a case study on a student in your class to include a brief autobiographical sketch, student characteristics, needs, learning/teaching styles, effective teaching strategies
3. Analyze how learning theories have implications for reflective teachers.
4. Develop an individual option related to the course(s) with prior approval of the instructor(s).

Course Bibliographies:

Bibliography 515X

Adler, Mortimer J. (1982). The Paideia Proposal: An Educational Manifesto. New York: Macmillan...

Bauer, Anne M. and Sapona, Regina H. (1991). Managing Classrooms to Facilitate Learning. Englewood Cliffs, NJ: Prentice Hall.

Clark, Leronard H. and Starr, Irving S. (1991). Secondary and Middle School Teaching Methods. (6th ed.) New York: Macmillan.

Dewey, John. (1979). Experience and Education. New York: Macmillan

- Eisner, Elliot W. (1985). On the Design and Evaluation of School Programs (2nd ed.). New York: Macmillan.
- English, Fenwick W. (1987). Curriculum Management for Schools, Colleges, Business. Springfield, IL: Charles C. Thomas.
- Giroux, Henry. (1981). Ideology, Culture and the Process of Schooling. Philadelphia: Temple University Press.
- Glatthorn, Allan A. (1987). Curriculum Renewal. Alexandria, VA: ASCD.
- Nieto, Sonia. (1992). Affirming Diversity: The Sociopolitical Context of Multicultural Education. White Plains, NY: Longman.
- Posner, George. (1992). Analyzing the Curriculum. New York: McGraw-Hill
- Rogers, Carl K. (1983). Freedom to Learn for the 80s. Columbus: Merrill.
- Sharpes, Donald K. (1988). Curriculum Traditions and Practices. New York: St. Martin's Press.
- Shor, Ira, ed. (1987). Freire for the Classroom: A Sourcebook for Liberating Teaching. Portsmouth, NH: Heinemann, 1987.
- Tyler, Ralph W. (1949). Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press.
- Weis, Lois (Ed.) (1988). Class, Race and Gender in American Education. Albany: State University of New York Press.

Bibliography 519X

- Bloom, B. S. (Ed.) . Engelhart, M. D., E. J. Hill, W. H. & Krathwohl, D. R. (1956). Taxonomy of educational objectives. Handbook I: Cognitive domain. New York: David Mc Kay.
- Beyer, B. (1987). Practical strategies for the teaching of thinking. Boston: Allyn & Bacon.
- Bray & Ousley. (1990). Urchins and Angels Managing the Middle School Classroom. Main: Portland.
- Cheron and Cheron. (1981). Classroom Discipline and Control. New York: West Nyack.
- Curwin and Meander. (1988). Discipline with Dignity. Washington, D. C. : U. S. Library of Congress.
- Gall, M. (1984). Synthesis of research on teachers' questioning. Educational Leadership, 42(3), 40-47.
- Good, T., & Brophy, J. (1991). Looking in classrooms (5th ed.). New York: Harper & Row.

- Hunter, M. (1980). Teach more--faster. TIP Publications. El Segunda, CA.
- Kauchak, D., & Eggen, P. D. Learning and teaching. (1993). Boston: Allyn and Bacon.
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- Lipman, M., (1988). Critical thinking-- What can it be? Educational Leadership. 46(1), 38-43.
- Novak, D. J., & Gowin, D. (1984). Learning how to learn. New York: Rowe, M. B. (1978). Wait, wait, wait. School Science and Mathematics, 78, 207-216.
- Sanders, N. M. (1966). Classroom questions: What kinds? New York: Harper & Row.
- Sikula, J. (1987). Commentary on reform: Implications for the teaching profession. Teacher Education Quarterly. 14(1), 52-59.
- Silvernail, D.L. (1979). Teaching styles as related to student achievement. Washington, DC: National Education Association.
- Sizer, T.R. (1984). Horace's compromise: The dilemma of the American high school. Boston: Houghton Mifflin.
- Skinner, B. F. (1968). The technology of teaching. New York: Appleton-Century-Crofts.
- Towers, R. (1987). How schools can help combat student drug and alcohol abuse. Washington, DC: National Education Association.
- U. S. Department of Education, (1990, July). National goals for education: Washington, DC: Department of Education.

Class Schedule:

Foundations, January 9, 11, 18, 23, 25. 30

- Defining Curriculum
- Students Characteristics and Needs
- Students, Teaching, Learning
- Learning Theories
- Motivation, Management, Discipline
- Use of Technology
- Curriculum Delivery System
- Teaching, Learning Strategies

Preparing for Instruction, February 1, 6, 8, 13, 15, 22, 27, March 6, 8

- Outcomes/Unit Goals
- KERA Assessment/Rubric Design
- Test Construction and Grading
- Marking Practices
- Standardized Tests
- Content

Resources

Curriculum Structure/Selection

Teaching Objectives

Instructional Planning

Instructional Methods

Implementing Instruction, March 20, 22, 27, 29, Apr 3, 5

Communications

Motivation

Reading

Classroom Management and Discipline

Teaching Profession, April 10, 12, 17, 19

Trends/Restructuring

Professional Organizations, Journals

Work Sessions, April 24, 26

Presentations/Exam, May 3, 8

All items in this syllabus may be changed upon notification of the instructor(s).

12-19-94

School of Education - Northern Kentucky University

**EDU 515X, Instructional Design and Curriculum
and**

EDU 519X, Effective Teaching and Learning

6 Semester hours credit

Spring 1995

"The Teacher as a Reflective Decision Maker" is the basis on which the School of Education has built its teacher preparation program. It represents the effort to prepare teachers for ever-changing roles and continuous personal and professional self improvement. A reflective decision maker is one who knows how to evaluate and modify current teaching approaches to meet emerging student needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances.

The objectives of EDU 515X and EDU 519X are derived from the essential knowledge, established and current research findings, and sound professional practice of Domain 1, Educational Foundations; Domain 2, Learning Theory and Human Development; Domain 3, Generic Curriculum Planning, Teaching, and Assessment Skills; Domain 4, Teaching Diverse Student populations, Domain 5, Teaching in the Content Areas; Domain 6 Independent and Critical Thinking and Domain 7, The Professional Teacher in the Schools of the School of Education's knowledge base.

The evaluation measures of this course will assess the student's understanding of the domain(s) listed above and his/her ability to apply these concepts to the teaching/learning process.

Professors:

Lorena O'Donnell, Ed.D.

Charles Jackson, Ed.D.

OFFICE LOCATION:

BEP 282

BEP 288

Office Hours: O'Donnell

Mondays 1-5 p.m.

Wednesdays, 1-3 p.m.

Thursdays, 1-5 p.m.

Telephone: 572-5235

Jackson

572-6515

Mondays 1-3 p.m.

Tuesdays 1-3 p.m.

Wednesdays/Thursdays 1-3 p.m.

Textbooks:

Moore, Kenneth D. (1994). Secondary Instructional Methods. Dubuque IA: W.C. Brown.

Phi Delta Fastbacks Numbers 159, 187, 218, 219, 236, 299, 308, 323,
326, 342, 343

Transformations, Vol I and II. Kentucky Department of Education

Course Description:

EDU 515X /519X - This course will provide students with basic information necessary for becoming a successful middle/high school teacher. The focus will be on Kentucky's Valued Educator Outcomes and KERA principles, with emphasis on curriculum theory, design, implementation and assessment for a diverse student population. Current effective research

in the areas of curriculum development, general teaching methods, classroom management, motivation and evaluation will be covered. Opportunities for practical application and implementation of the aforementioned areas will be an integral part of this course. The blend in content makes it a natural opportunity for team teaching.

Valued Educator Outcomes:

- I Designs/Plans Instruction
- II Creates Learning Climates
- III Implements/Manages Instruction
- IV Assesses/Communicates Learning Results
- V Reflects/Evaluates Teaching/Learning
- VII Engages In Professional Development

Course Objectives:

The student will be able to:

1. Analyze the concept of curriculum in the school assigned. (EDU 515X)
2. Explain how the modern secondary school curriculum attends to the variety of needs of students. (EDU 515X)
3. Analyze various curriculum delivery systems (scheduling, etc.) that exist in the modern secondary school and their impact on effective instruction. (EDU 515X)
4. Demonstrate how the secondary curriculum meets the needs of all students, i.e., academic, physical, socio-economic, and cultural differences. (EDU 519X)
5. Develop tools for designing, planning, organizing, presenting and evaluating instruction. (EDU 519 X)
6. Demonstrate an understanding of various theories of human development and their impact on educational thought and practice. (EDU 519X)
7. Develop and demonstrate a repertoire of effective teaching strategies and techniques to meet the needs of each assigned student. (EDU519X)
8. Demonstrate understanding of motivational theory as applied to secondary classrooms. (EDU 519X)
9. Demonstrate understanding of motivation, classroom management and discipline. (EDU 519X)
10. Demonstrate proper usage of technology within secondary schools today. (EDU 519X)
11. Explore affiliation with professional organizations and publications. (EDU515X)

GIVENS:

1. ALL STUDENTS WILL DEVELOP A CURRICULUM UNIT IN ACCORDANCE WITH KERA'S PLANNING MAP. PLACE UNIT IN YOUR CERTIFICATION PORTFOLIO. (EDU 515X)
2. ALL STUDENTS WILL REORGANIZE THEIR CERTIFICATION PORTFOLIO AROUND FOUR OF THE NEW TEACHER STANDARDS TO INCLUDE EVIDENCE OF PERFORMANCE. TWO NEW TEACHING STRATEGIES WILL BE PLACED IN EACH SECTION. (EDU 519X)
3. STUDENTS WILL COMMUNICATE WITH INSTRUCTORS VIA ON-LINE JOURNALLING TO THE EXTENT POSSIBLE. (EDU 515X AND EDU 519X)

Course Requirements, Evaluation, and Grading Policy:

70% of the student's grade will be determined by the following course requirements: Students will contract for a grade. The GRADE A = GIVENS+3 of the following, GRADE B = GIVENS+2 of the following, GRADE C = GIVENS+1 of the following.

- 1.. Demonstrate on a video tape microteaching using such as small and large group activities, learning centers, peer teaching, thematic instruction or any performance criteria under any of the four selected new teacher standards.
2. Demonstrate how you use, with students, portfolio development, performance events, individual and group projects, open-ended questions, and embedded.
- 3.. Design an activity on professional development using teaching strategies that embrace KERA principles to be presented to the class.
4. Demonstrate how technology found in the building enhances your instructional program.. Arrange for one class meeting to be in your building.
5. Arrange for an experienced teacher or principal in your building who demonstrates KERA'S principles to present at one of the class sessions.
6. Demonstrate how you lead students to develop rubrics, test items and other instructional assessments.
7. Keep a dialogue journal on teaching strategies implemented during 10 weeks of the semester.
8. Develop an individual option related to the course with prior approval of the instructors.

30% of the students will be determined by the following:

1. Individual written and performance tasks during class sessions.
2. Group assignments

GRADUATE CREDIT:

Students will inform the instructor(s) the first meeting of the semester that graduate credit is desired. All projects for graduate credit will include a bibliography. To obtain graduate credit for either course an additional assignment will be required such as one of the following:

1. Complete an action research paper on any topic related to the content of EDU 515X or EDU 519X.
 - Effective teaching strategies that support successful implementation of KERA
 - Analysis of the status of KERA implementation in your school building
 - Effective use of technology in today's middle/secondary schools
 - Critical review of the Alternative Teacher Certification Program.
2. Complete a case study on a student in your class to include a brief autobiographical sketch, student characteristics, needs, learning/teaching styles, effective teaching strategies
3. Analyze how learning theories have implications for reflective teachers.
4. Develop an individual option related to the course(s) with prior approval of the instructor(s).

Course Bibliographies:

Bibliography 515X

Adler, Mortimer J. (1982). The Paideia Proposal: An Educational Manifesto. New York: Macmillan...

Bauer, Anne M. and Sapona, Regina H. (1991). Managing Classrooms to Facilitate Learning. Englewood Cliffs, NJ: Prentice Hall.

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Shor, Ira, ed. (1987). Freire for the Classroom: A Sourcebook for Liberating Teaching. Portsmouth, NH: Heinemann, 1987.

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Weis, Lois (Ed.) (1988). Class, Race and Gender in American Education. Albany: State University of New York Press.

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Beyer, B. (1987). Practical strategies for the teaching of thinking. Boston: Allyn & Bacon.

Bray & Ousley. (1990). Urchins and Angels Managing the Middle School Classroom. Main: Portland.

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Curwin and Meander. (1988). Discipline with Dignity. Washington, D. C. : U. S. Library of Congress.

Gall, M. (1984). Synthesis of research on teachers' questioning. Educational Leadership, 42(3), 40-47.

Good, T., & Brophy, J. (1991). Looking in classrooms (5th ed.). New York: Harper & Row.

- Hunter, M. (1980). Teach more--faster. TIP Publications. El Segunda, CA.
- Kauchak, D., & Eggen, P. D. Learning and teaching. (1993). Boston: Allyn and Bacon.
- Kindsvatter, Richard, Wilen, W., & Ishler, M. (1992 sec. ed.). Dynamics of Effective Teaching. New York: Longman.
- Lipman, M., (1988). Critical thinking-- What can it be? Educational Leadership, 46(1), 38-43.
- Novak, D. J., & Gowin, D. (1984). Learning how to learn. New York: Rowe, M. B.
- (1978). Wait, wait, wait. School Science and Mathematics, 78, 207-216.
- Sanders, N. M. (1966). Classroom questions: What kinds? New York: Harper & Row.
- Sikula, J. (1987). Commentary on reform: Implications for the teaching profession. Teacher Education Quarterly, 14(1), 52-59.
- Silvernail, D.L. (1979). Teaching styles as related to student achievement. Washington, DC: National Education Association.
- Sizer, T.R. (1984). Horace's compromise: The dilemma of the American high school. Boston: Houghton Mifflin.
- Skinner, B. F. (1968). The technology of teaching. New York: Appleton-Century-Crofts.
- Towers, R. (1987). How schools can help combat student drug and alcohol abuse. Washington, DC: National Education Association.
- U. S. Department of Education, (1990, July). National goals for education: Washington, DC: Department of Education.

Class Schedule:

Foundations, January 9, 11, 18, 23, 25, 30

- Defining Curriculum
- Students Characteristics and Needs
- Students, Teaching, Learning
- Learning Theories
- Motivation; Management, Discipline
- Use of Technology
- Curriculum Delivery System
- Teaching, Learning Strategies

Preparing for Instruction, February 1, 6, 8, 13, 15, 22, 27, March 6, 8

- Outcomes/Unit Goals
- KERA Assessment/Rubric Design
- Test Construction and Grading
- Marking Practices
- Standardized Tests
- Content

Resources

Curriculum Structure/Selection

Teaching Objectives

Instructional Planning

Instructional Methods

Implementing Instruction, March 20, 22, 27, 29, Apr 3, 5

Communications

Motivation

Reading

Classroom Management and Discipline

Teaching Profession, April 10, 12, 17, 19

Trends/Restructuring

Professional Organizations, Journals

Work Sessions, April 24, 26

Presentations/Exam, May 3, 8

All items in this syllabus may be changed upon notification of the instructor(s).

12-19-94

School of Education - Northern Kentucky University
EDU 594X, Professional Laboratory Experiences
12 Semester hours credit
_Spring_Semester, 1995_

"The Teacher as a Reflective Decision Maker" is the basis on which the School of Education has built its teacher preparation program. It represents the effort to prepare teachers for ever-changing roles and continuous personal and professional self improvement. A reflective decision maker is one who knows how to evaluate and modify current teaching approaches to meet emerging student needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances.

EDU 594 X will provide students with the opportunity to observe and/or apply the essential knowledge, established and current research findings, and sound professional practice of Domain 1: Educational Foundations; Domain 2: Learning Theory and Human Development; Domain 3: Generic Curriculum Planning, Teaching, and Assessment; Domain 4: Teaching Diverse Student Populations; Domain 5: Teaching in the Content Areas; Domain 6: Independent and Critical Thinking; Domain 7: The Professional Teacher in the Schools of the School of Education's knowledge base.

The evaluation measures of this course will assess the student's understanding of the domain(s) listed above and his/her ability to apply these concepts to the teaching/learning process.

Professor: :
Lorena O'Donnell, Ed.D..

Office Location:
BEP 282

Office Hours:
Mondays, 1-5 p.m.
Wednesdays, 1-3 p.m.
Thursdays, 1-5 p.m.

Telephone Number:
572-5235

Textbook:

Transformations, Vol I and II. Kentucky Department of Education.
Covey, Stephen R. (1991) Principle-Centered Leadership. New York: Simon & Schuster.

Course Description:

EDU 594X: Students will become familiar with and make use of materials, methods, innovative programs, and curricula in their field and then proceed to a 12-week practicum experience in which they participate in peer-experienced-professional teaching opportunities both local school-based and at other school sites. A forum is provided for inquiry into teaching and the application of teaching strategies to the specified assignments as an on-the-job, action-research training opportunity.

Course Objectives:

The student will be able to:

1. Document, in a portfolio, evidence of meeting the expectations of Kentucky's New Teacher outcomes under the Kentucky Education Reform Act (KERA) to include four of the following: Designs/ plans instruction; Creates /maintains learning climates; Implements/manages instruction; Assesses/communicates learning results; Reflects/evaluates teaching/learning; Collaborates with colleagues/parents/others; Engages in professional development; Has current and sufficient content knowledge.
2. Participate in and document observation opportunities evaluated by peers, experienced teachers, a principal, a resource teacher, and one university supervisor.
3. Identify areas of strengths and design a professional growth plan to focus on developmental areas.
4. Contribute suggestions for Topical Seminars to include their own professional development needs.
5. Meet the requirements of a new teacher.

Course Requirements:

This course is divided into 3 phases:

Phase I occurs after the new teacher has been teaching in the classroom for one semester. The outcome is to experience and obtain feedback from observation in many ways and from several sources. This will be accomplished through peer observations, experienced teacher observations in the assigned school, and guided observations at other school sites.

Phase II provides additional opportunities for new teachers to refine their teaching with help from experienced teachers in their assigned buildings as well as to critique themselves on video tape with assistance from their peers. This will be accomplished through effective use of free periods and proper arrangements for the use of video taping equipment.

