

MEMORANDUM

TO: All Faculty
FR: Tom Cate, President
Faculty Senate
DA: April 8, 1983

RE: Agenda for the April 18, 1983 meeting of the Faculty Senate which is to be held in the UC Ballroom starting at 3:05 p.m.

AGENDA

- I. Call to order
- II. Approval of the minutes of the March 7, 1983 and the March 21, 1983 meetings of the Faculty Senate
- III. Additions to or deletions from the agenda
- IV. Presidential reports and recommendations
 - A. Reports
 - 1. President A.D. Albright
 - 2. Election results - Lois Schultz
 - 3. Resignation from Senate
 - 4. Meeting with members of the Council of Chairs
 - B. Recommendations- none
- V. Committee Reports
 - A. Budget
 - Salary Policy - voting items
 - Status report
 - B. Professional Concerns
 - 1. Interim grades - voting item
 - 2. Bylaw change - voting item
 - 3. Status report
 - C. Curriculum
 - 1. Honors Program - voting item
 - 2. Status report
 - D. Faculty Benefits
 - Status report
- VI. Old Business
- VII. New Business
- VIII. Adjournment

-2-
MINUTES OF THE FACULTY SENATE
April 18, 1983

Senators Present:

Glen A. Mazis	Lois Schultz
Byron Renz	Lynn Ebersole
Linda Olasov	Tom Rambo
Janet Simon	Jonathan Bushee
Fred Schneider	C.E. Hawkins
Gary Johnston	Susan A. Kissell
L. M. Osborne	Becky Sturm
Elly Welt	Dennis O'Keefe
Linda Newman	Kathleen Brinker
Pat Dolan	James Kinne
Frank Dietrich	E.T. Weiss, Jr.
B. Brandon	Tom Cate
Geraldine Williams Rouse	
Tom Edwards for Julie Gerdson	
Mike Ryan	
George Goedel	
Nancy Martin	

Senators Absent Without Alternates:

Paul Joseph	Macel Wheeler
Nan Littleton	
Jerry Warner	James Thomas

Guests Present:

Lyle Gray	Jim Hopgood
Jim Gray	Jeff Williams
Daryl Poole	

- I. The meeting was called to order at 3:05 pm by President Tom Cate.
- II. Amendments to the minutes of March 21st:
Delete "was made by Dr. Kinne" from the next to last line of Benefits Committee Report (#3 under Committee Reports).
p. 4 Anthropology "311" should be "111".
The minutes as amended were passed by the Senate.
- III. Additions to Agenda:
A 5) Memo from Gregg Schulte
A 6) Notes from Executive Committee
A 7) Mike Ryan would like to speak about Alpha Chi
Deletions from Agenda:
A 1) President Albright would rather wait until May meeting to address the Senate. Motion to accept these changes by Ms. Kathy Brinker, seconded by Mr. Jim Kinne, and so accepted.

39% of Arts and Sciences voted in the election for Faculty Senate

37% of Professional Studies voted in the election for Faculty Senate

50% of Chase voted in the election for Faculty Senate

39% of NKU voted in the election for Faculty Senate

78% of Senate voted in the election for Faculty Senate

A handout of the results were distributed. Further analyses of the voting response will be distributed by Dr. Tom Cate. The committee was commended for their efforts.

- A 3) Dr. Elly Welt has resigned from the Senate for academic concerns. Dr. Jim Hopgood will replace Dr. Welt as Senator-at-large (as specified by the Faculty Senate's Constitution).
- A 4) There will be a meeting with some members of the Council of Chairs (Dr. Mike Adams, Dr. Edd Miller and Dr. Vince Schulte) with the Executive Committee members in the upcoming month to share opinions, information and policy efforts. Tentatively, this meeting is scheduled for May 16th.
- A 5) Memo from Gregg Schulte will be reproduced and distributed to the Senators. It explains the rise in health plan costs and what measures can be taken to deal with these increases.
- A 6) The Executive Committee discussed the difficulty of electing officers of the Senate in May, since the fall schedules are already set and this makes negotiations for reassigned time problematic. The suggestion of the Executive Committee is that elections be held in January instead. Another topic raised is the perception of some members of the academic community that the Faculty Senate is not responsible in its deliberations. President Cate expressed his concern that full professors and other senior faculty members are not involved in the Senate. President Cate also expressed concern about the disparity about definitions of "all ready to go": the Senate's understanding that all channels have been cleared for action on a resolution versus the administration understanding that this indicates the resolution must be negotiated further by other members of the team who are still to be involved. Lastly, President Cate stated the Faculty Senate Constitution needs to be rewritten, since it reflects an outmoded philosophy of the days of Northern Kentucky Community College.
- A 7) Dr. Mike Ryan invites all faculty members to attend a "round table" discussion between faculty and Alpha Chi Honor Society at the Joyce Ann Inn on Thursday April 21 at 6:00 pm.

