

# *Faculty Senate*

Northern Kentucky University

Highland Heights, KY 41099  
(606) 572-6400

## **1992-93 FACULTY SENATE MEETING**

### **Agenda**

**Monday, March 29, 1993**

**UC Ballroom, 3 PM**

- I. Call to Order
- II. Approval of Minutes of February 22, 1993 meeting (Enclosed)
- III. Additions to and/or deletions from the agenda
- IV. Committee Reports:
  - A. Benefits - Cheryl McKenzie - 1 voting item, also updates on ...
    - 1. Early retirement group is formed
    - 2. Graduating Senior Research Award (voting item ... material to follow)
    - 3. Faculty Senate student scholarship
  - B. Budget & Commonwealth Affairs - Sudesh Duggal - no voting items, updates on ...
    - 1. Subvention policy
    - 2. Report by Ad-hoc Summer Committee on summer compensation (enclosed)
  - C. Curriculum - Linda Olasov - no voting items, updates on ...
    - 1. Report by the Ad-hoc race/gender committee (enclosed)
    - 2. Integrative studies
  - B. Professional Concerns - Clinton Hewan - no voting items, updates on ...
    - 1. Faculty manual status
- V. Senate President's Report
  - 1. Update on Calendar decision on canceling Sept 8 classes (enclosed)
  - 2. Update on smoking policy implementation
- VI. Old Business
- VII. New Business
- VIII. Adjournment

# Faculty Senate

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## FACULTY SENATE MEETING

March 29 1993

"The smaller the issues; the lengthier the debates."

Members Present: Amburgey, Artzer, Avey, Bushee, Dessner, Duggal, Frank, Furnish, Goacher, Gray, Hewan, Holt, Jacobsen, Jang, Kelm, McCartney, McKenzie, McNeil, Metz, Mital, Pence, Scharlott, Scott, Smith, Thomas, Thomson, Valauri, Wood.

Guests: Sandy Easton, Mary Ryan, R. Saccone, G. Vaughn, M. Winchell

I. **Call to Order: 3:05 PM**

II. **Minutes approved** as distributed.

III. **No additions or deletions.**

IV. **Committee Reports**

A. **Faculty Benefits:** Cheryl Mc Kenzie, Chair

1. Committee formed to continue the study of ERP situation.
2. Graduating Senior Research Award are scheduled to be granted at May graduation. Award will be \$200 and a plaque.

April 9 deadline for nominations to committee.

- a. There was lengthy discussion on the descriptive prose concerning this award. The award was approved with the understanding (Frank / Holt) that the matter be sent back to committee for clarification as discussed by Senate.

3. April 5 deadline: nominations for Faculty Senate Scholarship

B. **Budget and Commonwealth Affairs:** Sudesh Duggal, Chair

1. The Subvention Policy will be a voting item at the April 1 meeting of the committee. Please refer to document sent.
2. An unofficial report was given concerning Compensation for Summer Teaching. Summary:
  - a. Increase sought from 9% to 11%
  - b. TIAA-CREF participation requested

**FWI...** CONSENSUS: *n.* [L.< pp. of *consentire*: see ff.] 1. an opinion held by all or most (q.v.) 2. general (q.v.) agreement, esp. in opinion(q.v.). (Webster's New World Dictionary, 2nd College Ed'n.)

C. **University Curriculum,** Jonathon Bushee for Linda Olasov, Chair

1. Ad hoc race/gender committee report was presented to alert Senate members of April vote. In addendum...
  - a. Senate was reminded of 5 years moratorium on changes to Gen'l. Studies agreed upon by previous Senate.

( A number of Senators departed; not as response to any particular issue.)



- b. Senate was warned that making one change could open entire document to change.
- c. Senate was advised that succeeding senates are not bound by agreements of preceding senates. When an issue is presented to the Senate out of committee for a vote it must be voted on.

**Be Informed. Be Daring. Be There.**

2. April 1 vote in UCC on the Integrative Studies Program

**D. Professional Concerns, Clinton Hewan, Chair**

- 1. Drafts of the Faculty Manual are available. The manual will not be completed this semester due to the nature of the changes made by the administration and the importance of responding to them. M. Thomson presented Senate members with a summary of changes. What a mensch!
  - a. R. Holt, requested that the administration afford Senate with the rationale for the substantive changes  
(Meanwhile the number of senators in attendance was dwindling.)