Phase III provides the new teacher with a more focused observation by the principal, an assigned resource teacher, and one university supervisor. This is accomplished through collaboration of the participating school district officials and Northern Kentucky University administrators,

Evaluation and Grading Policy

The student's grade will be determined by:

1. Completion of Phases I, II, III,
2. Performance tasks documented in a videotape (must include a lesson plan and an evaluation) that give evidence that the student can demonstrate/meet four out of the seven Kentucky's New Teacher Outcomes
- 3.. A professional growth plan to be implemented over a 2 year period.

At the conclusion of the semester, the university supervisor completes the final evaluation and reviews it with the principal, resource teacher and student. Grades are assigned on a pass/fail basis.

Bibliography

- Kindsvatter, Richard; Wilen, William; Ishler, Margaret. (1992). Dynamics of Effective Teaching, 2d. ed. New York: Longman.
- Senge, Peter M. (1990). The Fifth Discipline. New York: Doubleday.

Class Schedule:

Observations and activities are completed at varying times. Three or four topical seminars will be held during the semester.

Topics: - School Resources:

Substitute teachers, requisitions, equipment, field trips, school policies, textbooks

-Multicultural Programs:

-Relationships:

Students, Parents, Staff, Administrators

-Legal Liabilities

All items in this syllabus may be changed upon notification of the instructor.

3-18-94

School of Education - Northern Kentucky University

EDU _598 X, Orientation Varied Semester hours credit Summer_Semester, 1994

"The Teacher as a Reflective Decision Maker" is the basis on which the School of Education has built its teacher preparation program. It represents the effort to prepare teachers for ever-changing roles and continuous personal and professional self improvement. A reflective decision maker is one who knows how to evaluate and modify current teaching approaches to meet emerging student needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances.

The objectives of EDU 598X are derived from the essential knowledge, established and current research findings, and sound professional practice of Domain 3: Generic Curriculum Planning, Teaching, and Assessment Skills; Domain 4: Teaching Diverse Student Populations; Domain 5: Teaching in the Content Areas; Domain 6: Independent and Critical Thinking; and Domain 7: The Professional Teacher in the Schools of the School of Education's knowledge base.

The evaluation measures of this course will assess the student's understanding of the domain(s) listed above and his/her ability to apply these concepts to the teaching/learning process.

Name of Professor:
Lorena M. O'Donnel, Ed. D.

Office Location:
BEP 282

Office Hours:
Mondays 1-5 p.m.
Wednesdays, 1-3 p.m.
Thursdays, 1-5 p.m.

Telephone Number:
572-5235

Textbook(s):

Course Description:

This course will provide students in the Alternative Teacher Certification Program with an orientation to Northern Kentucky University to include the facilities, student services and learning opportunities. Students will focus on refining basic academic skills, how to study skills, as well as prepare for the NTE Exams. The use of portfolio development will be explored as a student assessment device, a teaching strategy, and an experience documentation in keeping with Kentucky's Education Reform Act (KERA) principles

Course Objectives:

The student will be able to:

1. Access the resources available to all students through Northern Kentucky University.
2. Identify their own learning strengths and developmental areas.
3. Analyze one's individual style of learning.
4. Develop a professional plan based on their developmental areas.
5. Approach the required testing experiences with confidence.
6. Know the uses of portfolios in education.
7. Document experiences for credit evaluation through portfolio assessment.
8. Develop the format for a student assessment portfolio and/or a professional employment portfolio.
9. Identify ways in which portfolio assessment complies with the requirements of KERA.

Course Requirements:

The student will be required to pass a basic skills test battery. In those areas that need to be developed the student may be asked to take support courses to strengthen those areas. The NTE exam must be passed by the student before the certification process can be completed. At least one portfolio must be completed by the end of this course. Regular attendance is expected and make-up for missed class assignments is a responsibility of the student.

Evaluation and Grading Policy

70% of the student's grade will be determined by the following course requirements: Students will contract for a grade. All students must develop one portfolio as specified in the course objectives. In addition GRADE A= Portfolio + 3 of the following, GRADE B = Portfolio +2 of the following, GRADE C = Portfolio + 1 of the following..

1. Develop a dictionary of education "jargon".
2. Write a 3-4 page paper on "Why I Desire To Be A Teacher".
3. Develop a module for this course that would enhance the student's knowledge base.
4. Develop an audio interview tape on some topic related to the Alternative Teacher Education Program using the students in this class, e.g. "What Does It Mean To Be A Teacher"?
5. Develop a 5 entry annotated bibliography on adult learners or nontraditional education.

30% of the student's grade will be determined by the following:

- Class discussions
- Group Assignments
- Attendance

Bibliography

A Guide To The NTE Core Battery Tests: Educational Testing Services, Warner Books.

Class Schedule:

Session 1 : Introductions, Alternative Teacher Certification Program Review
Course Requirements and Review
Battery of Basic Skills
Tour of NKU, Presentation of NKU Student Services

Sessions Portfolio Development
2 - 8

Session 9 How To Study Skills

Session NTE Preparation
10 - 13 Portfolio due(13)

Session 14

Session 15 Final Exam

School of Education - Northern Kentucky University

EDU 599X __Special Topics Seminars

_3-6__ Semester hours credit

_Spring Semester, 1995__

"The Teacher as a Reflective Decision Maker" is the basis on which the School of Education has built its teacher preparation program. It represents the effort to prepare teachers for ever-changing roles and continuous personal and professional self improvement. A reflective decision maker is one who knows how to evaluate and modify current teaching approaches to meet emerging student needs. This ability is grounded in a thorough knowledge of current theory and the ability to evaluate these theories and beliefs in light of new information and circumstances.

The objectives of EDU 599X are derived from the essential knowledge, established and current research findings, and sound professional practice of Domain 2, Learning Theory and Human Development; Domain 3, Generic Curriculum Planning, Teaching, and Assessment Skills; Domain 4, Teaching Diverse Student Populations; Domain 6, Independent and Critical Thinking; Domain 7, The Professional Teacher in the Schools of the School of Education's knowledge base.

The evaluation measures of this course will include open-ended questions, performance events, and portfolio entries to give evidence of the student's understanding of the domain(s) listed above and his/her ability to apply these concepts to the teaching/learning process.

PROFESSOR:

Lorena O'Donnell, Ed.D.

OFFICE LOCATION:

BEP 282

Office Hours:

Mondays 1-5 p.m.

Wednesdays, 1-3 p.m.

Thursdays, 1-5 p.m.

Telephone Number:

572-5235

Textbook

Huyvaert, Sarah H. (1995). Reports From The Classroom. Boston: Allyn and Bacon

Course Description:

These seminars help future teachers in the Alternative Teacher Certification Program to reflect on the complexity of the classroom and the need for teachers to be aware of the consequences of their actions as well as provide lab experiences with understanding how the teaching process comes together in classrooms. In addition, topics of interest to the students which support effective teaching are covered to include such as legal and ethical responsibilities, instructional resources, roles and responsibilities of school staff, field trips, school and community resources, parent involvement.

Course Objectives:

The student will be able to:

1. Identify the different types of decisions that are made by teachers,
2. Practice the skills involved in critical/reflective thinking and problem solving
3. Select critical issues that can be translated across grade levels.

4. Participate in discussions on school and societal issues that have implications for effective teaching.

Course Requirements:

To meet the requirements of this course students will be involved in all day seminars. A reflective paper will be written to incorporate the major learnings obtained by each student. The paper will be 5-8 pages, doubled spaced typed.

Evaluation and Grading Policy

(To be determined)

Course Bibliography:

Doyle, W. (1986). Classroom organization and management. In M.C. Whittrock(Ed.), Handbook of research on teaching(3rd ed.,pp. 392-431), New York: Macmillan.

Shulman, J.H. (1992), Case methods in teacher education. New York: Teachers College Press.

Cooper, James M. (1995). Teachers' problem solving. Boston: Allyn and Bacon.

Class Schedule:

Seminar 1 CASE REPORTS

Seminar 2 KENTUCKY INTERNSHIP PROGRAM (KTIP)

STUDENT INTEREST TOPICS

Legal/Ethics Responsibilities

School/Societal Issues

Seminar 3 CASE REPORTS

Seminars CASE REPORTS

4-6

All items in this syllabus may be changed upon notification of the instructor.

DRAFT April 3, 1995

Report of Ad Hoc Transfer Module Committee
April 1995

In light of difficulties experienced by some individuals in transferring college credit from one Kentucky public institution to another, the General Assembly directed the Kentucky Council on Higher Education (CHE) to develop a policy that would eliminate most of these difficulties. Thus, CHE issued a report in December 1994 asking institutions to formulate local policies that would incorporate the automatic transfer of a block of general studies coursework known as "the transfer module" from Kentucky community colleges and universities. These policies which would become effective January 1996 are to include

- (1) a definition of what constitutes the transfer module at a given institution X. Thus, when a student at Institution X transfers to Institution Y, the Registrar at X will use this definition in certifying to Institution Y that student has indeed completed the module.
- (2) a prescribed set of additional general studies coursework that must be completed at Institution X by a transfer student who comes from a Kentucky university or community college with at least 60 semester hours, including 48 in general studies, part of which must comprise the 33-hour transfer module. A key point is that none of the additional hours can be required to be lower division hours.

In response to the CHE mandate, the University Curriculum Committee empaneled an ad hoc subcommittee and charged the subcommittee with recommending to the UCC policies that would fulfill the requirements of (1) and (2) above. The members serving on this subcommittee were Joe Conger, Dan Kent, Linda Olasov, Fred Rhynhart, Barb Thiel, and Bob Appleson (chair). The Subcommittee met on March 6, 1995 and March 29, 1995, and, as a result of its deliberations, recommends the following:

1. The transfer module at NKU will be defined in line with the CHE general studies categories and subcategories below. (Note that Item and page references relate to the 1994-95 NKU catalog - see attached.)

Communications (9 hours)

- A. Written Communications - NKU English Composition requirement in Item 1a (page 13)
- B. Oral Communications - NKU Oral Communications Requirement in Item 1b (page 13)

Humanities (6 hours)

The disciplines represented in this category must be different from those in Behavioral/Social Sciences. Courses may be chosen from the following:

- A. Fine Arts: ART, MUS and TAR courses specified in Item 2a (page 14)
- B. Philosophy: PHI and REL courses specified in Item 2a (page 14)
- C. Literature: 200-level courses specified in Item 1d (page 13)

D. Foreign Language: CHI, FRE, GER, ITA, JPN, LAT, RUS, and SPI courses specified in Item 2a (page 14)

E. Cross-cultural: ART, ENG, MUS, PHI, REL, SPE, TAR, and WMS courses specified in Item 2d (pages 14-15) and Item 2f (page 15)

F. Inter/Multi-disciplinary: ART, ENG, MUS, PHI, REL, TAR, and WMS courses specified in Item 2e (page 15)

Behavioral/ Social Sciences (9 hours)

At least two disciplines must be represented and must be different from those in Humanities. Students transferring to UK should include a cross-cultural course in this category. Courses may be chosen from the following:

A. Psychology: PSY courses specified in Item 2c (page 14)

B. Sociology: SOC courses specified in Item 2c (page 14)

C. Economics: ECO courses specified in Item 2b (page 14)

D. History: HIS courses specified in Item 1c (page 13) and Item 2b (page 14)

E. Anthropology: ANT courses specified in Item 2c (page 14)

F. Geography: GEO courses specified in Item 2b (page 14)

G. Political Science: PSC courses specified in Item 2b (page 14)

H. Cross-cultural: courses specified in Item 2d (pages 14-15) and Item 2f (page 15) other than those listed in Humanities E

I. Inter/Multi-disciplinary: courses specified in Item 2e (page 15) other than those listed in Humanities F

Natural Sciences (6 hours)

Courses, which must include one laboratory course, may be chosen from

A. Biology: BIO courses specified in Item 1e (page 13)

B. Chemistry: CHE courses specified in Item 1e (page 13)

C. Physics: PHY courses specified in Item 1e (page 13)

D. Astronomy: AST courses specified in Item 1e (page 13)

E. Geology: GLY courses specified in Item 1e (page 13)

Mathematics (3 hours)

Courses may be chosen from MAT courses specified in Item 1e (page 13).

Discussion of Recommendation 1:

This recommendation, it should be noted, applies to students transferring from NKU to another Kentucky public university. Since our Registrar's Office will have to certify that the student has fulfilled the CHE transfer module, we must make our NKU general studies categories fit with CHE's. This is relatively straightforward, with but the two exceptions explained below.

- a. What to do about our three "perspective" requirements: Non-Western, Race-Gender, and Historical.

Actually, Non-Western and Race-Gender fit under CHE's Cross-cultural categories as part of Humanities or Behavioral/Social Sciences. Thus, we have placed Humanities courses from our Non-Western and Race-Gender categories under CHE's Cross-cultural category for the Humanities, and we have done the corresponding thing for Behavioral/Social Sciences courses. That leaves our Historical Perspective, and the only CHE categories left are the Inter/Multi-disciplinary categories under Humanities and Behavioral/Social Sciences. The fit is not as good here, but at least the historical perspective is coming from a discipline different from History. Thus, there is a sense of an interdisciplinary or multi-disciplinary approach in our Historical Perspective requirement.

- b. The discrepancy between our natural science requirement and the transfer module.

Because an NKU student can satisfy our general studies requirement in natural-science with a single 4-hour lab course (which alone does not satisfy the module), a student who wishes to transfer from NKU to another Kentucky public university under the terms of transfer module will have to take an additional natural science course. On the other hand, the transfer module does not require a lab course in natural science as we do at NKU. Note that the recommendation there fore specifies that at least one natural science course be a lab course.

2. The transfer module policy will apply to all students transferring to NKU who have completed a certified transfer module as part of at least 60 semester hours, *whether or not the students have completed 48 general studies hours and whether or not they come from a Kentucky public institution*. Such students will be required to complete any unfulfilled part of NKU general studies by taking the remaining hours (not to exceed 15) from any lower or upper division NKU courses in disciplines that offer general studies outside their major. Students who lack either a certified transfer module or at least 60 semester hours when they transfer to NKU will be subject to the ordinary general studies policy.

Examples of the application of Recommendation 2:

- A. Lois Lane, a Clermont student, transfers to NKU with an associate degree, a certified transfer module, and 48 hours of general studies. The only NKU general education course lacking are a second literature course and an historical perspective course. This student, who is a journalism major, may complete the 6 needed hours with any lower or upper division NKU courses from disciplines offering general studies (e.g., 1 from Speech and 1 from Political Science) outside her major.
- B. An ECU student U. R. Kera, comes with 60 hours, a certified transfer module, and 39 total hours of general studies. The student lacks a race-gender course, two history courses, and one fine arts course in relation to the NKU general studies requirements. Because race-gender can come from behavioral science (or fine arts), we say that only 9 hours, rather than 12 hours, are missing. Thus, the student must take 3 courses outside his major, which is Education, in disciplines offering general studies. These 3 courses could be fulfilled, for example, by 2 from social work and 1 from psychology.
- C. F. Lee Bailiff comes from UK with 72 hours, 56 hours of general studies, and a bad attitude (he is pre-law). Since he doesn't have a certified transfer module, he must take everything he lacks (which we will assume to be a Math course and a non-Western perspective course) from the existing general studies inventory in those areas.
- D. Rockanne Roll transfers in from Maysville Community College as an Organizational Studies major with 64 hours and a certified transfer module. Her 51 hours of general studies meet all of NKU's requirements. However, she has not taken ECO 200-201, two semesters of general studies economics that are specifically required by the major. She must still take these courses.

Discussion of Recommendation 2.

The Subcommittee has developed this recommendation with the intent of striking a balance among three sometimes conflicting concerns:

- the need to avoid creating gross inequities between the overall requirements for students covered by the transfer module policy and other students
- the need to work within existing course inventories and faculty advising
- the need to avoid complicated or arbitrary admissions decisions.

With these considerations in mind, the subcommittee anticipates the following questions and provides the following answers.

- Q1: CHE only requires that the transfer module apply to students who transfer from Kentucky public universities and community colleges. Inasmuch as we should be avoiding interference in our general studies, why should we apply the CHE policy to more students than we have to?
- A1: In light of our reciprocity agreement with UC and Cincinnati State (which involves precisely those students who transfer from those institutions with an associate degree), we need to include those institutions like Kentucky public institutions. Furthermore, students who transfer from one institution often have transfer work from somewhere else, as well. Thus, someone who transfers from Thomas More may have substantial credits from Morehead and vice-versa. It does not seem proper to determine applicability of the transfer module policy on the basis of the order of enrollment.
- Q2: CHE does not require the transfer module to apply unless the student comes in with 48 hours or more of general studies (of which the 33-hour module is part). Why does the recommendation ignore the threshold, which could help maintain our existing policy for more students?
- A2: Unlike the 33-hour transfer module, the notion of 48 general studies hours is not carefully described. If we use a threshold of 48 hours under these conditions, it is likely to force our admissions personnel into complicated or arbitrary decisions that substantially change the further general studies a student must complete. While the recommendation does assume admissions review of what a student is missing from our general studies, such a review is much more straightforward than trying to determine the precise amount of general studies credit to which someone is entitled.
- Q3: If a student comes in with 60 hours, including 48 in general studies (of which the transfer module is part), why make the student take anything else? Since our general studies can at least theoretically be satisfied by 48 hours, asking that the student take more seems to violate the spirit of the CHE mandate.
- A3: As indicated in A2 above, we will only ask that more courses be taken if there is some part of NKU general studies that has not been fulfilled. We do not believe CHE demands that transfer students have less general studies than our own native students.

