

MEMORANDUM

TO: All Faculty

FROM: Connie Mulligan-Nichols, Secretary, Faculty Senate

Date: January 18, 1980

Re: FACULTY SENATE MEETING

The next Faculty Senate meeting will be held on January 28th in the Ballroom, University Center at 3:00 p.m.

AGENDA

- I. Additions to/deletions from the agenda.
- II. Minutes of the December 10th meeting.
- III. President's Report.
 - A. Peer Review Committee
 - B. Rewriting of the Faculty Policy & Procedure Manual
 - C. Student-Faculty Consortium
 - D. Other Announcements
 - E.
- IV. Faculty Regent's Report
 - A. Agenda - Board of Regent's Meeting
 - B.
- V. Old Business
 - A. Report from the Ad Hoc Committee on Collective Bargaining - Terry McNally
 - B.
- VI. Committee Reports
 - A. Faculty Benefits Committee
 - 1. Brief Status Report
 - 2. Recommendation - Change in the Faculty Policy and Procedure Manual with regard to sabbatical leaves
 - 3.
 - B. Professional Concerns Committee
 - 1. Brief Status Report
 - 2. Recommendation - Statement of Professional Ethics
 - 3.
 - C. Budget Committee
 - 1. Brief Status Report
 - 2. Recommendation - Committee Bylaws
 - 3. Report - Status of Clerical Positions in Relation to Number of Faculty at NKU
 - 4.

D. Curriculum Committee

1. Brief Status Report
2. New Courses

BUS 232 - Contracts, Agency, and Sales (3 hours)

BUS 333 - Commercial Paper and Business Organizations (3 hours)

HRS 298 - Independent Study (1 - 3 hours)

VII. New Business

- A. Faculty Representative to Student Publication Committee
- B. Sponsoring Committee for Jacques Barzun's Visit - Bob Wallace
- C.

VIII. Adjournment

MINUTES OF THE FACULTY SENATE

January 28, 1980

Senators Present:	Connie Mulligan-Nichols	Jim Fouche
	Larry Giesmann	Gary Johnston
	Marty Marger	Terry McNally
	Lou Noyd	Jean Wainscott
	Debra Pearce	Peter Moore
	Rosetta Mauldin	James Kinne
	Donna Bennett	Millie Clark
	Janet Johnson	Janet Miller
	Connie Widmer	Robert Vitz
	Jeffrey Williams	Byron Renz
	Jim Hopgood	Jonathan Bushee
	Art Miller	Frank Stallings

Guests Present: Vince Schulte
President Albright
Bob Wallace
Pam Juengling

I. Additions & Deletions

The Senate meeting of the new year began on an amicable note, with no additions or deletions to the agenda.

II. Minutes

The minutes from the December meeting were unanimously accepted.

III. President's Report

J. Bushee then began the President's report by announcing those tenured faculty members who were elected to serve on the Peer Review Committee, K. Curtis, S. Easto, T. Rambo, F. Stallings, R. Ward, along with 2 alternates, J. Smith and E. Weiss. Bushee also brought up the issue of rewriting the Faculty Policy and Procedure Manual, noting that clarification as to why the document is being rewritten is needed from the administration. The newly-formed Student/Faculty Consortium reported 2 major complaints voiced by students: 1. text books are changed too frequently, especially in the area of Literature & Language, and 2. continued desire to publish student evaluations of faculty.

There was also discussion from this Consortium concerning coordinated efforts between state group of senate leaders and state group of student representatives. The students would also like ex officio representation on each Senate standing committee. This matter was referred to the Executive Committee for further discussion.

Dr. Albright then spoke to the Senate concerning the rewriting of the Faculty Policy and Procedure Manual. Dr. Albright emphasized that it would be more of an updating, refinement and expansion of the manual than a rewriting. The President named 3 areas that will be handled: 1. the clarification of existing ambiguities in the document, 2. inclusion of issues based by the Board of Regents, and 3. the inclusion of new policies and procedures, many of which are now in standing committees. Dr. Albright confirmed that a committee (5 members) will be formed to look at the 3 needs stated above. The committee will send recom-

mendations to the Senate before taking them to the Board of Regents. Bushee noted that distinctions need to be clarified concerning faculty and people with administrative responsibilities. Dr. Albright also announced that the leave policy for 12-month faculty is still in the Academic Coordinating Council. C. Mulligan-Nichols asked if the leave policy for 12-month faculty would be passed before the revisions to the Policy & Procedure Manual are passed. The leave policy should go to the April Board of Regents meeting. J. Hopgood asked if there was in actuality, a freeze on all hiring. Dr. Albright confirmed this. T. McNally asked Dr. Albright if the information in the Kentucky Post concerning NKU faculty salaries was correct - that we are second to last in the state for faculty salaries. The President stated that the salaries are indeed lower than they should be, but emphasized that information ~~given to the Post~~ ^{as reported by the Post} is not always accurate. Bushee told Dr. Albright that the Senate would be happy to appoint a person(s) to the Committee to rewrite the Policy and Procedure Manual.

J. Bushee then briefly mentioned the study on University Governance which is to take place this spring.

IV. Faculty Regent's Report

J. Williams, Faculty Regent, then reported to the Senate. Williams brought up Dr. Albright's statement on the Nature and Purpose of a University, which was basically presented to the faculty at the first general faculty meeting of the year. Williams sought faculty reaction to this statement. The matter was turned over to the Executive Committee, who will ~~show~~ ^{state} their opinions on the statement with Williams before the Board of Regents meeting. There was a positive consensus of Senate members to uphold the vote on the 12-month leave policy. Williams also told the Senate that he will relate any Personnel decisions which are passed in the Board of Regents meeting.

V.A. Old Business - Ad Hoc Committee on Collective Bargaining

T. McNally reported from the Ad Hoc Committee on Collective Bargaining. McNally moved to survey faculty on collective bargaining. J. Hopgood seconded. Much discussion ensued. J. Williams felt that it needed to be made clear that this survey was not the first step towards collective bargaining. There was concern voiced by several Senate members over confidentiality of the survey, and over interpretation of the survey by the community and local media. C. Widmer suggested having 2 questionnaires - one to find out how much the faculty knows about collective bargaining and the second to poll the faculty on whether or not they feel NKU should adopt collective bargaining. G. Johnston asked what are the negative ramifications of the administration, community and legislature knowing the faculty is considering collective bargaining.

There was then a motion to amend the questionnaire on question #4 to read - Do you think the faculty should seriously consider adopting collective bargaining? instead of Do you think the faculty should adopt collective bargaining?

M. Marger felt that the Senate should not ask the Ad Hoc Committee to continue unless they could have the information from the poll.

The vote on the amendment was 8 in favor, 12 against and 1 abstention.

J. Johnson then moved to add 2 amendments to McNally's original motion - 1. to define confidentiality and 2. to clarify that the survey is simply a straw poll and not a first step towards collective bargaining. J. Hopgood seconded. The vote was unanimously in favor of the amendments.