**V. Senate President's Report**

- A. Candidates for Provost (3W/2M) have come and gone. The committee will meet and make recommendations to Leon Boothe on 3/30/93.
- B. Report presented on agreement reached concerning **cancellation of Sept. 8 classes**. Document presented to Senators. **Resolved**.
- C. **Smoking Policy**: Sent to Regents and **passed**. The university is in a 2 to 3 month moratorium on implementation of policy as costs and modes are considered, *etc., etc.*  
(Our numbers grew smaller.)

**VI. Old Business**

- A. Clarification of Non-Western and Historical Perspectives General Studies requirements.  
(Our numbers grew even smaller. And someone pointed out the lack of a quorum.)

**VII. Adjournment at 4:35 PM for lack of a quorum.**

Respectfully submitted,



Don Kelm, Sec'y.



**NORTHERN  
KENTUCKY  
UNIVERSITY**

Office of the Dean  
College of Arts and Sciences  
(606) 572-5494

March 10, 1993

**MEMORANDUM**

**TO:** Sandra Easton  
Interim Provost

**FROM:** Paul Reichardt *Paul Reichardt*  
Summer Sessions Committee

**RE:** Report and Recommendations Regarding Faculty Compensation for Summer Teaching

As you know, the Summer Sessions Committee has been charged with studying and formulating a recommendation regarding salaries paid to faculty who teach during summer sessions. The Committee has deliberated and discussed this topic for approximately five months. We had hoped to reach our conclusions more quickly, but there was some delay in securing data on summer school revenues. I think you are aware of this. Once this data was received, the Committee moved toward its recommendations with appropriate speed.

In this memorandum, I will outline the Committee's recommendations. These are based on an analysis of data on summer sessions revenue, a comparison of summer remuneration at NKU with that offered by a sampling of benchmark institutions, and the Committee's awareness that augmentation of faculty salaries is the first priority of strategic planning in Academic Affairs. The Committee feels that this commitment should encompass not only annual salaries of faculty, but also remuneration for summer teaching.

Our report is divided into three sections. The first is the financial background against which our recommendations are set. The second section deals with the Committee's recommendations for assuring that sufficient revenue is generated by summer classes to support and sustain an augmented salary structure for faculty who teach during the summer. Finally, the Committee's recommendations for augmentation of summer teaching salaries is presented.

**Financial Background**

Attached are two forms of financial data considered by the Committee. One (Attachment 1) is a projection of summer sessions tuition revenue derived from enrollment projections provided by each of the undergraduate colleges. Chart 1 assumes the current 9% compensation structure (and FICA contribution by the institution); on this basis, a net tuition revenue of \$528,130 is projected after payment

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of salaries. If enrollment projections are reasonably accurate, this projection indicates significant tuition revenue from 1993 summer sessions would be available to support enhancement of faculty salaries.

Charts 2, 3, 4, 5, and 6 illustrate the effect of various salary enhancements using projected 1993 summer tuition revenues. The variables include compensation at 10% and 11.11% (the figure mentioned by the Faculty Senate's proposal for increasing remuneration for summer teaching), both with and without an institutional contribution to TIAA/CREF.

A second form of financial data relates to actual tuition revenues from the 1992 summer sessions. This information, supplied to us by the Budget Office, clearly indicates that the most recent summer sessions tuition revenue actually exceeded projected revenue by \$180,248. This we believe reflects the fact that enrollments in summer sessions have increased in recent years, thus creating a situation favorable for reassessment of remuneration offered to faculty who teach in these sessions.

Taken together, the Committee believes these two forms of financial evidence support the proposition that adjustment of the current summer sessions salary policy is feasible as well as desirable. Clearly more net tuition revenue accrues to the University at the current 9% salary rate than at the 10% or 11.11% levels, but at each level a significant net revenue is generated according to our best estimates of this year's summer enrollments and the facts of last year's summer enrollments.

#### Maintaining Enrollments

The Committee is mindful of the fact that summer enrollment declines might adversely affect net tuition revenues and therefore the feasibility of augmenting salaries for summer teaching. Therefore we would like to make the following recommendations for sustaining enrollment growth during summer sessions:

1. We are convinced that summer enrollments have been stimulated by expansion of the total number of classes offered in recent years. A wide variety of classes, days, and times should be available to students since this attracts several potential populations (traditional, non-traditional, transient).
2. Every effort should be made to avoid cancellation of classes once they appear on the summer schedule. While we realize it is prudent to cancel classes which have very low enrollments (perhaps less than seven or eight students), students are quite sensitive to histories of class cancellation. Many students will simply not enroll if they believe that our summer schedule of classes is not a fairly "firm" one.
3. A stringent minimum class size policy should be avoided because it fosters unnecessary class cancellations. Instead, some sense of class size averages by department and/or college should be used as the measure of the financial viability of summer classes.