- Q4.: If a transfer student covered by the transfer module policy lacks coursework in one of our general studies categories why would we allow coursework from a totally different category to count? For example, if someone lacks a Behavioral Science course, why would we allow a Fine Arts course to be taken instead?
- A4: The question makes sense for a missing course in Behavioral Science, but what if what's missing is in Historical Perspective? Remember that we can't make those covered by the policy take more lower-division courses. Thus, we cannot make someone take a Historical Perspective, which is all lower-division. To provide a tailored pool of upper division courses in Historical Perspective for transfer students lacking such coursework seems unreasonable from the standpoint of curricular governance. Then, to have one rule for one type of unfulfilled requirement and a different rule for a different type of unfulfilled requirement invites havoc in advising. With all unfulfilled requirements treated equally, we believe the advisor can be expected to perform properly.
- Q5: The CHE provisions state the any additional general studies courses that would be required of a transfer student who comes in with a certified module cannot be lower division. This recommendation appears to fly in the face of that idea by permitting such a student to take lower-division courses. What gives?
- A5: We would not be requiring the transfer student to take lower-division courses; rather, we would be permitting him or her to do so. There would still be upper-division courses available to the student to fulfill the remaining hours. The Subcommittee believes, however, that enlarging the pool of eligible coursework beyond upper-division work may be accessible only after lower-division pre-requisites have been fulfilled. For example, a student who lacked 6 hours might want to take SOC 300 to fulfill 3 of those hours. If the student had not had SOC 100 or ANT 100 (either of which could serve as a prerequisite), we want to be able to count either of those 100-level courses for the student, since they are part of our general studies.
- Q6: What proportion of our students would be affected by the recommendation in its present form?
- A6: We can't say exactly, but we can give an educated guess. We know that 40% of our seniors are transfer students. Based on the average number of hours transferred, we believe that roughly half of these are coming with 60 hours or more. We don't know how many of these students currently have the 33-hour transfer module. However, once the policy were made known at UC 2-year colleges and Cincinnati State (which send the majority of our transfers), it is likely that most of the students from UC and Cincinnati State would come with the module. Thus, we estimate that somewhere in the range of 10 to 15% of our seniors would ultimately graduate under the recommended policy if it is enacted as proposed.

BUDGET BENEFIT PLAN

Agenda Item IV A 1.

BENEFIT	INDEMNITY PLANS		MANAGED CARE PLAN: IN NETWORK	
	HIGH	LOW	HIGH	LOW
eductible	None	♦ Single - \$500 ♦ Family - \$1,000	♦ Single - \$0 ♦ Family - \$0	♦ Single - \$500 ♦ Family - \$1,000
Max Out-of-Pocket (excluding deductible)	♦ Single - \$4,000 ♦ Family - \$8,000	♦ Single - \$5,000 ♦ Family - \$10,000	♦ Single - \$4,000 ♦ Family - \$8,000	♦ Single - \$5,000 ♦ Family - \$10,000
Hospital Care	60%*	50%*	\$300 admit copay	\$600 admit copay
Physician Office Visit	♦ 80%* primary care ♦ 60% specialists/tests	♦ 75%* primary care ♦ 50%* specialist/tests	\$20 copay	\$25 copay
Allergy Services	Not covered	Not covered	Not covered	Not covered
Infertility Diagnosis/Rx	Not covered	Not covered	Not covered	Not covered
Hospital Emergency Room (1)	♦ \$50 copay ♦ 60%	♦ \$75 copay ♦ 50%	♦ \$50 copay	♦ \$75 copay
Urgent Care Centers	60%	50%	\$30 copay	\$45 copay
Early Detection (2)	\$5 copay	\$10 copay	\$5 copay	\$10 copay
Well Baby Care Visits	♦ Up to 24 months ♦ \$200 limit	♦ Up to 24 months ♦ \$200 limit	♦ \$10 copay	♦ \$15 copay
Immunizations	\$5 copay	\$5 copay	\$5 copay	\$5 copay
Adult Routine Physicals	♦ 1 every 3 yrs ♦ \$40 copay	♦ 1 every 3 years ♦ \$60 copay	♦ \$40 copay	♦ \$60 copay
Annual Gyn Exam	\$20 copay	\$25 copay	\$20 copay	\$30 copay
• Mental Health - Inpatient	Not covered	Not covered	Not covered	Not covered
• Mental Health - Outpatient	Not covered	Not covered	Not covered	Not covered
• Chemical Dependence - Inpatient	Not covered	Not covered	Not covered	Not covered
• Chemical Dependence - Outpatient	Not covered	Not covered	Not covered	Not covered
Prescription Drugs	Not covered	Not covered	Not covered	Not covered
Most Other Services	Not covered	Not covered	Not covered	Not covered

ter deductible

(1) Copay waived if admitted.

(2) Mammograms, Pap test, cardiac risk, sigmoidoscopies, PSA, glucose serum, EKGs. Age limits may apply.

(3) Not subject to out-of-pocket maximum.

ECONOMY BENEFIT PLAN

	INDEMNITY PLANS		MANAGED CARE PLAN: IN NETWORK	
BENEFIT	HIGH	LOW	HIGH	LOW
eductible	♦ Single - \$500 ♦ Famly - \$1,000	♦ Single - \$1,000 ♦ Family - \$2,000	♦ Single - \$0 ♦ Family - \$0	♦ Single - \$500 ♦ Family - \$1,000
Max Out-of-Pocket (excluding deductible)	♦ Single - \$4,000 ♦ Family - \$8,000	♦ Single - \$5,000 ♦ Family - \$10,000	♦ Single - \$4,000 ♦ Family - \$8,000	♦ Single - \$5,000 ♦ Family - \$10,000
Hospital Care	60%*	50%*	\$300 admit copay	\$600 admit copay
Physician Office Visit	♦ 80%* primary care ♦ 60%* specialists & tests	♦ 75%* primary care ♦ 50%* specialists & tests	\$20 copay	\$25 copay
Allergy Services	60%*; Annual max	50%*; Annual max	\$20 copay; Annual max	\$25 copay; Annual max
Infertility Diagnosis/Rx	Not covered	Not covered	Not covered	Not covered
Hospital Emergency Room (1)	♦ \$50 copay per visit ♦ 60%	♦ \$75 copay ♦ 50%	♦ \$50 copay	♦ \$75 copay
Urgent Care Centers	60%	50%	\$30 copay	\$45 copay
Early Detection (2)	\$5 copay	\$10 copay	\$5 copay	\$10 copay
Well Baby Care Visits	♦ Up to 24 months ♦ \$200 limit	♦ Up to 24 months ♦ \$200 limit	♦ \$10 copay	♦ \$15 copay
Immunizations	\$5 copay	\$5 copay	\$5 copay	\$5 copay
Adult Routine Physicals	♦ 1 every 3 yrs ♦ \$40 copay	♦ 1 every 3 years ♦ \$60 copay	♦ \$40 copay	♦ \$60 copay
Annual Gyn Exam	\$20 copay	\$25 copay	\$20 copay	\$30 copay
• Mental Health - Inpatient	♦ 60% ♦ 10 days per yr	♦ 50% ♦ 10 days per yr	♦ \$300 admit copay ♦ 10 days per yr	♦ \$600 admit copay ♦ 10 days per yr
• Mental Health - Outpatient	♦ 60% (3) ♦ 20 visits or \$1,000	♦ 50% (3) ♦ 20 visits or \$1,000	♦ \$40 copay ♦ 20 visits or \$1,000	♦ \$50 copay ♦ 20 visits or \$1,000
• Chemical Dependence - Inpatient	♦ 10 days per yr ♦ 60% ♦ Detox only	♦ 10 days per yr ♦ 50% ♦ Detox only	♦ \$300 copay ♦ 10 days per yr ♦ Detox only	♦ \$600 copay ♦ 10 days per yr ♦ Detox only
• Chemical Dependence - Outpatient	♦ 60% ♦ \$1,000 maximum	♦ 50% ♦ \$1,000 maximum	♦ 60% ♦ \$1,000 maximum	♦ 50% ♦ \$1,000 maximum
Prescription Drugs	♦ 60%* ♦ \$250 deductible	♦ 50%* ♦ \$500 deductible	♦ 60%* ♦ \$250 deductible	♦ 50%* ♦ \$500 deductible
Most Other Services	Varies	Varies	Varies	Varies

*After deductible

(1) Copay waived if admitted.

(2) Mammograms, Pap test, cardiac risk, sigmoidoscopies, PSA, glucose serum, EKGs. Age limits may apply.

(3) Not subject to out-of-pocket maximum.

ENHANCED BENEFIT PLAN

BENEFIT	INDEMNITY PLANS		MANAGED CARE PLAN: IN NETWORK	
	HIGH	LOW	HIGH	LOW
Deductible	♦ Single - \$150 ♦ Family - \$300	♦ Single - \$300 ♦ Family - \$600	♦ Single - \$0 ♦ Family - \$0	♦ Single - \$250 ♦ Family - \$500
Max Out-of-Pocket (excluding deductible)	♦ Single - \$1,000 ♦ Family - \$3,000	♦ Single - \$2,000 ♦ Family - \$4,000	♦ Single - \$1,000 ♦ Family - \$3,000	♦ Single - \$1,500 ♦ Family - \$3,500
Hospital Care	90%*	80%*	100%	\$100 admit copay
Physician Office Visit	90%*	80%*	\$5 copay	\$10 copay
Allergy Services	90%*	80%*	\$5 copay	\$10 copay
Infertility Diagnosis/Rx	50%	50%	50%	50%
Hospital Emergency Room (1)	♦ \$25 copay ♦ 90%	♦ \$50 copay ♦ 80%	♦ \$25 copay	♦ \$50 copay
Urgent Care Centers	\$15 copay; 90%	\$25 copay; 80%	\$10 copay	\$20 copay
Early Detection (2)	100%	100%	100%	100%
Well Baby Care Visits	♦ Up to 24 months ♦ \$400 limit	♦ Up to 24 months ♦ \$400 limit	♦ \$5 copay	♦ \$10 copay
Immunizations	100%	100%	100%	100%
Adult Routine Physicals	♦ 1 every 3 yrs ♦ \$5 copay	♦ 1 every 3 years ♦ \$10 copay	♦ \$5 copay	♦ \$10 copay
Annual Gyn Exam	\$5 copay	\$10 copay	\$5 copay	\$10 copay
• Mental Health - Inpatient	♦ \$100 admit copay ♦ 30 days per yr ♦ 90%	♦ \$200 admit copay ♦ 30 days per yr ♦ 80%	♦ \$100 admit copay ♦ 30 days per yr	♦ \$200 admit copay ♦ 30 days per yr
• Mental Health - Outpatient	♦ 90% (3) ♦ 30 visits per yr	♦ 80% (3) ♦ 30 visits per yr	♦ \$10 copay ♦ 30 visits per yr	♦ \$30 copay ♦ 30 visits per yr
• Chemical Dependence - Inpatient	♦ \$50 admit copay ♦ 30 days per yr ♦ 90%	♦ \$100 admit copay ♦ 30 days per yr ♦ 80%	♦ \$50 admit copay ♦ 30 days per yr ♦ 100%	♦ \$100 admit copay ♦ 30 days per yr ♦ 100%
• Chemical Dependence - Outpatient	♦ 90% ♦ 30 visits per yr	♦ 80% ♦ 30 visits per yr	♦ 90% ♦ 30 visits per yr	♦ 70% ♦ 30 visits per yr
Prescription Drugs				
• Generic/sole source brand	♦ 80%*	♦ 80%*	♦ \$7 copay	♦ \$10 copay
• Brand chosen by member	♦ 80%*	♦ 80%*	♦ \$7 copay plus brand/generic differential	♦ \$7 copay plus brand/generic differential
Most Other Services	90%*	70%*	90%*	70%*

*After deductible

(1) Copay waived if admitted.

(2) Mammograms, Pap test, cardiac risk, sigmoidoscopies, PSA, glucose serum, EKGs. Age limits may apply.

(3) Not subject to out-of-pocket maximum.

STANDARD BENEFIT PLAN

BENEFIT	INDEMNITY PLANS		MANAGED CARE PLAN: IN NETWORK	
	HIGH	LOW	HIGH	LOW
Deductible	♦ Single - \$400 ♦ Family - \$800	♦ Single - \$500 ♦ Family - \$1,000	♦ Single - \$0 ♦ Family - \$0	♦ Single - \$250 ♦ Family - \$500
Max Out-of-Pocket (excluding deductible)	♦ Single - \$1,500 ♦ Family - \$3,500	♦ Single - \$2,500 ♦ Family - \$5,000	♦ Single - \$1,500 ♦ Family - \$3,500	♦ Single - \$2,500 ♦ Family - \$5,000
Hospital Care	85%*	70%*	\$100 admit copay	\$250 admit copay
Physician Office Visit	80%*	70%*	\$10 copay	\$15 copay
Allergy Services	80%*	70%*	\$10 copay	\$15 copay
Infertility Diagnosis/Rx	Not covered	Not covered	Not covered	Not covered
Hospital Emergency Room (1)	♦ \$25 copay ♦ 80%	♦ \$50 copay ♦ 70%	♦ \$25 copay	♦ \$50 copay
Urgent Care Centers	♦ \$15 copay ♦ 80%	♦ \$30 copay ♦ 70%	♦ \$15 copay	♦ \$30 copay
Early Detection (2)	Up to \$300	Up to \$300	100%	100%
Well Baby Care Visits	♦ Up to 24 months ♦ \$200 limit	♦ Up to 24 months ♦ \$200 limit	♦ \$10 copay	♦ \$15 copay
Immunizations	\$5 copay	\$5 copay	\$5 copay	\$5 copay
Adult Routine Physicals	Not covered	Not covered	\$25 copay	\$50 copay
Annual Gyn Exam	Not covered	Not covered	\$25 copay	\$50 copay
• Mental Health - Inpatient	♦ \$200 admit copay ♦ 21 days per yr ♦ 80%	♦ \$300 admit copay ♦ 21 days per yr ♦ 70%	♦ \$200 admit copay ♦ 21 days per yr	♦ \$300 admit copay ♦ 21 days per yr
• Mental Health - Outpatient	♦ 80% (3)	♦ 70% (3)	♦ \$20 copay ♦ 20 visit limit	♦ \$30 copay ♦ 20 visit limit
• Chemical Dependence - Inpatient	♦ \$200 admit copay ♦ 21 days per yr ♦ 80%	♦ \$300 admit copay ♦ 21 days per yr ♦ 70%	♦ \$200 admit copay ♦ 21 days per yr	♦ \$300 admit copay ♦ 21 days per yr
• Chemical Dependence - Outpatient	♦ 80% ♦ 20 visits per yr	♦ 70% ♦ 20 visits per yr	♦ 80% ♦ 20 visits per yr	♦ 70% ♦ 20 visits per yr
Prescription Drugs				
• Generic/sole source brand	♦ 80%*	♦ 70%*	♦ \$7 copay	\$10 copay
• Brand chosen by member	♦ 80%*	♦ 70%*	♦ \$7 copay plus brand/generic differential	♦ \$7 copay plus brand/generic differential
Most Other Services	80%*	70%*	80%*	70%*

*After deductible

(1) Copay waived if admitted.

(2) Mammograms, Pap test, cardiac risk, sigmoidoscopies, PSA, glucose serum, EKGs. Age limits may apply.

(3) Not subject to out-of-pocket maximum.

April 4, 1995

From: Chuck Frank, Chair
Faculty Benefit Committee

To: Faculty Senate Executive Committee
Paul Gaston, Provost

The Faculty Benefit Committee proposes amending page 63 Section XI.E.2.a of the Faculty Policies and Procedures Handbook 1994.

Present Version

No later than October 8, the department chair or program director must evaluate all applications received and verify the eligibility of all applications. The evaluations must be forwarded to the chair of the Faculty Benefits Committee and the appropriate dean.

Proposed Version

No later than October 8, the department chair or program director must evaluate all applications received and verify the eligibility of all applications. **The evaluation must include a summary of the applicant's stewardship of previous Faculty Benefits Committee awards.** The evaluations must be forwarded to the chair of the Faculty Benefits Committee and the appropriate dean.

Rationale

The Faculty Benefits Committee wants to use the candidate's success in carrying out previous benefits awards as part of evaluating a grant proposal. The chairs should have reports from previous benefits awards in the departmental files (see Section XI.D.7 page 62 of the Faculty Policies and Procedures Handbook 1994). Presently, the chair's letter must only state whether the applicant is eligible for the Faculty Benefits Committee award. Most chairs write additional comments concerning the proposal.

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NORTHERN KENTUCKY UNIVERSITY MEMORANDUM
Office of the Vice President for Academic Affairs and Provost
Administrative Center 812
Telephone (606) 572.5360
FAX (606) 572.5565
GASTON@NKU.EDU

April 13, 1995

TO: Nancy Firak
FROM: Paul L. Gaston *Paul G.*
SUBJECT: Proposed Handbook Amendment

Thank you for providing me with a copy of the proposal to amend page 63 Section XI.E.2.a of the Faculty Policies and Procedures Handbook 1994. As you might expect, I enthusiastically support the proposal. Responsible use of a previous award should certainly be a factor in the consideration of a subsequent award.

Xc: Council of Deans

Faculty Senate

Northern Kentucky University

Highland Heights, KY 41099
(606) 572-6400

TO: Faculty Senate

FROM: Mark Stavsky, Chair
Budget & Commonwealth Affairs Committee

DATE: April 5, 1995

RE: Proposed Resolution

On March 22, 1995 the Budget Committee unanimously approved the following resolution for adoption by the Faculty Senate.

The Faculty Senate is concerned about a morale crisis among faculty and students that has resulted from years of neglect in meeting critical academic funding needs; specifically, funding for the libraries is so low that it may not satisfy SACS requirements, the inventory of instructional equipment that is in need of maintenance and repair continues to climb, college/department operating budgets have seen little increase over the past ten years, and faculty salaries have never matched CUPA averages. Currently, administrative matters such as purchasing land, buying expensive administrative software, subsidizing the dormitories, etc. are being given a higher priority than these critical academic needs. We request the entire NKU budget be examined with the objective of shifting funds out of administrative matters (which currently receive the majority of the budget) and into areas that will support these critical academic funding needs.

Friday
UC Theatre
April 28 3:30
Town meeting
will include
budget issues

passes



**NORTHERN
KENTUCKY
UNIVERSITY**

Office of the President
(606) 572-5123

N. L. Lusk

April 14, 1995

TO: The University Community
FROM: Leon Boothe *Leon C. Boothe*
SUBJECT: 1995-96 Budget Development

I enjoyed the opportunity to discuss budget needs with many members of the University community on March 8, 9, and 29. Those who were present made an important contribution to the development of the 1995-96 budget. No less influential in this process have been the clarification of the university's enduring goals through the planning process, the counsel of the Provost and other members of my cabinet, and perspectives of the constituency groups. While it will never be possible to accommodate all recommendations equally, many figure prominently in the direction we have taken.