The Senate then voted on whether or not to conduct the survey. The vote was 18 in favor and 3 against.

G. Johnston then moved to consider moving the distribution date of the survey until February. L. Giesmann seconded. P. Moore asked if this is a straw poll, why is time a major concern. B. Renz felt the Senate should move fairly soon on the issue. The vote on the amendment resulted in 5 in favor, 16 against and 0 abstentions.

J. Hopgood moved that the survey be sent out with all deliberate speed. B. Renz seconded. The vote came out 21 in favor, 1 against and 1 abstention.

VI. Committee Reports

A. Peter Moore reported for the Faculty Benefits Committee, informing the Senate that the Project Grant proposals were coming in by February 1st and would be acted upon by March 1st. The Committee is also preparing a report on the Fringe Benefits Package for the next Senate meeting. ~~J. Williams announced that there is now Life Insurance for faculty who are conducting official business off campus.~~ The Faculty Benefits Committee also recommended the following changes in the Faculty Policy and Procedure Manual:

p. 47 section 7.1, in the second sentence after the word "manual", insert the phrase "with the exception of the sabbatical leaves policy, 7.2,"

p. 52 section 7.2, insert at the beginning of the section the following sentence: "The sabbatical leaves policy will apply to all individuals holding faculty rank at N.K.U."

The recommendations were unanimously accepted.

B. G. Johnston reported that the Professional Concerns Committee had formed 2 additional subcommittees - the bylaws committee and the rights and responsibilities committee (for rewriting of the grievance document). The Committee also presented a statement on professional ethics which was unanimously accepted.

C. B. Renz, chairperson for the Budget Committee, informed the Senate that a report from the subcommittee on salaries will be ready for the February Senate meeting. The subcommittee on the operating budget is now in full swing and will be looking at this all important area. The Committee presented its bylaws to the Senate which were unanimously accepted. The Committee also presented a report on the Status of Clerical positions in relation to the number of faculty at NKU. J. Wainscott moved to accept the report and discuss it at the February meeting. The motion was accepted unanimously.

D. The Curriculum Committee, headed by J. Hopgood, is dealing with the honors option and proposal for revision of the general studies program. The change in the approval process for new courses is now in the Academic Coordinating Council.

VII. New Business

C. Mulligan-Nichols was appointed faculty representative to the Student Publications Committee. Unanimous approval.

Bob Wallace visited the Senate to ask the group to choose 2 faculty members to be at the Jacques Barzun consulting session on March 7. J. Miller and T. McNally volunteered. They were accepted unanimously.

Meeting adjourned.

Respectfully submitted,

Connie Mulligan-Nichols
Secretary, Faculty Senate

CMN/ds

ADENDUM - Results of the election of members to the Peer Review Committee.

The following tenured faculty members were elected to serve on the Peer Review Committee by vote of the general faculty:

Kent Curtis - Education	Frank Stallings - Literature & Language
Sandra Easton - Business Administration	Richard Ward - Political Sciences
Tom Rambo - Biological Sciences	

Alternates:

Joe Smith - Mathematical Sciences	Edwin Weiss - History & Geography
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Members of the Peer Review Committee met January 22nd to decide the initial terms of service and to elect a chairperson of the Committee. Results of the meeting are as follows:

Chairperson - Richard Ward

Term of service as chairperson - 1 year, January, 1980 through December, 1980

Terms of service on the Committee:

Kent Curtis - 2 years, January, 1980 through December, 1981

Sandra Easton - 2 years, January, 1980 through December, 1981

Frank Stallings - 2 years, January, 1980 through December, 1981

Tom Rambo - 1 year, January, 1980 through December, 1980

Richard Ward - 1 year, January 1980 through December, 1980

: Joe Smith - 2 years, January, 1980 through December, 1981

Edwin Weiss - 1 year, January, 1980 through December, 1980

VOTE TALLY

*100	Frank Stallings - Literature & Language
* 82	Thomas Rambo - Biological Sciences
* 79	Kent Curtis - Education
73	Nick Melnick - Education
* 71	Sandra Easton - Business Administration
* 69	Richard Ward - Political Sciences
** 63	Joe Smith - Mathematical Sciences
62	Joseph Price - Literature & Language
** 62	Edwin Weiss - History & Geography
60	Frederick Schneider - Chase College of Law
46	Raman Singh - Physical Sciences
44	McKenzie Osborne - Literature & Language
40	Neal Jowaisas - Fine Arts
36	William Oliver - Physical Sciences
22	Robert Mullen - Communications

*Elected to Peer Review Committee

**Elected Alternate

SOME ASPECTS OF COLLECTIVE BARGAINING

A Report to the Faculty Senate

Submitted by the
Committee on Collective Bargaining

Abstract

The following report is divided into four subject areas: first, a general introduction to the subject; second, a discussion of the impact of collective bargaining on collegiality; third, a discussion of the legality of collective bargaining; and fourth, a questionnaire which the committee proposes to distribute to the Northern faculty.

I) A General Introduction to Collective Bargaining

Perhaps the most distinctive feature of the collective bargaining system is that the faculty works as a group under a detailed, legally binding contract with its administration. The contract binds both faculty and administration for a definite time span - one, two, or three years - after which period a new contract is negotiated. Since the contract is the sought after end product, let us begin by discussing that.

First, the contract obviously will describe the economic package agreed upon - such items as minimum salaries for the various levels, across-the-board salary increases, health and disability insurance, retirement plans, etc. Provisions for merit pay can be written into the contract.

The contract can describe working conditions - items such as teaching load, class size, overload policy, and provisions for attendance at professional meetings and secretarial assistance. But this item works both ways: the contract will also state the responsibilities of the faculty member to the administration, such as teaching, office hours possibly and perhaps a faculty-student ratio. All items on both sides of the bargaining table are negotiable in theory. In practice, negotiable items are the concessions either side has the good will to make or the negotiating skill and constituency support to win. Public opinion will also be a factor here.

The contract can also describe items normally classified under the categories of governance or collegiality. Collegiality refers to shared decision making on matters of policy and recruitment, retention or non-reappointment of faculty. The contract can describe processes by which tenure is awarded, the system by which the faculty will be governed, or the extent of faculty involvement in the selection of chairpersons, deans, provosts, etc.

Finally, a good contract will also describe processes whereby grievances against either side can be redressed. For example, what constitutes a grievance and what person or persons shall arbitrate the differences?

Having looked at the product, let us now turn to the process of collective bargaining. First, the extent of faculty interest in collective bargaining must be determined, usually through a confidential survey. If this poll shows substantial support for collective bargaining, it is time to choose the "bargaining agent," or the organization which will have exclusive rights to bargain for the faculty, at least until the expiration of the contract it has negotiated for the faculty. The principal choices here would be the American Association of University Professors (AAUP), the American Federation of Teachers (AFT), the Faculty Senate, the Kentucky Education Association (KEA), or one organization which would be a consortium of different groups representing the faculty.