4. The Committee believes strongly in the principle that faculty should be allowed to teach the classes they are assigned if enrollments for these classes are at all adequate. Without some assurance that smaller enrollment classes will be kept in the summer schedule, many faculty will not consider teaching during these sessions. If this happens, the number of course offerings for summer will be eroded and the University will lose a valuable tool in recruiting new faculty. The likelihood of earning additional salary by teaching during the summer sometimes helps offset the lower starting salaries offered by Northern to prospective faculty.

5. We recommend that fairly aggressive marketing strategies for summer sessions be initiated. The focus of these strategies should be recruitment of transient students who return to their homes in Northern Kentucky during the summer and are in search of courses they can transfer to the institutions they attend. For example, we believe it would be fruitful to advertise in the student newspaper at the University of Kentucky and/or to mail summer schedules to Northern Kentucky students who attend colleges and universities elsewhere but who are likely to return home for the summer. Certainly other strategies could be devised.

6. The possibility of increasing the number of developmental/remedial classes offered during the summer sessions should be explored. Not only would this strategy provide support for summer enrollments, it is academically sound because it would offer a sound preparatory experience for stipulated and restricted students who plan to enter the regular curriculum at NKU in the fall semester of each academic year. As part of this approach, the University should develop incentives and rewards for students who choose to complete developmental/remedial work during the summer prior to full admission.

#### Salary Recommendations

1. The Committee believes the rate of compensation for summer teaching should be increased to 10% of a faculty member's annual salary for each three-hour class taught (i.e. 3.33% per credit hour taught). This increase should begin with the 1994 summer session. The tuition revenue figures we have examined for recent summer sessions support this increase. Moreover, a 10% compensation rate is basically consistent with the pattern of summer compensation at selected institutions reflected in the data recently collected and reported by Bob Appleson (chart attached).

2. The Committee proposes that beginning with the 1994 summer sessions the salary "cap" (i.e. the largest amount on which the full percentage of annual salary is paid) be increased from the seventy-fifth (75th) percentile of faculty salaries (currently \$41,900) to the eighty-fifth (85th) percentile. The rationale for this adjustment is to provide equitable remuneration for senior members of the faculty whose summer salaries are limited by the cap policy. As has been the case in the past, the dollar figure for the cap should be advanced annually by the amount of the salary increase pool for faculty.



3. The Committee does not recommend that TIAA/CREF benefits be paid on summer sessions salaries. Our assessment of this issue is that although there is support for this benefit among faculty, there is also identifiable opposition. Therefore no consensus exists on this point.

4. The Committee suggests that, if our recommendations on increasing summer salaries are implemented, a review of the impact of these changes in compensation be conducted after the second year of their implementation. Of particular concern are the effect of the salary increases on net tuition revenues and the perceptions of faculty with regard to the equity of the new salary scale and the availability of summer teaching opportunities under the new salary policy.

5. As a subsidiary issue, the Committee requests that the possibility of allowing faculty to select alternative pay dates for receiving summer salaries be explored. Some faculty would like to opt for a three-month payout of their summer salary to lessen the impact of taxes withheld from their salary. Others prefer to retain the current system of payments according to the start and end dates for summer sessions. Hence a choice of payment plans would be appreciated if this can be worked out.

Thank you for your consideration of these observations and recommendations. If you wish to discuss them with me or with the Committee as a whole, I would be glad to oblige.

This report completes the Summer Sessions Committee's charge to study and make recommendations regarding compensation for summer teaching. The Committee now intends to pursue the second part of its charge, the formulation of a recommendation regarding course offerings during Intersession. When the Committee completes its deliberations on this issue, we will forward to you our report.

c: T. Comte  
T. Isherwood  
T. Zaniello  
C. Christensen  
R. Snyder  
M. Thomson  
M. Turney  
V. Hicks

Memorandum

TO: University Curriculum Committee

FR: Prince Brown, Ann Luggen, Clinton Hewan, Catherine Marlowe, Yasue Kuwahara, Michael Washington, Barbara Thiel, J. Michael Thomson, Gary Clayton, Paul Knepper

DT: February 26, 1993

RE: Report of the Ad Hoc Committee on Race/Gender and Curriculum

The Ad Hoc Committee met on January 28 and February 11, 18, and 25 in response to the Faculty Senate's charge to the UCC. The Ad Hoc Committee also considered Leon Boothe's charge to the faculty in his 1990 State of the University address:

"I am...challenging the faculty of this university to develop a broad-based course which will focus primarily upon the cultural, political, and economic contributions of women and the non-Caucasian segments of the American pluralistic society. Furthermore, I challenge the faculty not only to develop such a course but also to require all students to take this course before graduation."