- V. A. After modifications through the committee process and in consultation with Executive Committee, the following proposal was brought to the Senate:

IV. Notification of the Faculty

At least five (5) working days before the chairperson or program director or unit supervisor's recommendation is made to his/her immediate supervisor, each faculty member of the department will be informed of his/her performance ranking and salary increment and the reasons for the decision. This may be accomplished verbally or in writing. The disclosure of additional information will be at the discretion of the faculty of each department based on that department's established guidelines.

V. Appeal Process

1. Faculty members who are dissatisfied with their salary increment may submit a written request to the chairperson or director or unit supervisor that their salary increment be reviewed. The request for review must be accompanied by supporting documentation. This documentation must be the same material previously submitted for performance review, must be accompanied by a rationale for the appeal, and should be compatible with the departmental policies referred to in Article III (above). This material must be received by the chairperson or director or unit supervisor within five (5) university working days after the disclosure outlined in IV.
2. The chairperson, director or unit supervisor shall notify the faculty member of his/her decision and the reasons for the decision in writing, within five (5) university working days of receipt of the request for salary increment review.
3. Faculty members who are dissatisfied with the chairpersons', directors' or unit supervisors' decision they may appeal the decision to the Dean of College in writing with supporting documentation within ten (10) university working days of receipt of the chairperson's decision. The faculty member shall be notified of the Dean's decision and reasons for the decision in writing within five (5) university working days.
4. Faculty members who are dissatisfied with the Dean's decision may appeal the decision to the Provost of the University in writing with supporting documentation within ten (10) university working days of receipt of the Dean's decision. The faculty member shall be notified of the Provost's decision and reasons for the decision in writing within five (5) university working days.
5. Salary increases granted by the appeal process will come from the University's contingency fund.

The motion was seconded by Mr. Fred Schneider. Ms. Kay Cooper asked if the disclosure of information is just to the individual member. Mr. Schneider pointed out that the last sentence allows for the faculty of the department as a whole to decide the extent of the disclosure to the faculty at large. Ms. Brinker expressed concern that the notification was not mandated as to be written or verbal. Mr. Schneider stated that the intent of that document was to leave this to each department faculty's determination. Ms. Cooper moved that "based on that department's established guidelines" be added to the amendment. The motion was seconded by Mr. Kinne. Dr. Jonathan Bushee queried whether the salary increments would be known in order to be relayed to the faculty member as the document mandates. Mr. Kinne stated that this might entail a two step process, but that this would be in keeping with the amendment. The motion passed unanimously. Ms. Billie Brandon asked for clarification that the time of appeal is prior to the approval of the chair's recommendation. The document states that faculty will be notified and given the chance to be informed and appeal before the recommendation is passed or by the Board (explained by Mr. Schneider and President Cate). Ms. Linda Newman raised the issue of what to do if the Dean or Provost changes the chairperson's recommendation. Dr. Lyle Gray stated that he thought that the present policy could include an appeal of the Dean or Provost's recommendation, although this rarely comes up as an issue. Dr. Gray stated that as far as he remembers, the Provost has never lowered a faculty salary increment. The motion was passed unanimously.

Next section V, "Appeal Process" of the Salary Policy was brought to the floor. Dr. Bushee asked whether we should not make for a provision for an appeal of the performance review. President Cate stated that there were already provisions for this. Ms. Newman asked whether the faculty member would be able to furnish further documentation. Mr. Schneider explained that it would not be fair to introduce further data not originally submitted in performance review. Dr. George Goedel questioned from where the funds for adjust salaries (provision #5) might come and how could they be planned. Dr. Gray stated that the University contingency funds in general would cover such cases, rather than set up contingency funds for specific appeal processes. Dr. Goedel stated that since this is the case, he made a motion that #5 be withdrawn. Mr. Kinne seconded this. Dr. Goedel withdrew his motion, when Dr. Charles Hawkins made instead the following amendment to #5 (seconded by Mr. Kinne): "salary increases granted by the University appeal process will come from the University contingency fund". The motion passed unanimously. Dr. Frank Dietrich stated that he felt that it was wasting time to pass University policy since it might be changed by others. Dr. Bushee stated that he felt it was important for faculty to take a stand in University policy. The motion passed unanimously.

Mr. Kinne stated that action is being pursued about a Faculty Dining Room, possibilities for Research Centers, and about problems with faculty parking.

President Cate stated that the \$10.00 gift for Dr. and Mrs. Albright is not for a personal gift, but for a scholarship fund. If you wish to attend the dinner and sit with other Faculty Senators, please indicate this in your response.