After a campaign during which rival organizations would solicit faculty endorsements, there would be an election to determine the faculty's choice of a bargaining agent. In the case of, say, a three way election, a run-off may be necessary. It might be noted here that for a given organization to represent the entire faculty, it is by no means necessary that the entire faculty belong to that organization.

Having been elected, the bargaining agent must determine which university personnel belong to the "bargaining unit," the group of persons it has the right to bargain for. For example, shall the group include the law faculty, department chairpersons, part-time instructors, etc? This question may be vigorously debated between the administration and the bargaining agent, and some of the parties involved. After a decision has been reached on this question, the bargaining agent requests all the information from the administration it will need to formulate its goals for negotiating. It will need data, for example, on the university's budget and projected budget, on salaries, benefits, governance procedures, etc., in short, everything necessary to generate goals acceptable to the faculty and practically realizable for the institution.

The bargaining agent, its own proposal formulated, now appoints a negotiating team to barter with the team appointed by the administration. A deadline for an agreement is set and both sides begin the negotiating process, which is quite complicated and often protracted for months. When a stalemate seems impassable, an experienced labor relations person may be brought in to act as mediator. If the impasse cannot be resolved, the bargaining agent may, as happened recently at the University of Cincinnati, ask its constituency to vote for some kind of job action. But where negotiations can be successfully completed, the bargaining agent presents the contract to its faculty for ratification by vote. If the contract is ratified, it becomes binding for the specified term; if it is rejected, negotiations begin again until a contract is ratified by both administration and faculty.

As one can see, the entire process can be an arduous one. Its advantages to a faculty seem obvious enough, but there are commonly cited difficulties. At this point we are not ready to answer all these questions nor to certify them all as bona fide problems, but here are some possibilities that we see.

1. Collegiality

This area is discussed by Dick Snyder in the second part of this report.

2. Legality

In Kentucky there appears to be no legal obligation for an administration to recognize any organization as the faculty's exclusive bargaining agent. Moreover, an administration is not legally bound to bargain in good faith. Tom Vergamini discusses this area in part three of this report.

3. The Possible Adversary Relationship

Even where there is no actual job action, hard feelings can develop between the faculty and administration.

4. Professionalism

Would collective bargaining have a kind of levelling effect leading to a decrease in meritorious endeavor in, say, scholarship and institutional and community service?

5. The Bargaining Agent

First, which bargaining agent would be best suited to the faculty's needs? Then what is the relationship between the members and the non-members of the "union" when it comes to voting rights and assessments?

Maybe there are other problems that we do not yet know of, and while the ones cited may not be insoluble, they deserve consideration. Numbers one and two are dealt with in this report. The others can be studied later in the event that the rank and file faculty, having been surveyed, shows sufficient interest in collective bargaining to justify the time and effort involved in the study.

II) Collective Bargaining and Collegiality

For the last ten years collective bargaining through representatives of duly elected professional associations has become an increasingly acceptable phenomenon in higher education in the United States. In 1975 approximately 9,000 faculty and staff in 57 institutions chose collective bargaining representatives, increasing the total to almost 100,000 faculty and staff in 400 institutions. Approximately two-thirds of all faculties represented were in four-year colleges and universities. By the end of 1977 there were approximately 133,000 faculty and staff in over 480 institutions engaged in collective bargaining through professional associations, where four-year institutions accounted for almost 82,000 faculty in 195 institutions.¹ The professional associations including AAUP (American Association of University Professors), NEA (National Education Association), and AFT (American Federation of Teachers) accounted for about 90 per cent of faculty affiliates in 1975.²

The reasons for this rapid growth of collective bargaining in higher education, an area which has traditionally viewed such activity as outside of its academic and scholarly domain, have been basically economic. The inflation of the 1970's, which has almost doubled prices during the ten-year period, has been the catalyst for reconciling the traditional conflict of collegiality and collective action for a growing segment of faculties in institutions of higher education. Another issue which has also been present is what has sometimes been perceived as arbitrary administrative decision making regarding job security and due process, both of which issues are becoming more important to those who work for a living.

The economic status of most faculty in higher education has eroded as the taxation effect of inflation has reduced real disposable income, and thus purchasing power, over the past several years. Since the economic status appears to be at the base of our social structure, the diminishing negative stigma once attached to collective bargaining has been gradually eroding. Before evidence of this erosion is presented, it is necessary clearly to define collective bargaining and its relationship to our society.

Collective bargaining can best be described as a process entailing the collective efforts of diverse groups to reconcile differences and develop a system which provides for the peaceful resolution of those differences. Such a process typically involves the negotiation of an agreement, or contract, acceptable to all parties concerned; administration of the agreement through established machinery to resolve disputes during the period in which the agreement is in effect; and the development of techniques and devices outside the regular negotiation and administrative frameworks which will have the effect of strengthening both (namely, arbitative and mediative). A very good definition of the collective bargaining process is given by Harold Davey, in which he states that collective bargaining is:

"a continuing institutional relationship between an employer entity (governmental or private) and a labor organization (union or association) representing exclusively a defined group of employees of said employer (appropriate bargaining unit) concerned with the negotiation, administration, interpretation and enforcement of written agreements covering joint understandings as to wages or salaries, rates of pay, hours of work and other conditions of employment."3

Collective bargaining can be thought of as covering two basic subject classifications or categories: the price of labor and a jurisprudence system. The price of wages covers not only wages and salaries but any working condition or term of employment involving direct monetary outlays, e.g., pension plans, group insurance, etc. The jurisprudence system entails the establishment of policies and procedures to govern existing relationships between employer and employee. In essence, a system of jurisprudence is a substitution for the discretion of the employer of a rule of law. The employee - employer relationship becomes a mutually acceptable one in which due process becomes paramount. Collective bargaining can enhance the incorporation of the democratic process into the administration of an institution (either private or public, profit or nonprofit). It is a system of checks and balances, under which a grievance procedure is established as a means of day-to-day interpretation of the rules, rules which are substantive and mutually acceptable. No one group is automatically given the upper hand over the other in the resolution of disputes.

A very important point which should be clarified, since it is often not clearly understood, is that of the employer's obligation under collective bargaining. The employer is not obligated to accept any proposal of a union or association. The only obligation the employer has, if covered by the National Labor Relations Act (which NKU is not) is to meet with the representatives of the employees at reasonable times and to negotiate in good faith. One aspect of "good faith" bargaining by the employer is the furnishing of necessary information upon request to allow the employee representatives to bargain from an informed and effective position.