Some of our priorities, such as our ongoing effort to improve our technological environment, have been in place throughout the current budget year and will remain. Others, such as the pressing need for instructional equipment and our obligation to maintain competitive compensation for part-time faculty, have emerged more clearly through the budget development process this spring. A few examples should suggest how recommendations and expressions of concern have helped to shape a 1995-96 budget recommendation that expresses our goal to define the University "ever more fully as a student-centered institution committed to excellence."

— A 3% increase pool will offer a point of departure for consideration of 1995-96 salaries for full-time faculty and staff.

— The budget will include approximately \$70,000 to improve the compensation of part-time faculty.

— The budget will establish, for the first time ever, a recurring base allocation of \$50,000 earmarked for the procurement and replacement of classroom and laboratory instructional equipment. This continuing budget line, which has been a particular priority of the Provost, will not be distributed across-the-board, but will be directed by the Provost, in consultation with the Deans' Council, to the most compelling instructional needs. In future budget years, we will endeavor to build on this base.

— In further recognition of the immediate need for instructional equipment, nonrecurring funds will be provided to supplement the amount provided by the base budget. These additional funds may be distributed in the current budget year or in the 1995-96 budget year.

— We will continue to make progress on the installation of the campus network. The Technology Fee will also support an expansion of services to students.

— Funds from the Support of Learning surcharge will directly benefit the library and relieve budgetary pressures on departments obligated to provide costly consumable materials to students.

The proposed budget (which is subject to Board of Regents approval) reflects a wide consensus, but the initiatives to be funded will come at some cost; for instance, they will delay our shifting some important continuing costs (e.g., for part-time faculty) from supplemental allocations to the base budget. They also depend on the university's maintaining at least a flat enrollment, which is the most optimistic of the projections we have been considering. Any decline in revenue from the level projected will require reconsideration of the budget.

Our determination to address pressing concerns should not overshadow the continuing financial pressures on the university. We have reached a point in our history where we must look carefully at all areas of the university in an effort to identify opportunities for change and to improve quality, managerial effectiveness, and productivity. This challenging effort will require a collective commitment.

xc: Members of the Board of Regents

President's Cabinet
Council of Deans
Council of Chairs
Nancy Firak
Chuck Pettit
Mark Stavsky
Paul Wingate

discussion draft
distrib on date 3
Fac Sen. Mtg

Faculty Salary Gender Bias Study

April 17, 1995 Discussion Draft

Prepared by the Ad-Hoc Faculty Senate Salary Sub-Committee

THE STUDY

The primary purpose of this study is to examine the issue as to whether or not there are differences between the salaries received by male and female faculty members at NKU. The study employed an empirical analysis designed to both address this question and identify some of the variables that influence faculty salaries.

THE SALARY DATA

The data for this salary study, containing records for 482 faculty members, was provided by the Provost. The data was initially reviewed by the salary sub-committee and then sent to the Department Chairs for verification. Additional questions about the data that arose during the analysis phase were resolved with the help of the staff in Bob Appleson's office. Two sample spreadsheet pages illustrating the nature of the data appear in the Appendix starting on page 14.¹

In order to analyze the data using SAS on the University's VAX system, codes were assigned to each of the data columns. In addition, two new variables (see below) were added to the database. The complete list of SAS codes and variables appears as follows:²

CODE	Number assigned to each faculty member, generally alphabetically
SEX	Sex, designated "M" for male and "F" for female
COL	College, starting with Arts & Sciences and ending with Professional Studies
C_CODE	Numeric code assigned to each college ranging from 1 = Arts & Sciences to 6 = Professional Studies
D_CODE	Code representing a homogeneous grouping as an alternative to the college groupings
DEPT	Department to which the faculty member is assigned
YR_HIRE	Faculty member's first year at NKU
TEN_94	Tenure status of the faculty member as of the Fall of 1994
RANK_CH	Date faculty member earned current rank of Full, Associate, etc. (Same as the year of hire for someone who has not yet been promoted)
HDEG_94	Highest degree earned as of Fall 1994
TDEG_94	Terminal degree held as of Fall 1994
RANK_93	Academic rank held as of Fall 1993
SAL_93	Salary as of Fall 1993
YIR_94	Years in rank as of Fall 1994 (new data, computed as 1994-RANK_CH)
YOB_94	Years on board as of Fall 1994 (new data, computed as 1994-YR_HIRE)
CON_94	Contract (FY or AY) as of Fall 1994
RANK_94	Academic rank held as of Fall 1994
SAL_94	Salary as of Fall 1994

¹ The entire spreadsheet is 13 pages long and will be included in the final version of the salary report.

² The SAS program used to analyze the data, FACSAL.SAS, appears in the Appendix starting on page 16.

Every attempt was made to keep the database intact so that the analysis could be run without having to delete rows and/or columns. As a result, the database contains a number of faculty who are currently not at NKU. For purpose of this analysis, the subcommittee also decided to exclude all chairs and those assistant/associate chairs who taught fewer than 6 hours per semester.

DATA ANALYSIS: MEAN MALE/FEMALE COMPARISONS

(a) College Groupings

The first step in the analysis was to design a way to compare salaries received by both male and female faculty members. After some discussion, it was felt that a ratio of average female to average male salaries--by rank and within college--would be appropriate. The results of this analysis are reported in the "Salary Ratios and Regression Results by College & Rank" table on page 3.

For example, in the College of Arts & Sciences, the average full professor salary for 10 females was \$48,720, while the average salary for 40 males was \$52,668. The ratio of the two was .925, meaning that the average full professor salary for A&S females is 92.5% of their male counterparts. Similar ratios were computed for 16 of the 30 cells in the table; 14 cells were represented by only one sex (or none at all) so ratios were not computed.

By way of summary, 8 of 16 ratios were higher than 100% (favoring females), while 8 of 16 were lower than 100% (favoring males). The distribution by rank is shown below:

Rank	# Ratios >100%	# Ratios <100%	Total	F/M as % of Total
Full Professor	1	2	3	33.3%
Associate Professor	1	3	4	25.0%
Assistant Professor	2	2	4	50.0%
Instructor	2	0	2	100.0%
Lecturer	2	1	3	66.7%
	8	8	16	

The final column above shows that the proportion of cells where the average female salary exceeds the average male salary tends to be smaller for the higher academic ranks and larger for lower ones.

Statistical Note: While it is tempting to apply the t-test to the difference between mean female and male salaries, the test is not appropriate because the salary information is census, rather than sample, data.

(b) Discipline Groupings

After some discussion, the committee felt that a different grouping (as an alternative to using colleges) might be appropriate on the grounds that more homogeneity could be achieved.

SALARY RATIOS AND REGRESSION RESULTS BY COLLEGE & RANK

	FULL RANK_94 = 1	ASSOCIATE RANK_94 = 2	ASSISTANT RANK_94 = 3	INSTRUCTOR RANK_94 = 4	LECTURER RANK_94 = 5
Arts & Sciences					
C_CODE=1	F: 10 \$48,720 M: 40 \$52,668 Ratio: 92.5% Prob>F,t Reg Model: 0.0006 YIR_94 0.0002 DI (Sex) 0.8177	F: 15 \$39,172 M: 46 \$41,655 Ratio: 94.0% Prob>F,t Reg Model: 0.0042 DI (Sex) 0.0225 YIR_94 0.0872	F: 13 \$34,510 M: 28 \$35,155 Ratio: 98.2% Prob>F,t Reg Model: 0.9828	F: 1 \$26,292 M: 0 Ratio: Prob>F,t	F: 19 \$24,061 M: 14 \$24,345 Ratio: 98.8% Prob>F,t Reg Model: 0.1266
ACE					
C_CODE=2	F: 0 M: 0 Ratio: Prob>F,t	F: 0 M: 0 Ratio: Prob>F,t	F: 0 M: 0 Ratio: Prob>F,t	F: 1 \$23,500 M: 0 Ratio: Prob>F,t	F: 12 \$23,622 M: 3 \$23,210 Ratio: 101.8% Prob>F,t Reg Model: 0.1374
Business					
C_CODE=3	F: 0 M: 6 \$62,346 Ratio: Prob>F,t	F: 4 \$55,176 M: 6 \$56,665 Ratio: 97.4% Prob>F,t Reg Model: 0.2225	F: 4 \$53,472 M: 8 \$51,253 Ratio: 104.3% Prob>F,t Reg Model: 0.0920 TEN_P_94 0.0434 D1 (Sex) 0.9112	F: 1 \$55,284 M: 3 \$30,380 Ratio: 182.0% Prob>F,t	F: 1 \$33,720 M: 0 Ratio: Prob>F,t
aw					
C_CODE=4	F: 3 \$73,902 M: 12 \$77,623 Ratio: 95.2% Prob>F,t Reg Model: 0.2769	F: 0 M: 0 Ratio: Prob>F,t	F: 2 \$44,706 M: 1 \$33,960 Ratio: 131.6% Prob>F,t Reg Model: 0.6459	F: 0 M: 0 Ratio: Prob>F,t	F: 0 M: 0 Ratio: Prob>F,t
Library					
C_CODE=5	F: 2 \$61,518 M: 0 Ratio: Prob>F,t	F: 11 \$41,480 M: 4 \$36,765 Ratio: 112.8% Prob>F,t Reg Model: 0.0019 YIR_94 0.0010 DI (Sex) 0.3015	F: 3 \$21,420 M: 0 Ratio: Prob>F,t	F: 1 \$19,742 M: 0 Ratio: Prob>F,t	F: 0 M: 0 Ratio: Prob>F,t
Professional Studies					
C_CODE=6	F: 7 \$50,254 M: 10 \$50,113 Ratio: 100.3% Prob>F,t Reg Model: 0.9888	F: 18 \$37,920 M: 8 \$42,508 Ratio: 89.2% Prob>F,t Reg Model: 0.0797 YIR_94 0.0994 DI (Sex) 0.2835	F: 19 \$31,401 M: 19 \$33,432 Ratio: 93.9% Prob>F,t Reg Model: 0.0031 TEN_T_94 0.0004 TEN_P_94 0.0063 DI (Sex) 0.3194	F: 6 \$25,977 M: 2 \$23,075 Ratio: 112.6% Prob>F,t Reg Model: 0.6406	F: 3 \$28,592 M: 4 \$25,689 Ratio: 111.3% Prob>F,t Reg Model: 0.6945

Notes:

Shaded cells represent areas where the Female/Male salary ratio is > 1.
 Boldface "Reg Model:" indicates regression results significant at the 90% level.
 Boldface terms underneath the Reg Model statement are significant at the 90% level.
 The D1 (Sex) variable was significant in only one of 16 regression models.

The alternative groupings--identified as discipline codes rather than college codes--were prepared by Bob Appleson in conjunction with Gary Graff and CUPA data. The alternative discipline groupings appear as follows:

- D_CODE=1 Anthropology, Astronomy, Chemistry, Geology, Information Science, Mathematics and Computer Science, Physics, Geology
- D_CODE=2 Biology, Allied Health and Human Services, Nursing, Public Health
- D_CODE=3 Geography, History, Political Science, Public Administration, Psychology Sociology, Social Work
- D_CODE=4 Fine Arts, Letters, Literature & Language, Music, Philosophy, Theater
- D_CODE=5 Aviation Technology, Business Technology, Communications, Education, Real Estate, Technology
- D_CODE=6 Accountancy, Economics, Finance, Information Systems, Management
- D_CODE=7 Law
- D_CODE=8 Library: Chase and Steely
- D_CODE=9 ACES (Basic Skills)

As can be seen, the alternative groupings tend to reassign some of the disciplines in the Colleges of Arts & Sciences and Professional Studies. The grouping of academic disciplines in the ACES, Business, Law, and Library categories remain unchanged.

The "Salary Ratios and Regression Results by Discipline Code & Rank" table on page 5 is parallel to the earlier table except for the use of discipline codes in place of the college classification. Of the 28 ratios in this table, 11 are in excess of 100% (favoring females) while 17 are less than 100% (favoring males). The distribution of ratios favoring females is approximately the same as in the previous table:

Rank	# Ratios >100%	# Ratios <100%	Total	F/M as % of Total
Full Professor	2	4	6	33.3%
Associate Professor	2	5	7	28.6%
Assistant Professor	2	5	7	28.6
Instructor	1	1	2	50.0%
Lecturer	4	2	6	66.7%
	<u>11</u>	<u>17</u>	<u>28</u>	

The last column in the table, as in the preceding table, shows that the average salary for females is higher than the average salary for males at the lower academic ranks, and lower at the higher ranks.

DATA ANALYSIS: MULTIPLE REGRESSION

Since a number of factors--productivity, years in rank, appropriate terminal degree, tenure status, etc.--may affect salary, we *cannot* presume that the observed differences between the mean male and female salaries are due to sex alone. However, regression (ordinary least

SALARY RATIOS AND REGRESSION RESULTS BY DISCIPLINE CODE & RANK

	FULL RANK_94=1		ASSOCIATE RANK_94=2		ASSISTANT RANK_94=3		INSTRUCTOR RANK_94=4		LECTURER RANK_94=5	
D_CODE = 1	F: 1	\$48,180	F: 2	\$38,670	F: 3	\$38,124	F: 0		F: 4	\$26,453
	M: 13	\$53,663	M: 16	\$43,204	M: 5	\$41,056	M: 0		M: 5	\$25,376
	Ratio: 89.8%		Ratio: 89.5%		Ratio: 92.9%		Ratio:		Ratio: 104.2%	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
	Reg Model: 0.3843		Reg Model: 0.2077		Reg Model: 0.8580				Reg Model: 0.3263	
D_CODE = 2	F: 2	\$45,132	F: 11	\$38,648	F: 9	\$31,050	F: 2	\$29,175	F: 2	\$24,868
	M: 4	\$48,339	M: 4	\$38,632	M: 3	\$33,848	M: 0		M: 1	\$23,000
	Ratio: 93.4%		Ratio: 100.0%		Ratio: 91.7%		Ratio:		Ratio: 108.1%	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
	Reg Model: 0.0692		Reg Model: 0.3819		Reg Model: 0.3137					
	YIR_94 0.0634									
	D1 (Sex) 0.1748									
D_CODE = 3	F: 2	\$55,230	F: 5	\$39,802	F: 6	\$33,928	F: 1	\$29,000	F: 4	\$23,250
	M: 15	\$54,175	M: 13	\$41,082	M: 6	\$35,263	M: 0		M: 3	\$25,971
	Ratio: 101.9%		Ratio: 96.9%		Ratio: 96.2%		Ratio:		Ratio: 89.5%	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
	Reg Model: 0.1097		Reg Model: 0.7386		Reg Model: 0.0852				Reg Model: 0.2394	
					YIR_94 0.0435					
					D1 (Sex) 0.1027					
D_CODE = 4	F: 5	\$47,660	F: 9	\$38,745	F: 5	\$32,438	F: 1	\$26,292	F: 9	\$23,180
	M: 8	\$50,387	M: 14	\$41,539	M: 16	\$33,239	M: 0		M: 6	\$23,991
	Ratio: 94.6%		Ratio: 93.3%		Ratio: 97.6%		Ratio:		Ratio: 96.6%	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
	Reg Model: 0.0477		Reg Model: 0.0033		Reg Model: 0.3287				Reg Model: 0.2699	
	YIR_94 0.0123		YIR_94 0.0093							
	D1 (Sex) 0.2204		D1 (Sex) 0.2185							
D_CODE = 5	F: 7	\$50,254	F: 6	\$36,660	F: 9	\$31,741	F: 3	\$22,837	F: 3	\$28,592
	M: 10	\$50,113	M: 7	\$42,113	M: 17	\$33,489	M: 2	\$23,075	M: 3	\$23,948
	Ratio: 100.3%		Ratio: 87.1%		Ratio: 94.8%		Ratio: 99.0%		Ratio: 119.4%	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
	Reg Model: 0.9888		Reg Model: 0.0038		Reg Model: 0.0063		Reg Model: 0.9656		Reg Model: 0.4212	
			YIR_94 0.0785		TEN_T_94 0.0043					
			D1 (Sex) 0.1241		TEN_P_94 0.0186					
					D1 (Sex) 0.7108					
D_CODE = 6	F: 0		F: 4	\$55,176	F: 4	\$53,472	F: 1	\$55,284	F: 1	\$33,720
	M: 6	\$62,346	M: 6	\$56,665	M: 8	\$51,253	M: 3	\$30,380	M: 0	
	Ratio:		Ratio: 97.4%		Ratio: 104.3%		Ratio: 182.0%		Ratio:	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
			Reg Model: 0.2225		Reg Model: 0.0920					
					TEN_P_94 0.0434					
					D1 (Sex) 0.9112					
D_CODE = 7	F: 3	\$73,902	F: 0		F: 2	\$44,706	F: 0		F: 0	
	M: 12	\$77,623	M: 0		M: 1	\$33,960	M: 0		M: 0	
	Ratio: 95.2%		Ratio:		Ratio: 131.6%		Ratio:		Ratio:	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
	Reg Model: 0.2769				Reg Model: 0.6459					
D_CODE = 8	F: 2	\$61,518	F: 11	\$41,480	F: 3	\$21,420	F: 1	\$19,742	F: 0	
	M: 0		M: 4	\$36,765	M: 0		M: 0		M: 0	
	Ratio:		Ratio: 112.8%		Ratio:		Ratio:		Ratio:	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
			Reg Model: 0.0019							
			YIR_94 0.0010							
			D1 (Sex) 0.3015							
D_CODE = 9	F: 0		F: 0		F: 0		F: 1	\$23,500	F: 12	\$23,622
	M: 0		M: 0		M: 0		M: 0		M: 3	\$23,210
	Ratio:		Ratio:		Ratio:		Ratio:		Ratio: 101.8%	
	Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t		Prob>F,t	
									Reg Model: 0.1374	

squares) analysis can be used to identify those factors which explain some of the observed variation in salaries.³

(a) The Correlation Matrix

One of the assumptions required for regression is that the independent or predictor variables must be independent of one another. As a result, the correlation of the independent variables must be examined even before the regression is run. If high correlations are found, then one or more of the independent variables must be dropped; if correlations are low or nonexistent, then the variables can be included in the analysis.