The Ad Hoc Committee reviewed the work of previous committees convened in response to the President's charge and discussed an appropriate curricular response. The Ad Hoc Committee members observed that:

1. NKU students need to take courses dealing with race/gender at both the introductory and advanced levels. These courses should have race/gender as their central concern in order to deal with race/gender issues in an integrated fashion.

2. Although the NKU curriculum currently includes a number of courses dealing one or more aspects of race/gender, most of these courses consider race/gender issues as a part of some other topic or issue. As such, they do not meet the need for integrated, focused coursework dealing with race/gender.

3. Some existing courses that do cover an aspect of race/gender could be altered to meet the need for integrated coursework, but are not currently offered frequently enough to meet the need. This is due to resource limitations.



The subcommittee formulated a three-part plan to meet the need for integrated instruction in the area of race/gender. The Ad Hoc Committee anticipates implementation of the plan in three phases corresponding to each part.

Part I. A new category should be added to the General Studies curriculum consisting of modified existing courses and new courses. This category should be constructed along the lines of the Non-Western and Historical Perspectives requirements so that the total number of hours required for General Studies would not increase.

Part II. Two new courses should be developed; one at the 100 level and the other at the 200 level. These two courses should be constructed to meet the goal of race/gender study and to meet the University's General Studies criteria.

Part III. Resources need to be devoted to these new courses. Additional faculty members need to be made available to teach these courses; race/gender teaching workshops should be made available to interested faculty. Also, the University should hire new faculty to teach in these areas.

We anticipate that Parts I and II, to be considered this spring, would be implemented in the 1994-95 catalog. In order to implement Parts I and II, the committee anticipates the creation of two new courses, SOC 110 and SOC 210, to meet the need for integrated coursework in this area. The Ad Hoc Committee anticipates the creation of additional courses, either new courses or alterations of existing courses, to be included in the Race/Gender Perspective category.

The members of the Ad Hoc Committee on Race/Gender and the Curriculum have volunteered to remain a functioning committee and assist in the implementation of these recommendations.

#### CRITERIA FOR RACE/GENDER PERSPECTIVE CATEGORY

In addition to meeting the criteria for a General Studies course, a course offered in this category must:

1. Make race/gender the central focus of the course. Courses that include consideration of race/ethnicity or gender issues as part of some other topic shall not be included.
2. Deal with race/gender in an integrated fashion. "Integrated fashion" means to concentrate on interrelationships between racial/ethnic groups, on the intersection of race/ethnicity and gender, and on the overlap of race/gender and cultural, political, economic, and social institutions.
3. Incorporate historical understandings and contemporary issues. The course should, for example, deal with the legacy of slavery and the evolution of gender roles, and their impact on current human experience.
4. Focus primarily on the United States.



# CATALOG COPY

f. Race/Gender Perspective. At least three semester hours must be taken in a Race/Gender Perspective subject area and must be in a discipline other than the student's major. The purpose of this requirement is to familiarize students with issues surrounding race/gender; including relationships between racial/ethnic groups, the intersection of race/ethnicity and gender, and the overlap of race/gender and cultural, political, economic and social institutions.

The following courses--an only these courses--fulfill the Race/Gender Perspective requirement and also fulfill the requirement in their respective category of 2.a, 2.b, or 2.c above.

HIS 105 Introduction to Afro-American Studies

SOC 205 Current Social Issues

SOC 110 Introduction to Race and Gender

SOC 210 Analysis of Race and Gender



**NORTHERN  
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Office of the President  
(606) 572-5123

MEMORANDUM

TO: J. Michael Thomson

FR: Leon E. Boothe *Leon E. Boothe*

RE: Faculty Senate

DA: March 9, 1993

I appreciate the feedback about the proposed calendar for the 1993 fall semester from the recent Faculty Senate vote. After further review, I have asked that the calendar reflect the following:

Classes which begin at 4:30 p.m. or after will start on Wednesday, August 25.  
Only classes which begin at 4:30 p.m. or after will be cancelled on September 8.

This should address the concerns expressed by the Faculty Senate.

ms

c: President's Staff  
Deans' Council  
Jerry Legere  
Al Pinelo  
Greg Stewart