The description of collective bargaining is important to establish a common base of understanding. Also of importance is the investigation of how collective bargaining has functioned in those institutions of higher education where implementation has taken place. Of central importance is the effect of collective bargaining on collegiality, where one of the best examples is Rutgers University. Rutgers was one of the first institutions in higher education to accept collective bargaining. In a study done by James P. Begin, an attempt was made to determine whether collective bargaining, through the mechanism of negotiated grievance procedures emphasizing due process, exerted a negative effect on collegial processes involving reappointment, promotion, and tenure decisions. Begin concludes that the collegiality of the faculty has not been damaged as evidenced by the following findings:

1. there has been substantial improvement made in providing a faculty member the opportunity to receive a fair hearing over a contract dispute,
2. great improvement exists in providing expert representation for an individual with a grievance,

3. the overall grievance rate has been low,
4. there has been a high level of grievance settlement,
5. areas of the greatest concern to faculty have been opened up to grievance procedure, and
6. the outcomes of the grievance procedure have preserved due process.

It was also found that the grievance process was slow in producing decisions.⁴

Begin noted that the quality of faculty has been preserved as indicated by the "small numbers of total grievance cases and the few peer reversals from the grievance process."⁶ It was also noted that both the administration and the faculty at Rutgers have agreed that the peer-review process has not only been clarified but also strengthened due to the positive effort of the faculty grievance process. According to the Begin study, "improved due process has evolved at Rutgers University without substantial negative impact on collegial processes and relationships of the University."⁷

In a study by Charles Odewahn and Allan Spritzer, it was discovered that administrators basically agree that faculty members should have the freedom to form representative associations if they desire to do so. The point upon which they do not agree concerns the effects of collective bargaining on their institutions. The concern of administrators over the growth of faculty professional associations and collective bargaining and its role in higher education is typically a concern with a search for how to deal with the trend rather than an outright rejection. It was also noted that,

"faculty unionism and collective bargaining are more widely accepted among the administrators of the large institutions and those with graduate and professional programs."⁸

In summary, it appears that collective bargaining has not been a destructive force with regard to processes associated with collegiality but rather can be a means by which due process becomes an essential part of decision making.

FOOTNOTES

1. (4) and (5) pp. 119 and 117, respectively.
2. (3) p. 193.
3. Davey, Harold W. Contemporary Collective Bargaining. Prentice-Hall. (Missing in Bibliography)
5. (1) Begin pp. 105.
6. (1) Begin pp. 108.
7. (1) Begin pp. 108.
8. Odewahn, Charles A. and Spritzer, Allan D.
"Administrative Attitudes toward Faculty Unions. Industrial Relations. Vol 15, Number 2. (May, 1976). pp. 206-215 (Left out of Bibliography) p. 209.

BIBLIOGRAPHY

- (1) Bain, Trevor. "Academic Governance and Unions: The Case of Cuny". Industrial Relations. Vol 14, Number 1 (Feb. 1975). pp. 102-109.
- (2) Begin, James P. "Grievance Mechanisms and Faculty Collegiality: The Rutgers Case". Industrial & Labor Relations Review. Vol 31, Number 3 (April, 1978) pp. 295-309.
- (3) Bognanno, Estonsen and Suntrup. "Union-Management Contracts in Higher Education". Industrial Relations. Vol 17, Number 2 (May, 1978) pp. 189-203.
- (4) Garbarino, Joseph W. "Faculty Union Activity in Higher Education - 1975". Industrial Relations. Vol. 15, Number 1 (Feb., 1976). pp. 119-120.
- (5) Garbarino and Lawler. "Faculty Union Activity in Higher Education - 1977". Industrial Relations. Vol. 17, Number 1 (Feb., 1978) pp. 117-118.
- (6) Gerhart, P. F. and C. Maxey. "College Administration and Collective Bargaining". Industrial Relations. Vol. 17, Number 1 (Feb., 1978). pp. 43-52.
- (7) Holmes, Alexander B. "Effects of Union Activity on Teacher Earnings". Industrial Relations. Vol. 15, Number 3 (Oct., 1976). pp. 328-332.
- (8) Moore, William. "An Analysis of Teacher Union Growth". Industrial Relations. Vol. 17, Number 2 (May, 1978). pp. 204-215.
- (9) Perry, Robt. "Public Policy and Public Employee Strikes". Industrial Relations. Vol. 16, Number 3 (Oct., 1977). pp. 273-282.
- (10) Shapiro, D. "Relative Wage Effects of Unions in the Public and Private Sectors". Industrial & Labor Relations Review. Vol. 31, Number 2 (Jan., 1978). pp. 193-204.

III) The Legality of Collective Bargaining

With the exception of firemen and policemen in limited jurisdictions, Kentucky presently has no statute which expressly provides for collective bargaining by public employees.¹ Whereas, the prior Kentucky statute on the subject specifically exempted public employees from engaging in collective bargaining activities.²

The Kentucky courts have held that the exclusion of public employees from this statute is not indicative of any change in legislative policy or the law on this issue.³

More recently the Kentucky Supreme Court in a case involving public university employee labor relations has outlined the current status of Kentucky law in this area:⁴

1. Public employees do not have the right to strike or to engage in concerted work stoppages.
2. Public employees have the right to join a national labor union and to organize themselves for collective bargaining purposes. These rights arise from the constitutional rights of freedom of expression and association which the state cannot prohibit without a showing of paramount public interest.
3. A public employer has the authority to meet with employees' representatives to discuss wages, hours, and working conditions.
5. A public employer has legal authority to execute collective bargaining agreements with employee representation regarding wages, hours, and working conditions which do not conflict with state law concerning public employers.
6. Public employers have no legally enforceable duty to meet with, recognize or negotiate with any group of employees or a duly authorized representative concerning wages, hours, or working conditions.
7. A public employer has authority to recognize, negotiate, and bargain with an employee representative and to decline to recognize, negotiate, or bargain with other similar employee representatives.
8. A public employer cannot enter into an exclusive agreement with one employee representative group which would prohibit it from negotiating with an authorized representative of any other group of employees if the employer has exclusive jurisdiction over all aspects of employment.⁵

FOOTNOTES

1. KRS 336.130
2. Kentucky Statutes (1599c-28) (1941)
3. Jefferson County Teachers Association v. Board of Education of Jefferson County, KY, 463 S.W. 2d 627 (KY, 1971).
4. Board of Trustees of the University of Kentucky v. Public Employees Council No. 51 American Federation of State, County and Municipal Employees., 571 S.W. 2d 616 (KY, 1973).
5. Id. See also, Zielke, Public Sector Labor Law in Kentucky. 6 Northern Kentucky Law Review 284 (1979).

IV) Faculty Questionnaire

Please check the appropriate answers.

1. How well informed do you feel you are on the subject of collective bargaining in higher education?

☐ A. Very well informed
☐ B. Rather well informed
☐ C. Have some knowledge of it
☐ D. Have only a little knowledge
☐ E. Know almost nothing about it

2. Which among the following comes closest to your opinion about collective bargaining as a general practice in colleges and universities?