The "Independent Variable Correlation Matrix" on page 7 indicates that all of the correlations were acceptable with the exception of YOB_94 with TEN_T_94 (.802 correlation) and YOB_94 with YIR_94 (.713 correlation). As a result, either (1) YOB_94 or (2) TEN_T_94 and YIR_94 had to be dropped (YOB_94 was deleted). High correlations between any of the RANK variables and the remaining independent variables are not of concern because none of the RANK variables were used as independent predictors.

(b) Regression with Continuous and Dummy Variables

Separate regression analyses were done for each cell in the two "Salary Ratios and Regression Results" tables presented on pages 3 and 5. Since each regression was done for a common rank and college or discipline grouping, only the following variables remained for the analysis. In addition, non-numeric or indicator data such as sex, rank, current tenure status, and appropriate terminal degree were converted to zero-one dummy variables:

Independent Variables	Dummy or Continuous	Description of Variables
SEX	D1=1	Sex = Male
	D1=0	Sex = Female
TEN_94	TEN_T_94=1, 0 otherwise	Tenured
	TEN_P_94=1, 0 otherwise	Probationary tenure-track
	Not tenure track (default case for 3rd dummy)
T_DEG	D2=1	Has terminal degree
	D2=0	Does not have terminal degree
YIR_94	continuous	Computed as difference: 1994 minus RANK_CH

³ The methodology behind regression analysis is relatively straightforward. The question examined by the technique is whether or not the existence of additional data is of more help when predicting the value of an observation from a population than is the mean of the population itself. For example, there are 10 female full professors in the College of Arts & Sciences with an average salary of \$48,720, and there are 40 males with an average salary of \$52,668--resulting in an overall mean salary of \$51,878. Now, if we knew absolutely nothing about the population of full professors in A&S (other than the mean salary), and if we were asked to estimate the salary of one professor in that group, then our best guess would be to use the group mean of \$51,878.

Suppose we had additional information about the person such as the individual's sex, tenure status, or even years in rank. The regression analysis would result in an equation that tried to provide a "better" way of predicting the individual's salary--better in the sense that it provides, on average, more accurate results than the simple use of the \$51,878 mean. Finally, we realize that our model would not always give us estimates that are superior to the mean, but we might be willing to use it if the model met some predetermined level of confidence such as 95%.

INDEPENDENT VARIABLE CORRELATION MATRIX

	D1	C_CODE1	C_CODE2	C_CODE3	C_CODE4	C_CODE5	TEN_T_94	TEN_P_94	D2	YIR_94	YOB_94	RANK_941	RANK_942	RANK_943	RANK_944
D1	1.000	0.200	-0.149	0.030	0.065	-0.163	0.177	0.003	0.143	0.164	0.181	0.187	0.010	0.015	-0.083
C_CODE1	0.199	1.000	-0.194	-0.329	-0.216	-0.232	0.014	-0.031	0.130	-0.013	0.045	0.047	0.042	-0.084	-0.158
C_CODE2	-0.149	-0.194	1.000	-0.062	-0.041	-0.044	-0.178	-0.107	-0.304	0.011	-0.080	-0.092	-0.105	-0.096	0.031
C_CODE3	0.030	-0.329	-0.062	1.000	-0.070	-0.074	-0.005	-0.016	0.021	-0.013	-0.030	-0.050	-0.012	0.048	0.105
C_CODE4	0.065	-0.216	-0.041	-0.070	1.000	-0.049	0.148	-0.024	0.115	0.178	0.143	0.289	-0.117	-0.031	-0.038
C_CODE5	-0.163	-0.231	-0.044	-0.075	-0.049	1.000	0.112	-0.016	0.123	-0.011	0.050	-0.061	0.213	-0.044	0.014
TEN_T_94	0.177	0.013	-0.178	-0.005	0.148	0.112	1.000	-0.522	0.411	0.489	0.802	0.514	0.453	-0.343	-0.167
TEN_P_94	0.004	-0.031	-0.107	-0.016	-0.024	-0.016	-0.522	1.000	0.122	-0.309	-0.431	-0.268	-0.147	0.678	-0.072
D2	0.143	0.130	-0.304	0.021	0.115	0.123	0.411	0.122	1.000	0.100	0.290	0.244	0.260	0.095	-0.191
YIR_94	0.164	-0.013	0.011	-0.013	0.178	-0.011	0.489	-0.309	0.100	1.000	0.713	0.252	0.052	-0.210	-0.109
YOB_94	0.181	0.045	-0.080	-0.030	0.142	0.050	0.802	-0.431	0.290	0.713	1.000	0.591	0.219	-0.345	-0.135
RANK_941	0.187	0.047	-0.091	-0.047	0.289	-0.061	0.514	-0.268	0.244	0.252	0.591	1.000	-0.264	0.241	-0.086
RANK_942	0.010	0.042	-0.105	-0.012	-0.117	0.213	0.453	-0.147	0.260	0.053	0.219	-0.264	1.000	0.277	-0.099
RANK_943	0.015	-0.084	-0.096	0.048	-0.031	-0.043	-0.343	0.678	0.095	-0.210	-0.345	-0.241	-0.277	1.000	-0.090
RANK_944	-0.083	-0.158	0.031	0.105	-0.038	0.014	-0.167	-0.072	-0.191	-0.109	-0.135	-0.086	-0.098	-0.090	1.000

SOURCE: Adapted from the FACSAL.LIS output program. Numbers in the cells are Pearson correlation coefficients, while probabilities and the number of observations for each pair have been left off to save space.

NOTE: Regression analysis requires that independent variables be randomly distributed and thus independent of one another. When the independent variables are correlated, as is the case of YOB_94 with TEN_T_94 (.802) and YIR_94 (.713), then either the first variable (YOB_94) or the other two have to be excluded from the analysis. However, the correlations between RANK_941 and TEN_T_94 (.514), RANK_941 and YOB_94 (.591), and RANK_943 with TEN_P_94 (.678) are not a concern since none of the RANK variables are used as independent predictors.

In essence, this coding generates five variables for the analysis: D1 (which has two levels, "1" for male and "0" for female), TEN_T_94, TEN_P_94, D2 (which has two levels, "1" for having a terminal degree and "0" for not having a terminal degree), and YIR_94 which is a continuous variable.

The SAS printout on page 9 illustrates how zero-one dummy variables are used to indicate the status of a variable in the analysis. Note that observation #13 is female (because D1=0); is assigned to the College of Arts & Sciences (C_CODE1=1); has probationary track status (TEN_P_94=1); has a terminal degree (D2=1), has the rank of Assistant (RANK_943=1). As for the continuous variables, the person has been in rank for 4 years (YIR_94=4) and has a current salary (SAL_94) of \$32,904. Likewise, the individual represented by observation 16 is male (D1=1); is not assigned to any of the colleges C_CODE1 through C_CODE5 and therefore must, by default, be assigned to the College of Professional Studies; has neither tenure nor probationary tenure status (TEN_T_94=0 and TEN_P_94=0) and so must, by default, be non-tenure track; and, has the rank of Lecturer (by default since all of the RANK values are equal to zero). As for the remaining variables, the individual has been in rank for one year (YIR_94=1) and has a current salary (SAL_94) of \$22,660.

The advantage of the dummy variable is that a "zero" can be used to indicate that a variable is not present, while a "one" can be used to indicate that a variable is present--thereby avoiding problems of scale that would occur if the number "1" was assigned to Arts & Sciences, while a number such as "6" was assigned to Professional Studies. Without the use of dummy variables, the computer would simply assume that the latter college is six times larger or otherwise different than the former, when in fact no such scale comparison was intended.

(c) The Null Hypothesis

The dependent variable being explained is the 1994 fall salary (SAL_94). The null hypothesis being tested (and the alternative hypothesis accepted if the null is rejected) is:

Ho: SAL_94 is *not* a function of D1, TEN_T_94, TEN_P_94, D2, YIR_94

Ha: SAL_94 is a function of D1, TEN_T_94, TEN_P_94, D2, YIR_94

When SAS reports regression results, it does so by computing the F-statistic and then reporting the significance of the regression in terms of the probability of getting a larger F (a larger F indicates that the observations are clustered more closely to the regression line). When the F is large enough to be significant, we reject the null hypothesis that SAL_94 is *not* a function of D1, TEN_T_94, TEN_P_94, D2, YIR_94, and accept the alternative hypothesis instead. To find out which of the independent variables are significant and which are not, SAS also computes a separate t-statistic for each.⁴

⁴ The F-value is used to indicate the overall fit of the model; the t-statistic is similar, but reports only on the significance of a single variable from among all independent variables used in the model. An examination of the t-statistics helps us determine which independent variables are the most useful when explaining variations of observed salary from the mean of the group. It is fairly common to discover that a single variable, such as YIR_94, is strong enough to make the entire multiple regression model significant.

OBS	CODE	D1	C	C	C	C	C	TEN	TEN	SAL	YIR	YOB	RAN	RAN	RAN	RAN	SAL	
			CODE1	CODE2	CODE3	CODE4	CODE5	TENT94	TENT94				D2	93	94	94		94
1	4	0	0	0	0	0	0	0	1	0	.	5	5	0	0	0	0	.
2	3	1	0	0	0	0	0	0	1	0	.	4	4	0	0	0	0	.
3	5	1	1	0	0	0	0	0	1	1	35760	4	4	0	0	1	0	37704
4	6	1	0	0	0	0	0	0	1	0	29640	4	4	0	0	1	0	29640
5	7	1	1	0	0	0	0	0	1	1	31000	3	3	0	0	1	0	32090
6	9	1	0	0	1	0	0	0	1	1	51000	1	1	0	0	1	0	57636
7	10	1	1	0	0	0	0	0	0	0	23500	5	5	0	0	0	0	.
8	8	1	0	0	0	0	0	0	1	1	.	6	6	0	0	0	0	.
9	486	0	0	0	0	0	1	1	0	1	71004	8	13	1	0	0	0	72576
10	11	0	0	0	0	0	0	0	1	1	32712	4	4	0	0	1	0	33828
11	12	1	1	0	0	0	0	1	0	1	46896	4	19	1	0	0	0	48408
12	13	0	0	0	0	0	0	0	1	1	.	0	0	0	0	1	0	38500
13	14	0	1	0	0	0	0	0	1	1	31164	4	4	0	0	1	0	32904
14	15	1	1	0	0	0	0	0	1	1	34740	3	3	0	0	1	0	35208
15	16	0	0	0	0	0	0	0	1	1	29844	3	3	0	0	1	0	31152
16	17	1	0	0	0	0	0	0	0	0	22000	1	1	0	0	0	0	22660
17	18	1	1	0	0	0	0	0	0	1	26547	1	1	0	0	0	0	.
18	19	0	0	0	1	0	0	0	0	1	52000	0	1	0	0	0	1	55284
19	20	1	1	0	0	0	0	0	1	1	.	5	5	0	0	0	0	.
20	21	1	0	0	0	0	0	0	1	0	27390	3	3	0	0	1	0	28640
21	22	0	0	0	1	0	0	1	0	1	38100	3	3	0	0	1	0	38976
22	23	0	0	1	0	0	0	0	0	0	19200	9	9	0	0	0	0	20000
23	24	1	0	0	1	0	0	0	1	1	54480	1	1	0	0	1	0	56020
24	25	0	1	0	0	0	0	1	0	1	44500	3	15	1	0	0	0	45730
25	26	0	1	0	0	0	0	0	0	0	27810	2	2	0	0	0	0	27810
26	27	0	1	0	0	0	0	0	0	0	.	4	4	0	0	0	0	.
27	28	1	0	0	0	0	0	0	0	1	.	4	4	0	0	0	0	.
28	29	0	1	0	0	0	0	1	0	1	38676	8	13	0	1	0	0	39780
29	487	0	0	0	0	0	1	1	0	1	48888	7	15	1	0	0	0	50460
30	30	0	0	0	0	0	0	0	0	1	25000	1	1	0	0	1	0	26250
31	31	0	1	0	0	0	0	0	0	1	23000	4	4	0	0	0	0	

Gender Bias Study, 4/17/95 draft, page 9

To illustrate, SAS reported regression results for the Arts & Sciences/Full Professor category as having an F-value of 6.980, with the probability of a larger F at .0006 (SAS abbreviates this as: Prob > F .0006). This means that the regression model was significant at the 1-.0006, or at the 99.94%, level. Further, an analysis of the t-statistics for the five independent variables reveals that only YIR_94 was a significant explanatory variable with the probability of getting a larger t at .0002--indicating significance at the 99.98% level. None of the other variables were significant at the 90% level, and the D1 variable only showed a probability of a larger t-value at .8177--meaning that sex as an explanatory variable was only significant at the 18.23% level. The significance of the overall model (expressed in terms of the probability of a larger F), the probabilities of a larger t for all significant independent variables (of which YIR_94 was the only one), along with probability information for the D1 sex variable, is reported in the first cell in the table on page 3.

Note: In order to give the D1 sex variable a reasonable chance to be included in the analysis, the regression results for this study are reported at the 90%, rather than the more typical 95%, confidence level.

(d) Regression Results by College and Rank

There were meaningful regressions for 15 of the 30 cells in the "Salary Ratios and Regression Results by College & Rank" table shown on page 3. Not shown are the regression results for cells where only one sex was present (see Business/Full Professor).

Six of the 15 regressions were significant at the 90% level (denoted by the boldface terms in the table). Years in rank (YIR_94) was the single significant predictor in 3 regressions, and the second significant predictor in a fourth. Tenure track status (TEN_T_94) showed up once, and probationary track status (TEN_P_94) showed up as a significant explanatory variable in 2 regressions. *The D1 sex variable showed up as being significant only once in 15 regressions--in the College of Arts & Sciences/Associate rank column.*

For comparative purposes, the probability of a greater t value for the D1 sex variable is shown for each of the 6 regressions. For all regressions excluding the Arts & Sciences/Associate cell, the confidence level for sex as an explanatory variable ranged from a low of 8.88% to a high of 71.65%. In other words, sex wasn't even close to being an acceptable explanatory variable in 5 of the 6 significant regressions (regressions where the null hypothesis was rejected) shown in the table.

(e) Regression Results by Discipline Code and Rank

When the alternative discipline groupings is used in place of colleges, there were 45 rather than 30 possible combinations to examine. Regressions were run on all cells with 25 reportable results shown in the "Salary Ratios and Regression Results" table on page 5.

Eight of the 25 regressions were significant the 90% level. YIR_94 was significant in 6 of 8 regressions, TEN_T_94 was significant in one regression, and TEN_P_94 was significant in two regressions. *However, the D1 sex variable did not appear in any of the 25 regressions.*

(f) Years in Rank

The two scatter plots on pages 12 and 13 illustrate the importance of the YIR_94 variable. The first shows salaries for full professor males and females plotted against years in rank for the College of Arts & Sciences (recall that the regression for this cell in the table on page 3 was significant at the 99.94% level, with YIR_94 being the only significant variable). The plot on page 12 clearly shows that the female salaries (denoted "F") are clustered in the lower left corner near the origin of the axes. In essence, female salaries are lower than male salaries primarily because years in rank are lower.

The second diagram on page 13 is for the 17 full professors in the College of Professional Studies. The regression for this cell (again refer to page 3) was not significant, indicating that none of the five variables were able to explain variations in salary any better than the mean of the 17 salaries. This illustration clearly shows that female salaries are distributed more uniformly than were the female salaries for Arts & Sciences. Plots (not shown in this draft) of full professor male and female salaries in Professional Studies against each of the other four variables (D1, TEN_T_94, TEN_P_94 and D2) would show a similar random pattern--something that should be expected from the results of the regression analysis.

CONCLUSIONS

The regression analysis examined the possibility of salary gender bias by examining salaries using two different groupings of faculty within common academic ranks. The advantage of this approach is that factors affecting salary levels can be examined while excluding the influences of colleges (or disciplines) and rank.

The fact that the D1 sex variable shows up as significant only once in the analysis indicates that there is no evidence of a systematic gender bias in faculty salaries at Northern Kentucky University. Instead, it was found that other factors--primarily years in rank, along with tenure and probationary status--explain the deviation of individual salaries from their group means.

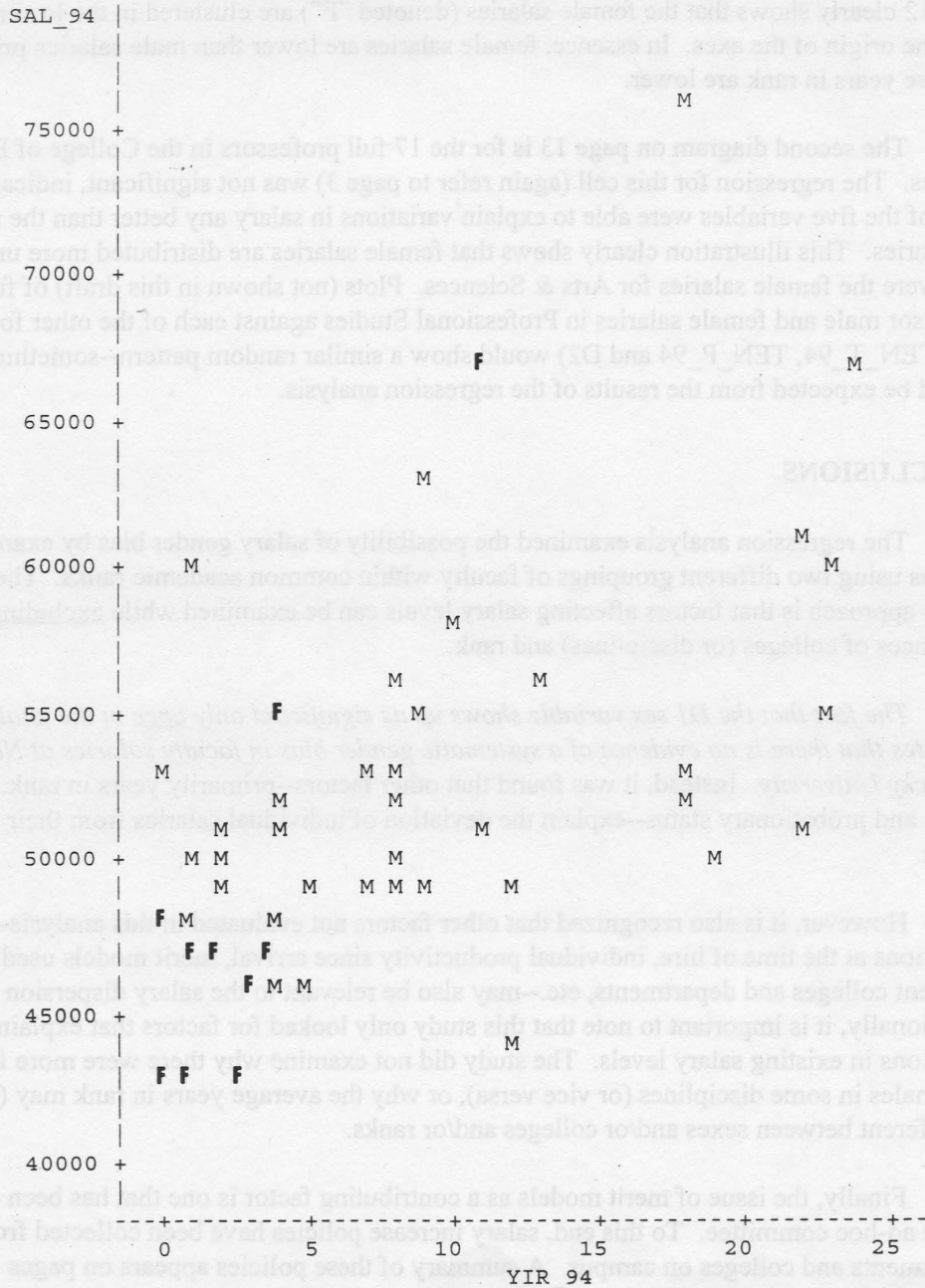
However, it is also recognized that other factors not evaluated in this analysis--market conditions at the time of hire, individual productivity since arrival, merit models used by different colleges and departments, etc.--may also be relevant to the salary dispersion issue. Additionally, it is important to note that this study only looked for factors that explained variations in existing salary levels. The study did not examine why there were more females than males in some disciplines (or vice versa), or why the average years in rank may (or may not) be different between sexes and/or colleges and/or ranks.