☐ A. Wholly inappropriate; absolutely against it
☐ B. Generally undesirable; might be justified in a few cases
☐ C. Depends on the institution; desirable for some, not for others
☐ D. Will accept it as an inevitable trend
☐ E. It is desirable and should be widely accepted

3. If you so desire, would you indicate your department.

<input type="checkbox"/> Biology	<input type="checkbox"/> Literature & Language
<input type="checkbox"/> Business Administration	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Chase	<input type="checkbox"/> Allied Health
<input type="checkbox"/> Communications	<input type="checkbox"/> Physical Science
<input type="checkbox"/> Education	<input type="checkbox"/> Political Science
<input type="checkbox"/> Fine Arts	<input type="checkbox"/> Psychology
<input type="checkbox"/> History & Geography	<input type="checkbox"/> Social Sciences
<input type="checkbox"/> Industrial Technology	<input type="checkbox"/> Social Work
<input type="checkbox"/> Library	<input type="checkbox"/> Public Administration

4. Do you think the faculty should adopt collective bargaining?

☐ Yes
☐ No
☐ I am undecided.

January 15, 1980

FACULTY BENEFITS COMMITTEE
FACULTY SENATE

The Faculty Benefits Committee recommends the following changes in the Faculty Policy and Procedure Manual with regard to Sabbatical leaves:

p. 47 section 7.1, in the second sentence after the word "manual", insert the phrase "with the exception of the sabbatical leaves policy, 7.2,"

p. 52 section 7.2, insert at the beginning of the section the following sentence: "The sabbatical leaves policy will apply to all individuals holding faculty rank at N.K.U."

PROFESSIONAL CONCERNS COMMITTEE

FACULTY SENATE

It is recommended that the following Statement on Professional Ethics be adopted by the faculty of Northern Kentucky University and that the Statement be included in the appropriate section of the Faculty Policies and Procedures Handbook.

Statement on Professional Ethics*

I. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities placed upon him. His primary responsibility to his subject is to seek and to state the truth as he sees it. To this end he devotes his energies to developing and improving his scholarly competence. He accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He practices intellectual honesty. Although he may follow subsidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.

II. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the student as an individual, and adheres to his proper role as intellectual guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He respects the confidential nature of the relationship between professor and student. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.

III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He respects and defends the free inquiry of his associates. In the exchange of criticism and ideas he shows due respect for the opinions of others. He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues. He accepts his share of faculty responsibilities for the governance of his institution.

IV. As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of the institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revision. He determines the amount and character of the work he does outside his institution with due regard to his paramount responsibilities within it. When considering the interruption or termination of his service, he recognizes the effect of his decision upon the program of the institution and gives due notice of his intentions.

V. As a member of his community, the professor has the rights and obligations of any citizen. He measures the urgency of these obligations in the light of his responsibilities to his subject, to his students, to his profession, and to his institution. When he speaks or acts as a private person he avoids creating the impression that he speaks or acts for his college or university. As a citizen engaged in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

*Origin - American Association of University Professors Policy Documents and Reports, 1977.

BUDGET COMMITTEE
REPORT

Chairman: Byron B. Renz, Communications

FACULTY PRIORITIES REGARDING DISTRIBUTION
OF FUNDS FOR THE NORTHERN KENTUCKY
UNIVERSITY OPERATING BUDGET

UNIVERSITY-WIDE PRIORITIES

Note on Derivation of the Data Base:

Each departmental representative on the Budget Committee was asked to contact all faculty members within his department, either at a department meeting or individually, and ask each member for a rank ordered list of the major University-wide budget concerns and the major departmental budget concerns. Each departmental member of the Budget Committee was then asked to tally the results for his own department and submit the rank ordered results to the Budget Committee chairman.

The responses were tallied, weighting those of greatest concern most heavily. The final results thus reflect both the frequency with which a concern was mentioned and the priority it was given within the responding departments.

Of the nineteen academic units of Northern Kentucky University (seventeen departments, library, and law school), sixteen sent departmental representatives to the Budget Committee.*

Of the units represented on the Budget Committee, twelve submitted reports to the chairman: Business Administration, Communications, Education, Fine Arts, Industrial Technology, Library, Literature and Language, Mathematics, Allied Health, Physical Science, Social Science, and Social Work.**

Further Note:

The Northern Kentucky University Faculty Senate formally approved the University-wide priorities list at its meeting on December 10th, 1979.

* Political Science and Public Administration chose not to fill their Budget Committee slots for 1979-1980. Military Science is also not represented on the Budget Committee.

** Four units with representatives on the Budget Committee did not submit reports: Biology, Chase College of Law, History and Geography, and Psychology.

RESULTS:

The University-wide budgetary concern of paramount importance to faculty at Northern Kentucky University is improvement of the salary structure to reflect both the living costs of the Cincinnati Metropolitan Area and the high level of professional preparation of the NKU faculty. This item appeared as the first or second-ranked concern among virtually all departments responding to this survey and was by far the most heavily weighted item included among the faculty's budgetary concerns. Of primary concern:

1) SALARIES:

Faculty salaries should be increased substantially both to reflect a faculty member's increased service to the University through time in service and to offset the inflationary impact upon purchasing power.

- 6 It is requested that an across-the-board adjustment be made in faculty salaries to improve NKU's average salary position in relation to the University's benchmark institutions. In addition, any salary adjustment should reflect the cost of living increases applicable to the Cincinnati Metropolitan Area. It is suggested that a shoring up of the salary structure be undertaken through the establishment of salary floors for the several academic ranks. One suggestion of salary floors for the various ranks for 1980-1981 was Instructor \$15,000, Assistant Professor \$16,000, Associate Professor \$17,500, and Professor \$21,000.

These amounts would be revised yearly on the basis of the Consumer Price Index/Cincinnati SMSA for the Cincinnati Metropolitan Area.

A rank order of the next five items of primary concern to the faculty is as follows:

2) SECRETARIAL AND SUPPORT STAFF:

The secretarial and support staff for academic departments should be expanded, with the staff's salary base receiving substantial improvement.

3) MEDICAL AND DENTAL FRINGE BENEFITS:

The University should seek improved medical and dental fringe benefits, with dental benefits being of primary concern.

4) TRAVEL FUNDS:

Travel fund allocations should be increased to allow additional participation by faculty in conferences and professional meetings at the state and national levels.

5) NEW FACULTY POSITIONS:

Funds should be appropriated for new faculty positions where a demonstrated need exists.

6) LIBRARY ALLOCATIONS AND GENERAL FACULTY PROMOTION INCREASES:

These two separate items were tied in importance.

- A) The first item involved an increase in allocations for library holdings and services.
- B) The second item recommended an improvement in the amount of promotion increase for the four academic ranks within the University.

Concerning promotion increases, one specific recommendation was the promotion increases for 1980-1981 ought to adhere to the following schedule: Instructor to Assistant Professor \$1,000; Assistant Professor to Associate Professor \$1,500; and Associate Professor to Professor \$2,500.

Although all of these items received support from many departmental areas, several additional items were of concern to one or more departments, but did not have the same broad-based support as those items listed above. These items will be listed here as an indication of additional faculty budgetary concerns and interests. These items are listed in the order of the amount of concern revealed by the survey data.

FACULTY RESEARCH: Concern was expressed in several quarters for additional assistance for faculty research. This included additional institutional funding for research and increased opportunities for released time for research.

DORMITORY DEVELOPMENT: The need to proceed as rapidly as possible with the development of dormitories represented an additional concern. It is believed that such facilities would foster University growth and allow for an enrichment of the student population through the inclusion of qualified students from various areas of the country.

PARKING FACILITIES: A concern of about equal importance to the dormitory item was an interest in an expansion and improvement of parking facilities at the University.

INSTRUCTIONAL EQUIPMENT: Interest was expressed, on a University-wide basis as well as on a departmental basis, for additional funds for new equipment, equipment maintenance, and instructional materials designed to support the University's instructional program.

STUDENT RECRUITMENT: A final item receiving more than a single mention involved an increased University effort to recruit more high school students and, in particular, students with strong scholastic credentials.

Several items were mentioned by a limited number of departments reflecting University-wide concerns which have a direct or indirect bearing on the budget.

This listing is NOT in rank order:

- 1) Additional full-time personnel for the Copy Center/Print Shop, with less utilization of work-study students.
- 2) Improvement in the duplication system and services.
- 3) Reduction in faculty teaching load to nine hours.
- 4) Increased financial support for the advising center.
- 5) More concern with long-range budgetary planning within the administration.
- 6) Increased opportunity for departmental review of budget development.
- 7) More equitable salary distribution within the University to reduce the range of average salaries among departments.
- 8) Further equity adjustments to salaries within the University.
- 9) An inclusion of a cost-of-living-increase scale within the University salary structure.
- 10) The development of additional intra-University workshops to foster professional growth.
- 11) An expanded sabbatical leave policy.
- 12) Developmental funds for services in computer programming, computer usage, and computer application.
- 13) Funding for workshops in the writing of grants.
- 14) Funding for non-traditional student services programs.
- 15) Funding for University promotional activities.
- 16) Improved building maintenance (to prevent leakage, etc.).
- 17) More weekend and evening programs.
- 18) More on-campus activities.
- 19) Reactivation of a request for Council approval of an addition to the Fine Arts Building.
- 20) Increased summer school funding.
- 21) Increased campus security efforts.

BUDGET COMMITTEE

REPORT

Chairman: Byron B. Renz, Communications

FACULTY PRIORITIES REGARDING DISTRIBUTION OF FUNDS FOR THE NORTHERN KENTUCKY UNIVERSITY OPERATING BUDGET

DEPARTMENTAL PRIORITIES

The faculty-derived list of departmental budget concerns was rank ordered by the departmental representative to the Budget Committee. Justifications for items of major concern were requested and, when submitted, were included in this report. This report is submitted for the general information of the Faculty Senate and the administration. It is intended to complement the flow of information concerning departmental needs traveling through the channels of the established University chain of command.

Literature and Language

1. New full-time faculty positions are needed in composition, writing, and developmental courses to replace part-time and temporary faculty.

Justification:

Money for new, full-time positions in composition, writing, and developmental programs is essential if Northern is to have more than just a verbal, overall university commitment to writing. Presently, our part-time staff members outnumber full-time faculty. Further, almost 60% of our composition classes are taught by part-time and temporary faculty who have no long-term commitment to the department composition program or to the university. New full-time faculty positions in composition, writing, and developmental courses would strengthen greatly the present writing program offered at Northern.

2. Funding is needed for various departmental operations activities.
 - a. for increased demands for travel to compensate those who attend conventions to recruit new faculty, to deliver papers to fulfill tenure requirements, and to keep up with new developments in the discipline.
 - b. for increased administrative needs: of a new department Secondary Education Director, a new Composition Director, a new English as a Second Language Director, a Kentucky Philological Association Executive Secretary etc.
 - c. for additional clerical help to meet the needs of almost fifty department faculty members.
 - d. for soaring Xeroxing and copying expenses.

- e. for additional typewriters for faculty use (we are far behind other departments in this area).
 - f. for a new ditto machine to supplement our present hand-crank model.
 - g. for other equipment--i.e., bookcases, file cabinets, etc.
3. Increased funds are needed to support more on-campus events and programs such as the Kentucky Artists' and Writers' Reading and Workshops held in November 1979.
 4. Additional funds to provide faculty development workshops, training sessions, and other enrichment programs.
 5. Funds are needed to provide more space -- office space, meeting space, and storage space.

1

Physical Science

The Department of Physical Science would like to continue to pursue its departmental priorities through the chairman and the dean.

Library

1. Our primary need is for an increased support staff, including an upgrading of salaries and an increase in the size of the professional staff. As a result of higher enrollments, there has been a dramatic increase in the use of the library. Both the public services areas and the technical services areas have felt the pinch of trying to maintain efficient and effective service with the existing number of personnel.
2. There is a need for automation of the library systems in the following order: circulation, COM-catalog, acquisitions. Funding for automation is urgently needed for a variety of reasons. An automated circulation system would tremendously improve control of overdues, reserve material, and the general circulation of library materials. A COM-catalog (on-line catalog) is needed because there is very limited space left in the present card catalog. With the lack of space for more card catalog sections and the greater efficiency of a COM over a card catalog, the COM seems the better choice. Soon to follow is the need for automated acquisitions. With the increased materials budget and demand for more efficient ordering and receiving and fund control, an automated system would be extremely beneficial and would alleviate the delay in processing requests.
3. Expansion of the existing library facility is needed to accommodate the rapid growth and enable the library to offer more services.
4. Increased travel allocations are necessary. The sum of \$125 per person is inadequate for today's transportation and lodging expenses.
5. Funds are needed for various types of equipment. Essential items are shelving, microform reader/printers, and A-V equipment for curriculum.

6. Consideration should be given to inflation increases for the materials budget. Increased funds here are needed to offset the ever-increasing cost of paper and printing.
7. A library listening facility is needed. Funds and equipment are urgently needed as the library has more than 2,000 recordings that are not currently being processed because there are no adequate facilities for using them.
8. Maintenance improvements should be made. During heavy rains, for example, many buildings on campus experience leakage problems. The library, especially, is plagued by this difficulty. Recently, several hundred books were damaged or destroyed by leaking water.

Education

1. Travel funds are needed for faculty. This would enable more faculty to attend and participate in professional meetings at the state and national levels.
2. Additional support services are required. Such services would assist faculty in preparation of materials and resources for instructional purposes. They would also provide assistance in activities related to research and publication.

Individual faculty typewriters would be desirable to enable professors to keep up on their preparation of materials for class, correspondence, publishing, etc.