Finally, the issue of merit models as a contributing factor is one that has been considered by the ad-hoc committee. To this end, salary increase policies have been collected from all departments and colleges on campus. A summary of these policies appears on pages 18 and 19 of this draft. The final committee report will contain the full individual policies as described by the appropriate administrators in the respective areas.

FACULTY SENATE SALARY STUDY PLOT OF SALARY AND YIR_94 USING COLLEGE CODES

C_CODE=1 RANK_94=1

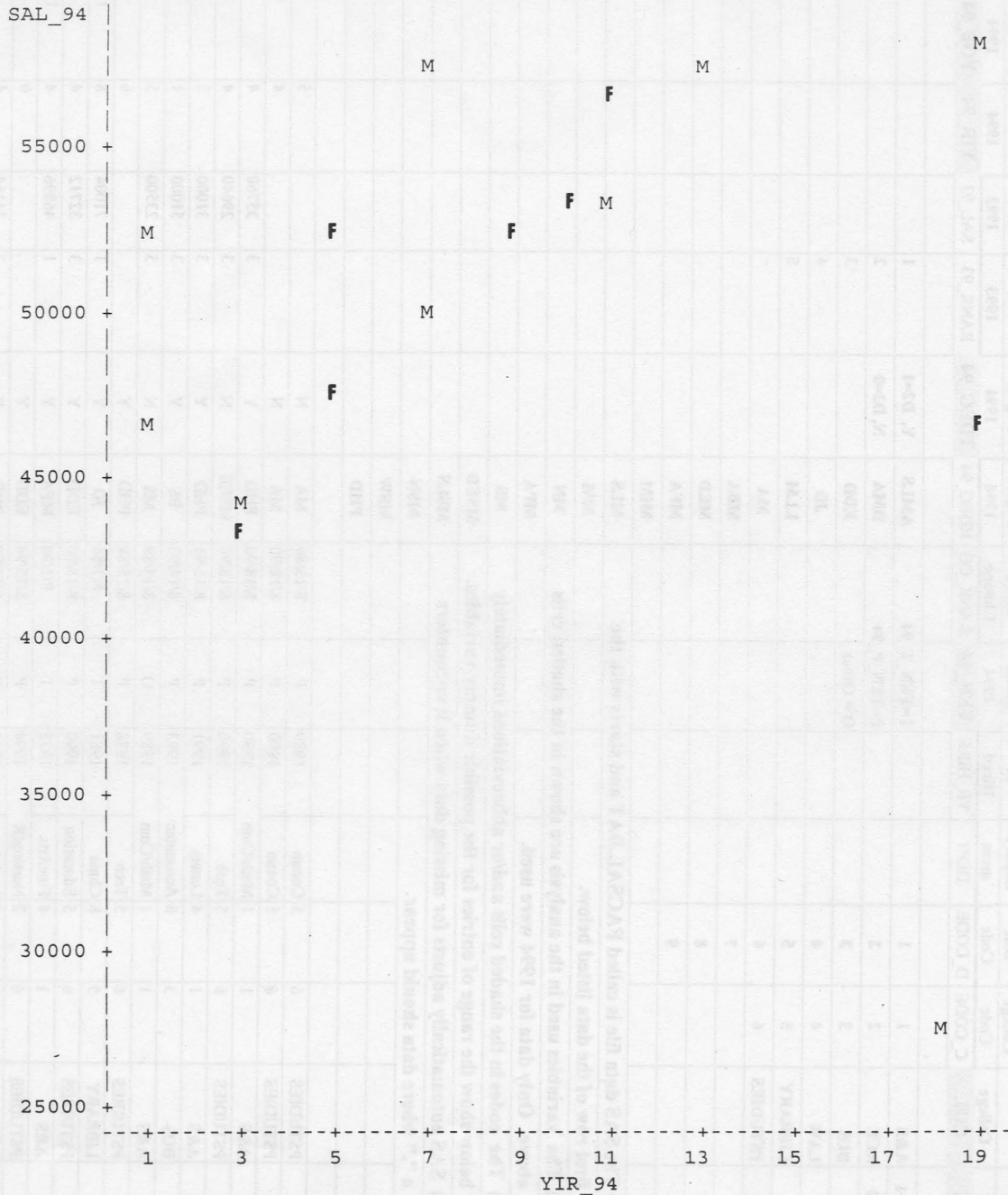
Plot of SAL_94*YIR_94. Symbol is value of SEX.



FACULTY SENATE SALARY STUDY PLOT OF SALARY AND YIR_94 USING COLLEGE CODES

----- C_CODE=6 RANK_94=1 -----

Plot of SAL_94*YIR_94. Symbol is value of SEX.



NOTE: 1 M obs hidden.

Fac	Sex	College	College Code	Disc Code	Department	Yr Hired	Tenure Status 1994	Date Rank Change	Highest Degree 1994	Terminal Degree 1994	Rank Fall 1993	Salary Fall 1993	Yrs in Rank 1994	Yrs on Board 1994	Contract Fall 1994	Rank Fall 1994	Salary Fall 1994
CODE	SEX	COL	C_CODE	D_CODE	DEPT	YR_HIRE	TEN_94	RANK_CG	HDEG_94	TDEG_94	RANK_93	SAL_93	YIR_94	YOB_94	CON_94	RANK_94	SAL_94
	M, D1=1	A&S	1	1			T=TEN_T_94		AMLS	Y, D2=1	1				AY	1=RANK_941=Full	
	F, D1=0	ACE	2	2			P=TEN_P_94		DMA	N, D2=0	2				FY	2=RANK_942=Associate	
		BUS	3	3			O = Other		EDD		3					3=RANK_943=Assistant	
		LAW	4	4					JD		4					4=RANK_944=Instructor	
		LIBRARY	5	5					LLM		5					5 (default) Lecturer	
		PSTUDIES	6	6					MA								
				7					MBA								
				8					MED								
				9					MFA								
									MIM								
NOTES: (1) The SAS data file is called FACSAL.DAT and starts with the first row of the data listed below.									MLS								
(2) The variables used in the analysis are shown in the shaded cells above. Only data for 1994 were used.									MM								
(3) The codes in the shaded cells and/or abbreviations immediately below show the range of entries for the possible dummy variables.									MN								
(4) SAS automatically adjusts for missing data when it encounters a "." where data should appear.									MPA								
									MS								
									MSED								
									MSLS								
									MSN								
									MSW								
									PHD								
4	F	PSTUDIES	6	5	Comm	1989	P	8/15/89	MA	N			5	5	AY		
3	M	PSTUDIES	6	5	Comm	1990	P	8/18/90	MA	N			4	4	AY		
5	M	A&S	1	1	Math/Com	1990	P	8/18/90	PHD	Y	3	35760	4	4	AY	3	37704
6	M	PSTUDIES	6	5	Tech	1990	P	8/18/90	MSEE	N	3	29640	4	4	AY	3	29640
7	M	A&S	1	4	Letters	1991	P	8/16/91	PHD	Y	3	31000	3	3	AY	3	32090
9	M	BUS	3	6	Accountac	1993	P	8/14/93	BS	Y	3	51000	1	1	AY	3	57636
10	M	A&S	1	1	Math/Com	1989	O	8/15/89	MS	N	5	23500	5	5	AY		
8	M	PSTUDIES	6	5	Tech	1988	P	8/15/88	PHD	Y			6	6	AY		
486	F	LIBRARY	5	8	Chase	1981	T	8/1/86	JD	Y	1	71004	8	13	FY	1	72576
11	F	PSTUDIES	6	5	Education	1990	P	8/18/90	EDD	Y	3	32712	4	4	AY	3	33828
12	M	A&S	1	4	FineArts	1975	T	8/1/90	MFA	Y	1	46896	4	19	AY	1	48408
13	F	PSTUDIES	6	2	Nursing(R	1994	P	8/15/94	EDD	Y			0	0	AY	3	38500
14	F	A&S	1	3	Sociology	1990	P	8/18/90	PHD	Y	3	31164	4	4	AY	3	32904
15	M	A&S	1	1	Math/Com	1991	P	8/16/91	PHD	Y	3	34740	3	3	AY	3	35208

FACSAL.XLS Database

16	F	PSTUDIES	6	5 Education	1991	P	8/16/91	PHD	Y	3	29844	3	3	AY	3	31152
17	M	PSTUDIES	6	5 Comm	1993	O	8/14/93	MA	N	5	22000	1	1	AY	5	22660
18	M	A&S	1	3 PolS/PubA	1993	O	8/14/93	PHD	Y	3	26547	1	1	AY		
19	F	BUS	3	6 Managt	1993	O	8/15/94	PHD	Y	4	52000	0	1	AY	4	55284
20	M	A&S	1	4 Theatre	1989	P	8/15/89	MFA	Y			5	5	AY		
21	M	PSTUDIES	6	5 Education	1991	P	8/16/91	ABD	N	3	27390	3	3	AY	3	28640
22	F	BUS	3	6 Accountac	1991	T	8/16/91	MBA	Y	3	38100	3	3	AY	3	38976
23	F	ACE	2	9 BSKillsMat	1985	O	1/7/85	MA	N	5	19200	9	9	AY	5	20000
24	M	BUS	3	6 Managt	1993	P	1/1/93	PHD	Y	3	54480	1	1	AY	3	56020
25	F	A&S	1	4 Lit&Lang	1979	T	8/1/91	EDD	Y	1	44500	3	15	AY	1	45730
26	F	A&S	1	1 Chemistry	1992	O	8/15/92	MS	N	5	27810	2	2	AY	5	27810
27	F	A&S	1	3 Psycholog	1990	O	8/18/90	MA	N			4	4	AY		
28	M	PSTUDIES	6	5 Education	1990	O	8/18/90	EDD	Y			4	4	AY		
29	F	A&S	1	4 Music	1981	T	8/1/86	DMA	Y	2	38676	8	13	AY	2	39780
487	F	LIBRARY	5	8 Chase	1979	T	8/1/87	MSLS	Y	1	48888	7	15	FY	1	50460
30	F	PSTUDIES	6	2 Nursing	1993	O	8/14/93	MSN	Y	3	25000	1	1	AY	3	26250
31	F	A&S	1	4 Theatre	1990	O	8/18/90	MFA	Y	5	23000	4	4	AY	5	23000
32	M	A&S	1	1 Physics/Ge	1990	O	8/18/90	PHD	Y			4	4	AY		
33	M	A&S	1	1 Chemistry	1992	O	8/15/92	PHD	Y	5	29000	2	2	AY	5	29880
34	F	PSTUDIES	6	5 Education	1989	O	8/1/89	MED	N	4	22230	5	5	AY		
35	M	LAW	4	7 Law	1972	T	8/1/91	JD	Y	1	85192	3	22	AY	1	78996
36	M	A&S	1	3 Psycholog	1975	T	8/1/81	PHD	Y	2	37692	13	19	AY	2	38868
37	M	PSTUDIES	6	5 Education	1979	T	8/1/91	EDD	Y	1	42828	3	15	AY	1	44172
38	F	A&S	1	4 FineArts	1990	P	8/1/91	PHD	Y	3	32808	3	4	AY		
39	M	A&S	1	1 Chemistry	1986	P	8/1/92	PHD	Y	2	39276	2	8	AY	2	40332
40	M	A&S	1	1 Anthropol	1978	T	6/1/78	PHD	Y			16	16	AY		
41	M	A&S	1	4 FineArts	1975	T	8/1/89	MFA	Y	1	45048	5	19	AY	1	46452
42	F	PSTUDIES	6	2 Nursing	1974	T	8/1/89	MSN	Y	2	40500	5	20	AY	2	20250
44	M	A&S	1	3 History	1970	T	8/1/82	PHD	Y	1	48528	12	24	AY	1	49464
43	F	PSTUDIES	6	5 Comm	1990	O	8/18/90	MA	N			4	4	AY		
45	M	A&S	1	1 Physics/Ge	1994	O	8/15/94	PHD	Y			0	0	AY	5	27000
46	M	PSTUDIES	6	5 Comm	1972	T	8/1/81	PHD	Y	1	56124	13	22	AY	1	57588
47	M	A&S	1	1 Math/Com	1970	T	8/1/72	PHD	Y	1	59568	22	24	AY	1	61404
492	M	LIBRARY	5	8 Steely	1983	T	8/1/90	MLS	Y	2	40404	4	11	FY	2	41628
48	M	LAW	4	7 Law	1978	T	8/1/81	JD	Y	1	67356	13	16	AY	1	69288
49	M	PSTUDIES	6	2 Nursing(R	1994	P	8/15/94	MSN	Y			0	0	AY	3	28000
488	F	LIBRARY	5	8 Chase	1978	T	8/1/88	MLS	Y	2	34200	6	16	FY	2	35280
51	F	ACE	2	9 BSKillsMat	1985	O	1/7/85	MS	N	5	19500	9	9	AY	5	21500
50	F	PSTUDIES	6	2 Nursing	1992	O	8/15/92	MSN	N			2	2	AY		
52	M	A&S	1	3 Sociology	1991	P	8/16/91	PHD	Y	2	41964	3	3	AY	2	43212
53	F	PSTUDIES	6	5 Education	1979	T	8/1/91	EDD	Y	1	41930	3	15	AY	1	43220
55	F	A&S	1	2 Biology	1993	O	8/14/93	PHD	Y	5	23000	1	1	AY		

FACULTY SENATE SALARY STUDY SAS CODE USED FOR DATA ANALYSIS

```

OPTIONS LS=80;
DATA A;
  INFILE FACSAL;
  INPUT CODE SEX $ COL $ C_CODE D_CODE
    DEPT $ YR_HIRE TEN_94 $ RANK_CG $ HDEG_94 $ TDEG_94 $
    CON_93 $ RANK_93 SAL_93 YIR_94 YOB_94 CON_94 $ RANK_94 SAL_94;
    *Two sexes, M and F;
    IF SEX='M' THEN D1=1;
    IF SEX='F' THEN D1=0;
    * College codes range from 1 to 6, with 6=PSTUDIES;
    IF C_CODE=1 THEN C_CODE1=1; ELSE C_CODE1=0;
    IF C_CODE=2 THEN C_CODE2=1; ELSE C_CODE2=0;
    IF C_CODE=3 THEN C_CODE3=1; ELSE C_CODE3=0;
    IF C_CODE=4 THEN C_CODE4=1; ELSE C_CODE4=0;
    IF C_CODE=5 THEN C_CODE5=1; ELSE C_CODE5=0;
    * Bob Appleton's alternative (college) coding scheme;
    * codes range from 1 to 9, with 9=ACE;
    IF D_CODE=1 THEN D_CODE1=1; ELSE D_CODE1=0;
    IF D_CODE=2 THEN D_CODE2=1; ELSE D_CODE2=0;
    IF D_CODE=3 THEN D_CODE3=1; ELSE D_CODE3=0;
    IF D_CODE=4 THEN D_CODE4=1; ELSE D_CODE4=0;
    IF D_CODE=5 THEN D_CODE5=1; ELSE D_CODE5=0;
    IF D_CODE=6 THEN D_CODE6=1; ELSE D_CODE6=0;
    IF D_CODE=7 THEN D_CODE7=1; ELSE D_CODE7=0;
    IF D_CODE=8 THEN D_CODE8=1; ELSE D_CODE8=0;
    *Three classifications of tenure with #3=not tenure track;
    IF TEN_94='T' THEN TEN_T_94=1; ELSE TEN_T_94=0;
    IF TEN_94='P' THEN TEN_P_94=1; ELSE TEN_P_94=0;
    *Two classifications of terminal degree, Y = tenured, P = probationary;
    IF TDEG_94='Y' THEN D2=1;
    IF TDEG_94='N' THEN D2=0;
    *Five academic ranks, with 5=lecturer, 1994 data only;
    IF RANK_94=1 THEN RANK_941=1; ELSE RANK_941=0;
    IF RANK_94=2 THEN RANK_942=1; ELSE RANK_942=0;
    IF RANK_94=3 THEN RANK_943=1; ELSE RANK_943=0;
    IF RANK_94=4 THEN RANK_944=1; ELSE RANK_944=0;
PROC PRINT;
  TITLE1 'FACULTY SENATE SALARY STUDY';
  TITLE2 'TABLE 1: SALARY STUDY DATA';
  VAR CODE D1 C_CODE1-C_CODE5 TEN_T_94 TEN_P_94 D2
    SAL_93 YIR_94 YOB_94 RANK_941-RANK_944 SAL_94;
PROC CORR;
  VAR D1 C_CODE1-C_CODE5 TEN_T_94 TEN_P_94 D2
    YIR_94 YOB_94 RANK_941-RANK_944;