3. Instructional materials are needed to improve classroom instruction. This would allow instructors to do more than just teach out of a textbook.

Mailing funds are required to enable instructors and departments to implement innovative programs and maintain effective contact with the community.

Audio-visual equipment is needed to improve classroom instruction.

4. Additional Xerox funds would enable professors to utilize effectively and efficiently a wide variety of instructional materials in their classroom instruction.

Secretarial help is necessary to provide enough secretarial help to enable instructors to meet their classroom instructional responsibilities and to carry out innovative programs, research, etc.

5. Expanded telephone service is needed. Specifically, it would be desirable for instructors to be able to utilize office telephones for long distance calls, thus avoiding frequent interruptions of the department chairman.

An administrative position is needed to complete the reorganization of the department in order to more effectively carry out instructional, advising, and other responsibilities.

Social Science

1. Funding is needed for University support of faculty research. This would include professionally related travel, community research, and summer fellowships.

2. Funding is necessary for instructional support materials, such as motion picture films, field trips, and museum activities, and for community outreach activities. This department is particularly dependent upon media devices for its instructional program.
3. Funding of program development would be desirable (Applied Sociology, Anthropology and Applied Philosophy programs). Such funding is needed to support adequately the department's continuing commitment to the development of applied interdisciplinary programs.

Business Administration

1. A salary structure is needed for the Business Department which will provide the departmental strength necessary to allow the program to compete successfully for AACSB accreditation.

For the Business department, a special salary-related issue is our primary concern. This salary question relates to the quality of the Business Program per se. The faculty's desire to achieve AACSB accreditation (American Assembly of Collegiate Schools of Business) is reflected in the salary issue. The market for Business faculty is one of the highest in academia, an economic fact of life. To attract qualified personnel, the University must bring its salary offers into line with the market. Also, the MBA Program is of major concern and requires a more substantial infusion of resources than has been committed to this point.

Other concerns of the Business Department:

2. Released time is needed for graduate teaching.
3. Additional support staff is necessary.
4. Resources are necessary for professionally related travel and conferences.
5. Support is needed for an expanded sabbatical program and released time for research.

Fine Arts

Theater, music, and art responded separately to departmental needs and will be reproduced here accordingly.

Theater:

1. An additional dance faculty member is needed. The program has grown beyond the hopes of the previous years, and we need to retain and grow with the increased interest of the students.
2. Storage space is needed for the technical areas of the theater. As the production schedule keeps growing, the space for the storing of props, costumes, and scenery becomes increasingly inadequate.

3. The position of technical director needs to be filled. With the program growing by leaps and bounds, the increased workload and increased course program demands an additional person, not only for teaching, but also for handling the increased demands of stage productions.
4. A new stage floor is needed. As the wood keeps splintering and we keep doing large productions, the stage floor is getting into terrible shape.

Music:

1. One new faculty member is needed for the 1980-1981 academic year to teach music, history, music appreciation, and applied music.
2. Funding is needed for the listening facility, including a staff position to operate the facility.
3. Funding should be available for scholarships to aid in recruiting.

Art:

Ceramics:		\$2000.00
Clay Mixer		1500.00
Shelves (silicon carbide) for firing		3000.00
Fire brick for re-building kilns and new kilns		1800.00
Pottery wheels for replacing old equipment (3 @ \$600)		1800.00
Slab roller		800.00
Hand Extruder		125.00
Glaze Table and Storage (2 @ \$1250)		2500.00

Art Education:

Display cases for jewelry and small items (4 @ \$100)	\$ 400.00
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Photography:

Re-circulating water heaters	(2 @ \$150)	\$ 300.00
Calumet WR-1 Temperature Controls	(3 @ \$190)	570.00
Gossen Super Pilot SBC Light Meters	(6 @ \$ 80)	480.00
View cameras and accessories	(2 @ \$800)	1600.00

Painting:

Electrostatic air cleaner for use with spray paint and air brush techniques	\$2500.00
Air system for the operation of the above includes spray guns (6) air brushes (6) pipes and hoses	2000.00

Art History:

Monies to complete the slide collection to permit the teaching of surveys at an adequate level	\$3500.00
Monies to purchase cabinets for housing slides and allowing room for addition to the collection	
8 @ 110	880.00

Additional Items: It would be desirable to have all classrooms and faculty offices painted. The slide room especially is in need of being painted as part of the program to keep the slides in good condition. It would be desirable to have faculty offices carpeted.

Communications

1. Equipment is needed for an audio sound studio to support the existing courses in radio production and performance, as well as for cinematography, and an improvement of the existing television training facility.

A serious problem exists in providing an adequate physical environment for the existing broadcasting curriculum in several instances. The problem consists of a complete lack of (or inadequate) space, and a complete lack of (or inadequate) equipment. For example, a curriculum of thirty-one courses supports a major in radio and television within the Department of Communications. Among those offerings are courses in radio production and performance, television production and performance, and film. Yet, no equipment exists to service radio production, even though the courses have been on the books for several years. No equipment exists to support a course in radio performance, even though it, too, has been on the books for several years. Minimal, but grossly inadequate, equipment exists for the several courses in television production and performance. Courses in motion picture production have been part of the curriculum for several years as well, and yet only two inadequate Super 8 m.m. cameras exist to support that entire program. Neither physical space nor equipment exists to support editing, lighting, audio, or projection functions, integral parts of film making.

2. Reactivation of a request for an addition to the Fine Arts Building.
3. Increased funding for the mass communication/journalism area. Additional funds are needed for instructional support equipment, travel, subscriptions, and equipment repair.
4. Increased funding for subscriptions to professional publications in the communications area.

Mathematics

1. Additional funding is needed for travel to conventions and professional meetings.
2. Increased funding is needed for equipment and supplies.

Industrial Technology.

1. Increased funding is needed for laboratory equipment.
2. Additional funds are needed for travel to professional meetings.

3. Additional funding is needed for summer school.
4. Additional monies are needed for departmental supplies.
5. Increased funding is needed for library services related to industrial technology.
6. Increased support is needed for campus security.

Allied Health

Allied Health presented departmental needs in two groups: nursing and human services, and radiologic technology.

Nursing and Human Services:

1. Funding is needed for new faculty and staff positions in order to accommodate the already heavy workload.
2. Funding is needed for faculty and staff salaries that are University responsibilities and should be removed from grant and capitation monies.
3. Funding is needed for faculty to attend workshops and seminars to continue professional growth.
4. Funding is needed to develop workshops to stimulate professional growth.
5. Funding is needed for faculty research efforts.
6. Funding is needed for increased per mile allotments for auto travel.
7. Funding is needed for increased per diem allotments for in-state and out-of-state travel.

Radiologic Technology:

1. Budget allocations are needed for new program developmental efforts, in Radiologic Technology-Nuclear medicine and Ultrasonography.

Specifically, funds are needed to:

- a. conduct program self-study applications
 - b. conduct needs assessments inventories
 - c. utilize consultant services (curriculum development)
 - d. defray accreditation fees and service contracts
 - e. defray the cost of faculty visits to accreditation headquarters
 - f. facilitate site visits to programs which have already been developed
2. An increase is needed in travel funds for both in-state and out-of-state travel. These funds should automatically be increased as new faculty are hired for the individual programs. These funds would enable faculty members to:
 - a. participate in workshops and conferences that would enhance their teaching effectiveness
 - b. visit experimental programs that are developing innovative approaches to the development of radiographers

c. develop expertise in the new and developing imaging technologies

3. Increased funding is needed for the program's basic necessities, e.g., duplicating funds, slide production, paper, etc.
4. Increased budget is needed for part-time faculty members or guest visitors (instructors) who have expertise in new and emerging imaging technologies.
5. Increased funding is needed to provide opportunities to attend seminars, federally sponsored workshops, etc.
6. Increased allocations are necessary for equipment and facilities repair and services.
7. Increased funding is needed for meals, e.g., luncheons for community representatives interacting with program, program committees (advisory groups).

Social Work

1. Increased funding is needed for support staff.

BUDGET COMMITTEE
(of the Faculty Senate)

REPORT

Chairman: Byron B. Rens, Communications

Date: January 18, 1960

Status of Clerical Positions in Relation
to Numbers of Faculty
at NKU

University Policy on Secretarial Hiring Practices:

According to Northern Kentucky University's Personnel Office, there is no University policy concerning the number of faculty needed to justify a certain amount of clerical help. The Personnel Office indicates that the amount of secretarial help assigned to a particular department is dependent upon the ability of the department chairman to convince his dean of the need for a certain amount of clerical help to meet department demands.

TABLE 1

Status of Faculty Positions in
Relation to Clerical Positions:

<u>DEPARTMENT</u>	<u>NUMBER OF FULL-TIME FACULTY</u>	<u>NUMBER OF PART-TIME FACULTY</u>	<u>FULL-TIME EQUIVALENCY (FTE)</u>	<u>NUMBER OF FULL-TIME SECRETARIES</u>	<u>NUMBER OF PART-TIME WORK-STUDY STUDENTS*</u>	<u>TOTAL NUMBER OF HOURS PER WEEK OF WORK-STUDY STUDENTS</u>
Communications	11	3	11 3/4	1	2	18
Allied Health						
Human Services	4 (2 grant funded)	1	4 1/2	2 (1 is grant funded)	1	20
Nursing	13	1	14	2 (1 is grant funded)	1	9
Rad. Tech.	3	0	3	1	0	0
Business	30	3	42	2	6	87
Education	25	7	27 1/2	1	4 (one order is in for 1 additional work-study sec.)	64
IET	6	10	8 3/4	1	0 (one part- time sec.- grant funded)	20
Public Administration	3	8	6	1	1	6
Social Work	5	2	5 1/2	1	1	20
Military Science	4 (paid by U.S. Army)	0	4	1 (civil servant sec. paid by Dept. of the Army)	1 (paid by the University)	20
Physical Science	15	1	15 3/4	1	2	35

<u>DEPARTMENT</u>	<u>NUMBER OF FULL-TIME FACULTY</u>	<u>NUMBER OF PART-TIME FACULTY</u>	<u>FULL-TIME EQUIVALENCY (FTE)</u>	<u>NUMBER OF FULL-TIME SECRETARIES</u>	<u>NUMBER OF PART-TIME WORK-STUDY STUDENTS*</u>	<u>TOTAL NUMBER OF HOURS PER WEEK OF WORK-STUDY STUDENTS</u>
Literature & Language	26	26(fall 1979) 20(spring 1980)	36(fall) 35(spring)	2	4	30
Biological Sciences**	10	8	11 9/10	1	1	13
Political Science	6	1	7 1/2	1	2 (additional sec. is grant funded 20 hrs. per week)	21
History & Geography	15	2	15 1/2	1 (1 addi- tional person serves solely as sec. for the oral history pgm.)	2	15
Mathematics	16	9	20 1/4	1	1	6
Social Science	17	2	17 1/2	1	5	69
Fine Arts***	25	17	29 4/5	2	2	34
Psychology	11	3	11 3/4	1	3	39 1/2

* For the purposes of this study, work-study students were defined as those students whose primary responsibility is to assist the full-time secretary in what are usually understood to be secretarial activities: typing, taking dictation, maintaining files, copying, errand running, etc.

** Dr. Thierst notes that an unusually large number of purchase requisitions in Biology (200 in fall 1979) creates an unusual burden on the secretary in Biology.

*** Mr. Shelton notes that considerable pressure on the secretarial pool arises from an unusually large number of purchase orders (about 500 per year) and budgetary matters.

NOTE: The information for this report was supplied by the chairmen of the respective departments or, in four instances where chairmen were unavailable, by a full-time secretary in the department. The number of full-time faculty includes the chairman. Except where noted, the figures refer to spring 1980.
(table-page 2)

Northern Kentucky University

Highland Heights, Kentucky 41076

DEPARTMENT OF LITERATURE AND LANGUAGE

TO: Jonathan Bushee, Chairman, Faculty Senate
FROM: Robert E. Collier, Chairman, Student Publication Committee *RCC*
RE: Selection of Faculty Member to serve on Student Publication Committee
DATE: November 26, 1979

Please ask the Faculty Senate to select a member of the full-time faculty for membership on the Student Publication Committee. This person need not be a member of the Faculty Senate and should not be from either the Literature and Language or the Journalism/Communication faculties, which are now represented. No working knowledge of any of the student publications (Collage, The Northerner, and Polaris) is necessary, but an interest in them as modes of student experience and communication would be helpful. Duties of the committee include establishing procedures and approving budgets, interviewing and recommending editors and advisers, evaluating the publications each semester (or when appropriate), and, if necessary, settling disputes within or concerning the publications. Please let me know when the Senate has made the decision.

Northern Kentucky University

Highland Heights, Kentucky 41076

DEPARTMENT OF LITERATURE AND LANGUAGE

TO: Jonathan Bushee, President, Faculty Senate

FROM: Bob Wallace, Chairman, Sponsoring Committee for Jacques Barzun's visit

RE: Meeting

DATE: January 10, 1980

Jacques Barzun will be consulting with faculty and administration on curricular matters during his visit to the campus in the first week of March. Currently the consulting session is planned for 10 - 12 a.m., Friday, March 7. Place: Board Room. Topics will include current plans for revision of general studies requirements plus any other curricular matters that seem appropriate. Chairpeople will be invited to the meeting by Lyle Gray. Our committee is hoping that the Faculty Senate will be able to help select the faculty members -- there may be room for up to fifteen -- who will attend. Our committee is meeting on January 15 to discuss this and other matters. I'll be in touch with you soon thereafter.