```



```

TITLE2 'TABLE 2: INDEPENDENT VARIABLE CORRELATION MATRIX';
PROC SORT;
    *Begin sorts for computation of means;
    BY C_CODE RANK_94 SEX;
    TITLE2 'SORT OF DATA BY COLLEGE CODE, RANK, & SEX';
PROC MEANS N MEAN STD;
    *Compute Female, Male salary means within college and rank;
    VAR SAL_94;
    BY C_CODE RANK_94 SEX;
PROC PLOT;
    *Generate 30 separate plots for the most significant dummy variable;
    PLOT SAL_94*YIR_94=SEX;
    BY C_CODE RANK_94;
    TITLE2 'PLOT OF SALARY AND YIR_94 USING COLLEGE CODES';
PROC REG;
    *Generate 30 regressions for breakdown by colleges and rank;
    MODEL SAL_94 = D1 TEN_T_94 TEN_P_94 D2 YIR_94;
    BY C_CODE RANK_94;
    TITLE2 'REGRESSION RESULTS FOR BREAKDOWN BY COLLEGE & RANK';
PROC SORT;
    *Begin sorts for computation of means;
    BY D_CODE RANK_94 SEX;
    TITLE2 'SORT OF DATA BY DISCIPLINE CODE, RANK, & SEX';
PROC MEANS N MEAN STD;
    *Compute Female, Male salary means within discipline code and rank;
    VAR SAL_94;
    BY D_CODE RANK_94 SEX;
PROC PLOT;
    *Generate 45 separate plots for the most significant dummy variable;
    PLOT SAL_94*YIR_94=SEX;
    BY D_CODE RANK_94;
    TITLE2 'PLOT OF SALARY AND YIR_94 USING DISCIPLINE CODES';
PROC REG;
    *Generate 45 regressions for breakdown by discipline code & rank;
    MODEL SAL_94 = D1 TEN_T_94 TEN_P_94 D2 YIR_94;
    BY D_CODE RANK_94;
    TITLE2 'PLOT OF SALARY AND YIR_94 USING DISCIPLINE CODES';

```

4/13/95

**NKU Faculty Salary Increase Policies
1994-95 FY Salary Process Only**

1994-95 FY Salary Increase Pool Available: 3%

Definitions:

ATB = Across the Board

Merit = Discretionary Increase

Elements of Salary Increase by Department:

College of Arts and Sciences:

Art	Merit - 1%	ATB - 2%
Biological Sciences	Merit - 2.10%	ATB - .90%
Chemistry	Merit - 1.5%	ATB - 1.5%
Literature & Language	Merit - 1%	ATB - 2%
History & Geography	Merit - 1.5%	ATB - 1.5%
Math & Computer Science	Merit - 3%	ATB - 0%
Music	Merit - 1%	ATB - 2%
Physics & Geology	Merit - 1.5%	ATB - 1.5%
Political Science	Merit - 1%	ATB - 2%
Psychology	Merit - 1.5%	ATB - 1.5%
Sociology, Anthropology & Philosophy	Merit - 1% Equal \$ Amts - 1%	ATB - 1%
Theatre	Merit - 1.5%	ATB - 1.5%

Comments:

Merit may include salary compression issues

ATB = based upon satisfactory performance.

ATB = divided by equal dollar amounts.

ATB = satisfactory performance

Merit = distributed based upon categories of high, medium and low.

Merit based on performance criteria in dept. RPT Policy document.

No performance prerequisite

ATB = % of base for satisfactory performance.

Merit = Chair determines levels of performance and dollar amount

Merit distributed as merit increments

ATB = % of base for satisfactory performance

Merit = Dollar amounts for meritorious performance

3 Components: ATB = % of base; Merit based upon performance; Equal Dollars

ATB = % of base; Merit may also be used to address compression/equity

College of Business:

College-wide policy Merit - 3%

Based upon formula distribution
and rankings within formula

Chase College of Law:

Legal Programs Merit - 3%

Based upon X Factor Distribution System

Chase Law Library Merit - 3%

W. Frank Steely Library:

Merit - 1.5%

ATB - 1.5%

Salary Increase at 3% or below

College of Professional Studies:

Allied Health/HS/Soc. Work Merit

Based on satisfactory performance

Communications Merit - 1.5%

ATB - 1.5%

ATB 1.5% distributed as uniform dollar amounts

Education Merit - 1%

ATB - 2%

Nursing Merit - 1.5%

ATB - 1.5%

Distribution based upon faculty vote for each category

Technology Merit

ATB - 2.25%

ATB - 2.25% based upon satisfactory performance

Merit - Up to 3 Merit Awards - Based upon pool available

Ex Committee
for
ref

MEMORANDUM

TO: Tom Cate
FR: Sandy Easton *JE*
RE: Faculty Senate Materials
DA: April 10, 1995

I appreciate your sharing the materials regarding proposals being discussed in the Faculty Senate. As you requested, I am sharing my feedback regarding these materials with you and am copying others that I believe might be interested in my response.

I believe there are two main issues to be addressed (communications and efficiency), and I recommend consideration of the following:

1. Efficiency - I believe the Faculty Senate should meet on a regular basis at least twice a month. This would enable the Senate to respond in a more timely manner to many requests that the administration may have. Certainly, in the event that there were no agenda items, the meeting could be canceled.

2 I believe the President of the Faculty Senate and the Provost could meet at the end of the semester and the beginning of the semester to chart time lines regarding responses/input into recurring matters. For example, the Administration generally requests that the Faculty Senate provide input into the budgetary process, the strategic advancement process, etc. Thus, the Executive Committee of the Faculty Senate could provide time lines to all appropriate committees/senators and have the work/responses begin ahead of the process.

3. Communications - I believe it would be beneficial to have a meeting at least twice a month which included the President of the Faculty Senate, the Chair of the Council of Chairs, a representative of Deans' Council and the Provost or his designee. The purpose of the meeting would be to share information and ensure that major items are being discussed and/or processed by all constituents.

As one who eschews meetings, I understand that most others share my aversion to more meetings. However, I believe that the University has reached a maturation stage which does not lend itself to a collegial style of governance without some adjustment to the process. Having served on the Executive Committee of the Senate as Budget Chair, as an Acting Dean, and Acting Provost, I know that all interested parties have matters develop that are unexpected and demand compressed turnaround times. I believe that regularly scheduled meetings among the shared governance leaders could enhance the communication process.

Please feel free to share this memo with others that you believe would be interested.

Thank you again for taking the time to share important concerns with the COB faculty.

c: Tom Comte
'Y' Datta
~~Nancy Firak~~
Linda Marquis

4/11/95

TO: Nancy Firak
Faculty Senate President

FROM: Carol Furnish

Re: Tom Cate's Proposals Found in the "Food For Thought" Memo.

I distributed the memo to the law library faculty and I could not answer some of their questions. I am hoping that a memo can be created to provide detailed information as to what will be accomplished by the proposed changes. I have listed a few of specific concerns below:

1. What is expected will happen, or how will Faculty Senate be improved by modifying the membership pool?

2. What will be the total number of Faculty Senate Representatives with the proposal? Can you provide a specific breakdown by providing the total number of faculty, department chairs etc. and the number of representatives by colleges?

(It appears that there would be one representative from the College of Law to voice the concerns of the teaching faculty and the law library faculty, applying the new proposal.)

3. I am concerned about the intent to discontinue two standing committees.

Could there be a more detailed explanation as to how the work currently completed by the Professional Concerns Committee and the Budget Committee will be accomplished by an Ad Hoc Committee? What specific committee work do you plan to delete? What work will be carried forward to the Ad Hoc Committee structure and how?

4. Have any other Kentucky colleges or universities been polled as to the makeup of their Faculty/University Senate and the type of standing committees they have?

I have reviewed the "Responses to the Senate Survey". I do realize the validity of many of the negative comments concerning Faculty Senate and the present committee structure. I am unsure if deleting two of the standing committees will resolve the issues such as the committee having no real impact or role, or lack of results.

I wish to thank the Executive Board for preparing the surveys and placing the proposals before the Faculty Senate. The next Faculty Senate meeting maybe a lively one?

TO: All Faculty

FR: The Executive Committee of the Faculty Senate

DA: March 10, 1995

RE: Responsibilities of the Curriculum Committees

1. During Fall 1994 Tom Cate was directed by the Executive Committee of the Faculty Senate to survey the general faculty, the Council of Chairs and the Council of Deans. The purpose of the survey was to identify ways by which the existing curriculum process could be improved. A copy of the instrument used in the survey is attached to this memorandum.

2. The results of the survey suggest that the existing curriculum process can be improved by transferring to the College Curriculum Committees some of the duties now performed by the University Curriculum Committee. Given the results of this survey the Executive Committee directs the University Curriculum Committee to incorporate the following changes in its duties into The Curriculum Manual:

A. The responsibility of the University Curriculum Committee to review and to make recommendations to the Faculty Senate shall include the following: new degree programs, new minors, new certificate programs, honors courses (adding new courses to the curriculum, changing existing courses and deleting existing courses from the curriculum), general education courses (adding new courses to the curriculum, changing existing courses and deleting existing courses from the curriculum), and to return to the proposing academic unit all requests for new courses for which the library or the computer center had indicated that the existing resources are inadequate.

B. The responsibility of the College Curriculum Committees to review and to make recommendations to the faculty of their respective colleges include the following: changing requirements in existing degree programs, deleting existing degree programs from the curriculum, changing requirements of existing minors, deleting existing minors from the curriculum, changing requirements of existing certificate programs, deleting existing certificate programs from the curriculum, regular courses (adding new courses to the curriculum, changing existing courses and deleting existing courses from the curriculum), experimental courses (adding new courses to the curriculum, changing existing courses and deleting existing courses from the curriculum), non-traditional courses (adding new courses to the curriculum, changing existing courses and deleting existing courses from the curriculum), and to return to the proposing academic unit all requests for new courses for which the library or the computer center has indicated that the existing resources are inadequate.

3. Rationale and Consequences: the directed changes in responsibilities of the University and College Curriculum Committees is based (1) on the results of the Curriculum Survey, (2) on the need to move responsibility for some curricular topics closer to the appropriate academic unit, and (3) on the need to reduce the costs (financial, time, etc.) associated with the curriculum approval process. Some consequences which following from implementing this course of action include (1) revising the Curriculum Manual, (2) devising and printing new curriculum forms, and (3) relying on the faculty of academic units to notify in a timely manner their colleagues of proposed additions to, changes in, and deletion from the existing curriculum.

new as mechanisms
for course
decision
to be
noted
Bob A
said it
could
be handled
from his
office

9-11
3000 turn
files

Curriculum Survey

The purpose of this survey is to improve the flow of paperwork associated with the curriculum process. For each item check all that is appropriate. **An Example:** suppose an individual who teaches ECO 200, Principles of Macroeconomics, proposes some changes in the prerequisites to the course. Specifically, this individual proposes that the prerequisites be changed to Sophomore Standing and MAT 112. At present, there are not prerequisites to the course. Who should have final approval for the proposed changes? The answer to that question has elements of "turf" - the department should have final approval - and "collegiality" - the members of the university community trust the department to disseminate the approved changes in a timely fashion. Please indicate any additional changes which you believe would improve the flow of paper work. (Be specific.) The results of this survey will be used by the University Curriculum Committee as input into its deliberations about curriculum reform. Thank you for your cooperation.

- (1): final action should be taken by the appropriate academic unit.
 (2): final action should be taken by the appropriate college curriculum committee.
 (3): final action should be taken by the University Curriculum Committee and/or the Graduate Council.
 (4): final action should be taken by the Faculty Senate.

Curriculum Item	(1)	(2)	(3)	(4)
Programs				
new	—	—	✓	✓
program change	—	—	—	—
program deletion	—	—	—	—
Minors				
new	—	—	✓	✓
changes	—	—	—	—
deletion	—	—	—	—
Certificates (of 30 hours or more)				
new	—	—	✓	✓
changes	—	—	—	—
deletion	—	—	—	—
Courses				
new	—	—	—	—
regular	—	—	✓	✓
honors	—	—	—	—
general studies	—	—	✓	✓
experimental	—	—	—	—
non-traditional	—	—	—	—
changes	—	—	—	—
regular	—	—	—	—
honors	—	—	✓	✓
general studies	—	—	✓	✓
experimental	—	—	—	—
non-traditional	—	—	—	—
deletion	—	—	—	—
regular	—	—	—	—
honors	—	—	✓	✓
general studies	—	—	✓	✓
experimental	—	—	—	—
non-traditional	—	—	—	—

TO: Members of the Executive Committee

FR: Tom Cate

DA: February 15, 1995

RE: Food for Thought

1. During the last meeting of the Executive Committee, after some discussion, a consensus formed around the idea that, at the beginning of the February meeting of the Faculty Senate, I should make some strong remarks along the line that "We are mad as hell and we are not going to take it any more". At the time I thought that the idea was a good one. The task of developing a "laundry list of dirty deeds done dirt cheap" is an extremely easy one. The task became more difficult as I gazed into the mirror and asked the question, "Is the Faculty Senate part of the solution or par of the Problem?" In all honesty I must confess that I believe that the Faculty Senate is part of the problem. Rather than point the fickle finger of fate at (fill in the blank), let us consider some alternative ways by which the Faculty Senate can become part of the solution. At least four such alternatives come to mind:

- a) stay the course and hope for the best;
- b) make some minor changes in the Constitution (see attached);
- c) make some radical changes in the Constitution (see 2. below); and
- d) disband the Senate.

2. I prefer to follow alternative c). A brief outline is as follows:

A. Membership: pool from which Senators will be elected

- general faculty as defined by the Handbook
- Chairpersons
- Undergraduate Deans

B. Election

- to be supervised by the Elections Committee
- there will be one election at which the members of the Senate, Peer Review Committees, etc. will be elected
- the election is held near the end of the Fall semester

C. Number of Senators to be elected

- 1 Senator from each department/independent program
- 1 Senator per (say 40) members of the general faculty
- 3 Senators from Chairpersons, one from each college
- 1 Senator from the Undergraduate Deans

*22 depts + programs
at large college
- would not rep a college*

D. Term of Office: 4 years

E. Officers

- President
- VP/Parliamentarian
- Secretary
- 3 Committee Chairpersons
- term of office: one year
- take office at the end of the Spring semester

F. Standing Committees

- University Curriculum Committee (UCC)
duties: general education and honors courses, new programs, minors,
and certificate programs;
members: 1 Senator from each college and 2 - 3 other Senators
- Faculty Benefits Committee (FBC)
duties: sabbaticals, etc.; health insurance;
members: 1 Senator from each college and other Senators
- Ad hoc Committee (AhC)
duties: as they arise issues not covered in the duties of the UCC and the
AhC;
members: 2 - 3 Senators per issue; develop a rotation scheme

3. Yes, I know that this proposal moves NKU closer to a University Senate form of governance model. On the other hand, we need to keep in mind Lyndon Johnson's quip about individuals, tents, and urinating. Well what do you think of the proposal?

Responses to the Senate Survey

1. What is the most important issue facing the Faculty Senate this year?

quality of faculty worklife

- salaries - salary equity
- benefits - impact of Kentucky insurance plan - lobby needed
 - expand summer school opportunities
- other - managing the race/gender perspective requirement, including professional development opportunities for faculty as well as assessment
 - stop acting like a guild for the full-time faculty; overuse of part-time faculty; poor salary and benefits of part-time faculty
 - recognizing faculty teaching
 - the looming pressure of financial exigency and the need to unionize the faculty
 - parking
 - seeing that the rules and regulations of the new handbook are implemented
 - expansion of the membership to include all faculty

curriculum

- getting control over the curriculum - review of general studies
- less control over the curriculum
- restructure the UCC

the new strategic planning policy (growth vs. quality)

- academic computing - wiring the campus 1, - bringing us up to the level which high schools enjoy - our library materials budget is desperately underfunded - NKU \$44 per undergraduate student, ECU \$66, KSU \$119, MoSU \$64, MSU \$113, WKU \$92, UK \$185, and UL \$227 - this is appalling. The library supports resource sharing with other libraries but should not expect to depend on other libraries for a core collection that we should have to support our basic curriculum - our president has never understood the difference between resource sharing and owning a core collection.

administration

- developing an effective power base for influencing the administration
- fending off the legislative attack on higher education and helping to obtain better funding levels 1,
- need to control the growth of the administration
- does the Senate serve the faculty or the administration

other

- nothing
- credibility
- justifying its continued existence

2. During the past three years, what are three positive contributions which the Faculty Senate has made?

mentioned most frequently

- retirement plan
- handbook
- diversity requirement
- faculty grants and salary and benefits
- newsletter

other

- exemption from area of concentration/minor
- good presidents
- stand on library budget

3. In what three areas can the image of the Faculty Senate be improved?

composition

- service from senior faculty
- speak on behalf of all faculty
- term limits
- require that 1/2 membership be professors
- no untenured faculty include chairs and deans
- represent the faculty

administration

- more assertive against the administration
- Boothe is ineffective and out of touch
- Bell is the de facto CEO and should not be

meetings

- look less foolish during meetings
- one page agenda to all faculty
- meet more often
- be timely
- tackle real issues: underprepared students, access to computers
- be prepared for the meeting

perceptions

- be more informative
- less self-serving, reduce turfitis
- more involved in the tenure process
- more open-minded on race/gender
- cut red tape

other

- build an image
- has image of ass-kissers
- disband
- faculty must take senate seriously
- include faculty senate president in more formal functions

4. What are three things which you find irksome about the monthly meeting of the Faculty Senate?

people

- senators not prepared
- people who talk just to hear themselves talk
- much talk with no persuasion
- some people are always negative

process

- rehash of subcommittee meetings
- too much time on small items/i dead issues
- controlled by a closed mind group
- lack of attention to the plight of the junior faculty
- too long too boring lack of continuity
- issues not explained in writing before meeting
- not dealing with issues in a timely manner
- the late starting time
- better time management
- poor quality of presentation of the voting items, too much rewriting of voting items on the senate floor
- too many senators, too many committees too little accomplished
- the lack of guts

5. What are three things which you find irksome about the regularly scheduled meetings of the University Curriculum Committee?

people

- some people speak too much
- attendance
- obstruct just for the hell of it

process

- nit picking level of discussion
- lack of honest discussion
- too many forms/copies
- turf issues, departments do not own knowledge
- general studies' philosophy
- poor results
- senate duplicates UCC decisions or reverses them

- when was the last time a course was disapproved
- not student oriented
- time management
- has no standards, pass everything enforce nothing

6. What are three things which you find irksome about the regularly scheduled meetings of the Professional Concerns Committee?

- does not represent all faculty
- lack of honest discussion people who obstruct just for the hell of it
- lack of results
- self-serving nature of the issues discussed
- lack of discussion of important educational concerns
- autocratic meetings
- administration expects us to drop all work and attend to their request immediately
- decisions rarely taken seriously

7. What are three things which you find irksome about the regularly scheduled meetings of the Faculty Benefits Committee?

- fall is crunch time
- results: A/S gets everything
- lack of attention to the issue of faculty salaries
- lack of attendance
- lack of increase in the dollars awarded
- represents the administration and not the faculty

8. What are three things which you find irksome about the regularly scheduled meetings of the Budget and Commonwealth Affairs Committee?

- going through the motions with no impact
- has not analyzed in a thorough manner NKU's budget
- plays no real role in the budget process
- the administration does not seek the committee's input
- Frankfort deals the hand

9. There are few faculty senators who decline to sit on any of the subcommittees of the Faculty Senate. This refusal is a violation of Article VII. Committees of the Faculty Senate Constitution. What action should be taken by either the Senate Executive Committee or the Faculty Senate?

- remove from the Senate

**Northern
Kentucky
University**

Economics, Finance, and Information Systems
College of Business
(606) 572 - 5799 (O) 572 - 6581 (S)

TO: Nancy Firak

FR: Tom Cate

DA: January 24, 1995

RE: Election of the Officers of the Faculty Senate

*Executive Committee:
This is worth
talking about, esp.
when we discuss
constitution survey
at a special meeting.*

*at UK (where every
thing is always done
right) there is a
president-elect who
has a year to get
acclimated to
role, issues, etc.*

ncf

1. With the annual ritual of getting blood from a stone otherwise known as locating individuals who are willing to serve as Officers of the Faculty Senate a thought occurred to me. I am not sure why this thought is so late in expressing itself but the obvious is not always intuitive. My thought is: the election of Officers must take place at an earlier date in the calendar year.

2. This thought triggers this proposal for revising the Constitution of the Faculty Senate:

a) the election for members of the new Faculty Senate is held during the last two weeks of the Fall semester;

b) the election of the Officers of the Faculty Senate is conducted during a special meeting of the new Senate during the first week of the Spring semester; and

c) the new Officers take over upon their ^{on May 1st w/ty of new Seat} election.

3. This proposal moves the operation of the Senate to a Calendar Year cycle from an Annual Year cycle. The motivation for this change is as follows. At present elections for the Senate are held in May **after** potential candidates for office have committed themselves to teaching schedules and other activities for the upcoming Academic Year. My proposal has elections for the Senate are held in January **before** potential candidates for office have committed themselves to teaching schedules and other activities for the upcoming Academic Year. The transition period may become a cause of concern for some and I recognize this aspect of the proposal. However, I believe that the proposal represents a step in the right direction.

Nunn Drive
Highland Heights, KY 41099 - 0503
Northern Kentucky University is an equal opportunity institution

Passes

1. Proposed changes are noted
on the existing Constitution

2. From responses of Past Presidents

CONSTITUTION OF THE FACULTY SENATE NORTHERN KENTUCKY UNIVERSITY

ARTICLE I. FUNCTIONS AND PURPOSES

- A. The Faculty Senate is the official representative body of the General Faculty of Northern Kentucky University.
- B. The purposes of the Faculty Senate are to:
- 1) Provide a forum for the faculty to propose policy or to discuss all matters relating to the well-being of the University.
 - 2) Allow the faculty to participate effectively in the enactment of university policies.
 - 3) Provide efficient channels for the faculty to meet its obligations in implementing policies adopted by the Faculty Senate.
 - 4) Conduct studies deemed essential to the progress of the University.
 - 5) Evaluate university policies, programs, and practices and recommend such improvements as seem warranted.
- C. As the representative of the General Faculty the Senate will be a counselor to the University president in those matters of traditional faculty concern. When the University president disagrees with a recommendation of the senate, he/she may request the senate to reconsider its decision at its next regular meeting or at a special meeting called for that purpose. The University president or his/her designee will provide the Senate with the reasons for his/her disagreement. The senate will reconsider its decision, giving due weight to the University president's reasons. If the Senate and University president cannot agree, the University president, at the request of the Senate, will report the Senate's views to the Board of Regents.

ARTICLE II. POWERS

- A. The General Faculty in meeting assembled has all powers necessary to implement the functions enumerated in ARTICLE I.
- B. All powers of the General Faculty are exercised through the Faculty Senate, except as limited by ARTICLE VIII, B and H.

→ D. The Administration of the University and the Faculty Senate espouse the principles of collegial governance as detailed in the COSFL Agreement.

ARTICLE III. MEMBERSHIP

current handbook definition

- 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.
- B. For the purpose of election to, and service on, the Faculty Senate, faculty is defined as full time teaching and research members of the General Faculty who spend 25% or less of their time in an administrative appointment and who have held a faculty appointment for at least one academic year before assuming a Senate seat.
- C. All questions of eligibility for the senate membership will be resolved by the Executive Committee of the Faculty Senate.

ARTICLE IV. SELECTION OF MEMBERS

- A. Eligibility to vote for members of the Faculty Senate includes all members of the General Faculty.
- B. Members of the Faculty Senate shall be elected as follows:

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

2) 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. The College of Law shall be considered an academic college.

unclear

1) X

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. The Salmon P. Chase College of Law, including the Law Library, shall be considered as one program.

- 4) Eligible colleges elect additional Senators to fill out their allocation.
- 5) All Senators shall serve for two-year terms, with approximately one-half being elected each year.
- 6) Election of faculty Senators other than those elected by departments or independent programs shall be presided over by the Elections Committee of the Faculty Senate. *→ election faculty*
- 7) By no later than March 20th of each year, those departments or independent programs whose Senator's term will expire on July 31st shall elect, from those not already elected to the Faculty Senate, a representative from among their faculty.
- 8) By no later than April 20th of each year, the Elections Committee shall provide all eligible faculty members with ballots listing those faculty members within their college, who, in writing have consented to stand for election to the Faculty Senate.

Each eligible faculty member may vote for as many candidates as there are available seats in his/her college. The Elections Committee shall tabulate the ballots and submit the results to the Faculty Senate by April 30th.
- 9) All newly elected representatives shall assume office at the first meeting of the Faculty Senate held ~~on or after August 1. See Article VI.~~ *at the end of the Spring Semester*
Selection of Officers.
- 10) a) Vacancies in department or independent program memberships shall be filled by a vote of their respective faculty. Notification of the results shall be made in writing to the president of the Faculty Senate.

b) Vacancies in other memberships shall be filled from the election results of the most recent election in that respective college. In case of a tie the selecting shall be by a majority vote of the Faculty Senate. If no candidates are available from that college then the position shall remain vacant until the next election.

c) Temporary vacancies shall be filled by alternates.

ARTICLE V. OFFICERS

- A. The Officers of the Faculty Senate shall be President, Vice President, Secretary, Parliamentarian, and the Chairpersons of all standing committees elected as hereinafter provided. The Vice President shall serve as presiding officer in the absense of the President.

- B. The Officers of the Faculty Senate shall serve in their respective positions as the officers of the General Faculty.
- C. Officers serve at the pleasure of the Faculty Senate. An officer may be removed by a two-thirds vote of Senators present and voting. Any vacancy created by the removal or resignation of an officer should be filled by special election of the Faculty Senate.
- ? D. The President of the Faculty Senate ^{or specific designee} shall serve as the Grand Marshall of the University.
- E. The President of the Faculty Senate, upon assumption of office, shall serve as representative of the General Faculty to the Senate. The departmental, independent program, or college membership vacancy created shall be filled in accordance with Article IV, B.10.

ARTICLE VI. SELECTION OF OFFICERS

At a special session of the newly elected Faculty Senate called by and presided over by the incumbent president, to be held ^{at the end of the Spring Semester} ~~no later than May 15~~, the senate shall elect its officers by a majority vote. Terms of office shall be for one year. The incumbent Executive Committee (as defined in Article VII, B) shall compile a list of nominations solicited by the Elections Committee and circulate same at least five working days prior to the special session. Nominations may also be made from the floor at this session.

ARTICLE VII. COMMITTEES

- A. There shall be ^{beor} ~~five~~ standing committees of the Faculty Senate: ~~the Executive Committee~~; the Budget & Commonwealth Affairs Committee; the University Curriculum Committee; the Faculty Benefits Committee; and the Professional Concerns Committee. Every senator shall be assigned to at least one committee; assignments shall be made by the Executive Committee, where possible, based upon preferential lists submitted by each senator. The remainder of each committee shall be composed of elected representatives from those departments or independent programs not already represented by a senator.
- B. The Executive Committee shall consist of the officers of the Faculty Senate and it shall be chaired by the President of Faculty Senate.

by negotiation with the Administration.

- 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.

E. The following duties shall be the specific responsibility of the Budget and Commonwealth Affairs Committee:

1) It shall review, analyze, recommend and report to the Faculty Senate on all matters pertaining to the budget, including the following:

but not limited to

- a) The University's biennial budget proposal.
- b) The University's annual operating budget in at least the preliminary, intermediate and final stages of its development.
- c) Salary data relating to the university salary policy and appointment.
- d) Major capital expenditure proposals submitted by the administration.
- e) *Planning and priority setting documents*

2) It shall keep the Faculty Senate informed of the actions and proposals of the Legislature, Governor's Office, Council on Higher Education, and other agencies, public and private, which might affect aspects of the university programs and governance for which the Faculty Senate has responsibility.

3) It shall serve as an advisory board to the Executive Committee and our representative to the Coalition of Faculty Senate Leadership (COSFL) to ensure that our interests are represented by COSFL at the state level.

F. The following duties shall be the specific responsibility of the University Curriculum Committee.

1) It shall make recommendations to the Faculty Senate, and through it to the University administration, in all areas of curriculum policies and procedures with the exception of those policies and procedures that fall under the purview of the Chase College of Law.

2) It shall periodically review, evaluate, and make recommendations concerning such policies and procedures. In examining proposals it shall apply criteria including pedagogy, academic quality, staffing, and available resources.

3) All recommendations of the University Curriculum Committee are subject to the approval of the Faculty Senate except those matters specifically delegated to that committee by the Senate. No curriculum changes may be made without approval by the regular curriculum process, *as stated in the Curriculum Manual*

2) *It shall periodically review, evaluate, and make recommendations concerning the general education requirements of the university, the frequency of course offerings and other university-wide curriculum requirements.*

G. The following duties shall be the specific responsibility of the Faculty Benefits Committee:

- 1) The Faculty Benefits Committee shall review, ^{healthcare} evaluate, and make recommendations concerning those policies, procedures, and programs related to faculty benefits; in particular those policies dealing with insurance, retirement, salary schedules, academic leaves, summer fellowships, institutional project grants, deferred compensation, the credit union, travel allowance, and reassigned time.
- 2) It shall process applications of and make recommendation on candidates for Faculty Sabbatical Leaves, Faculty Project Grants, Faculty Summer Fellowships and other programs assigned by the Faculty Senate.

H. The following duties shall be the specific responsibility of the Professional Concerns Committee:

- 1) It shall review, evaluate, and make recommendations concerning policies relating to the general academic and professional concerns of the faculty, both full and part-time.
- 2) It shall review, evaluate, and make recommendations concerning the various university policies on all matters of faculty responsibilities, tenure, promotion, and performance evaluation.
- 3) It shall review, evaluate, and recommend student policies regarding all matters of professional concern to the faculty.
- 4) It shall review, evaluate, and make recommendations regarding all policies and procedures related to governance of the university.
- 5) It shall periodically review and make recommendations concerning the Faculty Policies and Procedures Manual, Part-time Faculty Handbook, Student Handbook, Handbook for Department Chairpersons, ^{COS FL} and other policies and procedures documents relevant to professional concerns of the faculty.

the end of the Fall semester
I. No later than ~~September 20~~ of each year, the president of the Faculty Senate shall appoint a member of the general faculty from each college offering degrees to constitute an Elections Committee. Members of the Election Committee may not be candidates for election to the Faculty Senate. This committee shall preside over all elections sponsored by the Faculty Senate.

ARTICLE VIII. MEETINGS

- A. The general faculty shall meet as appropriate, the meeting to be convened by the President of the Faculty Senate, the President of the University, the Provost, or the Executive Committee of the Faculty Senate.
- B. Should a petition, signed by at least 10 percent of the General Faculty as exhibited on the official roster, requesting a meeting of the General Faculty and indicating proposed items of business be filed with the President of the Faculty Senate, the Executive Committee shall call a meeting of the General Faculty to consider those matters. Such a meeting shall be held not later than fourteen calendar days, exclusive of holidays, from the filing date of the petition. The filing of a petition challenging Senate action shall be interpreted as a declaration that the General Faculty is asserting its jurisdiction.
- C. No meeting of the General Faculty called by the Executive Committee shall be held unless an agenda prepared by that committee is distributed to all members of the General Faculty at least one week prior to the meeting date.
- The meeting dates, times, year-long and places for the Senate and the Ex Comm should be distributed to the University community by the 1st Meeting of the Fall Semester.*
- D. The Faculty Senate shall meet at least once each month, unless deemed unnecessary by the Executive Committee. ~~during both semesters and the summer sessions.~~ Special meetings ^{emergency} may be called by the President of the Faculty Senate or its Executive Committee. ~~Regular meetings shall be on the third Monday of each month; emergency changes of date may be made by the Executive Committee.~~
- E. The Executive Committee shall appoint a temporary chairperson should neither the President nor the Vice-president be in attendance.
- F. All meetings of the Faculty Senate shall be open to the University community. Any member of the General Faculty present shall receive floor privileges upon request; however, these privileges will not include the right to introduce or second motions or to vote. Other members of the academic community may be granted floor privileges with the same restrictions by a majority vote of the Senate. Only duly elected senators or their designated alternates in attendance may introduce or second motions or vote.
- G. Agenda items and supporting information shall be submitted to the Executive Committee at least fourteen calendar days prior to the scheduled Senate meeting. Items may also be placed on the agenda by the Executive Committee on its own motion of any member of the senate, or by petition signed by at least ten members of the general faculty at least seven calendar days in advance of the Faculty Senate meetings.

A. The Meetings of the Senate shall use Roberts Rules unless specifically amended or waived by majority vote. Senators should strive to be prepared for meetings and limit remarks to the issue at hand.

H. Minutes of the meeting of the Faculty Senate shall be distributed to all members of the Faculty Senate at least seven calendar days prior to the subsequent Senate meeting. A second copy shall be sent to each senator for posting and review by all faculty. ~~Actions of the Faculty Senate shall become final fourteen calendar days, exclusive of holidays, following the official distribution of said minutes, unless the General Faculty asserts its jurisdiction.~~

ARTICLE IX. FACULTY REGENT

The Faculty Regent shall report regularly to the Faculty Senate, and through it to the General Faculty, on those matters which are coming before the Board of Regents and shall report action taken on such matters.

add: Term of Office and Election procedures

ARTICLE X. RULES OF ORDER

A.

B. A majority vote is defined as a majority of those present and voting. An abstention shall not count as a vote. ~~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.~~

ARTICLE XI. QUORUM

A quorum for a Faculty Senate meeting shall be 50 percent of its members. *It is the duty of the Parliamentarian to notify the Presiding Officer when a quorum is not present. Should a meeting lose its quorum, the meeting is adjourned.*

ARTICLE XII. STANDING COMMITTEE'S BYLAWS

Each standing committee shall maintain its own bylaws. All amendments are subject to the approval of Faculty Senate.

by-laws, practices and

ARTICLE XIII. SEVERABILITY

The invalidation of any portion of this constitution shall not affect the validity of any other portion of the constitution.

ARTICLE XIV. EFFECTIVE DATE

This constitution becomes effective upon approval by the Board of Regents and becomes part of the Faculty Policies and Procedures Manual.

New Article: Elections Committee

A. Membership

B. Term

C. Duties

ARTICLE XV. AMENDMENTS

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.

REVISED JANUARY 1985 AMENDED APRIL 1987

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Survey Concerning the Constitution of the Faculty Senate: Responses from Past Presidents

1. Specific suggestions include

- statement about our commitment to the principles of AAUP
- same qualifications for Senator and Faculty Regent
- do not run the University; rather hold the Administration accountable for its actions
- change the committee structure
 - reexamine the number of committees
 - reexamine the composition of each committee
 - reexamine the duties/purpose of each committee
- term limit: four years

2. Specific proposal for a new Constitution

- A. Membership; pool from which Senators can be elected
 - general faculty, as defined by the Faculty Handbook
 - Chairpersons
 - Deans' Council
- B. Election
 - to be supervised by the Elections Committee
- C. Number of Senators to be Elected
 - 1 Senator from each department/independent program
 - 1 Senator per 40 of the general faculty
 - 1 Senator from the Chairpersons
 - 1 Senator from the Dean's Council
- D. Term of Office: 4 years
- E. Officers
 - President
 - VP/Parliamentarian
 - Secretary
 - Committee Chairs
- F. Standing Committees
 - University Curriculum Committee
 - Faculty Benefits Committee
 - Ad Hoc Committee
- G. Duties of the Standing Committees
 - UCC: General Education requirement; New Programs; other
 - FBC: Sabbaticals, etc.; health insurance; other
 - AHC: as needed
- H. Membership of the Standing Committees
 - for the UCC and the FBC:
 - 1 Senators from each college
 - 2 - 3 volunteers, must be Senators

(over)

- for the AHC:

- develop a list of those Senators who are not members of the UCC or the FBC or Officers of the Senate;
- when a specific task comes before the Senate ask for volunteers;
- select of the volunteers to be Chair of the Ad Hoc Committee on "Fill in the blank issue";
- provide the Ad Hoc Committee with a specific task and timetable;
- the names of the volunteers go to the bottom of the list;
- the list of potential volunteers is kept by the VP/P.