B. Professional Concerns

1. Interim grade recommendation: 4th line from bottom should read: "faculty should make available to students feedback". Dr. Bushee comments that "very" in line two is not needed and that line four should be read "tentative dates of evaluation". Dr. Bushee made a motion that we make these changes. The motion passed unanimously. Then Dr. Bushee made a motion to alter the second sentence mentioned above (seconded by Dr. Tom Rambo). This was passed unanimously. The whole policy was voted and approved with 2 abstentions.

2. Bylaw changes were passed unanimously.

3. Dr. Ted Weiss explained that student evaluations, the grading system (whether "plus" and "minus" should be added to the present system) have been investigated by subcommittees. The first is still being investigated. The second issue received is clear consensus, so there is no recommendation for a change now (Ms. Nancy Martin was the chair of the subcommittee). Dr. Mack Osborne asked who was consulted. Dr. Weiss replied there were informal surveys, a meeting with the registrar, and other meetings with the subcommittee. Dr. Weiss stated that his committee feels that a May open faculty meeting should be called concerning University Governance. President Cate stated there is already an open meeting scheduled to which this issue could be added. Dr. Weiss made a motion to this effect. Dr. Schneider questioned whether this was an appropriate time to discuss this issue, at the summer's beginning. Ms. Cooper clarified that it's a matter of how the faculty perceives our own role in University Governance. Dr. Bushee felt that this would take more planning, and that it is a bad time. Ms. Cooper felt that any time could be construed as a bad time, and she is alarmed at faculty apathy. Dr. Bushee reiterated that this was still a poor time versus the first half of the fall semester. Ms. Newman stated the timing is tied to the purpose of the meeting. Dr. Ryan stated that both times would be advantageous, starting in May, and continuing in the fall. The motion was passed with one negative vote and one abstention. Dr. Bushee stated that we might state that this is a problem gathering meeting.

C. Curriculum

1. Honors Program proposal. This proposal is coming through as a program change of an existing program. Dr. Goedel moved that the Faculty Senate adopt the Honors Task Force's proposal. The motion was seconded by Dr. Osborne. It was passed with two abstentions.

D. Benefits Committee

1. The committee will be recommending moving up dates of application for various programs, but is not going to recommend changes in procedures for these fellowship, project grant and sabbatical programs.
2. Possibilities for improved disability plans are being considered.
3. Retirement benefits are being compared with benchmark institutions. Mr. Gary Johnston asked whether there are changes in the Dental benefits being investigated. Dr. Goedel stated there are no upgrading requests being contemplated at the moment. Dr. Goedel stated the insufficiencies in the disability plan are more glaring and cause for concern. Mr. Johnston asked if COSFL is investigating. Dr. Glen Mazis expressed his concern that the subcommittee report does not call for further feedback procedures when one applies for summer faculty fellowship proposals or sabbaticals, and asked if other faculty shared these concerns. Dr. Goedel asked that any such concerns be reported to departmental representatives to the committee before their meeting this week.

- VI.
1. Several departments have not reported. (Nursing, Public Administration, Biology, Psychology, Literature and Language, and Human Services) who is going to graduation, their years of service, and rank).
 2. By April 20th, Senate elections at departmental level must be reported to Ms. Lois Schultz.
 3. President Cate urged that some members of the present Senate run for Executive offices of the Senate.

Adjournment at 5:00 pm.

vld

FACULTY SENATE

TO: All Faculty

FROM: Faculty Senate Elections Committee
Lois Schultz (Chair) - Professional Studies - Steely Library
Linda Newman - Chase College of Law Library
Nancy Martin - Arts & Sciences - Music

DATE: April 7, 1983

SUBJECT: Results of the At-Large Senate Elections, held
April 5, 6, 1983

The results of the elections are as follows:

Chase College of Law & Law Library

11 ballots were received and 11 counted.

	<u>Votes</u>	<u>Name</u>
*	6	Frederick R. Schneider
	5	Edward P. Goggin

* Elected for term of two years beginning 8/83.

Professional Studies & Steely Library

41 ballots were received and 41 counted.

	<u>Votes</u>	<u>Name</u>
*	24	Kathy Brinker
*	22	Rosemary Ingham
*	17	Sandra Lloyd
**	16	James Kinne
**	16	Rosella Zeiser (won the runoff election)
	13	Janice Cantrell
	6	Louis Gary Lamit

* Elected for term of two years beginning 8/83.

** Tie to be resolved by runoff election.

Arts & Sciences

50 ballots were received and 49 counted.

	<u>Votes</u>	<u>Name</u>
*	36	Thomas C. Rambo
*	31	Arthur L. Miller
*	27	Jerry W. Warner
	24	John O. Westlund
	9	Tripta Desai

* Elected for a term of two years beginning 8/83.

Results of this election will remain in effect through 7/85. The unexpired term of any faculty member, elected herein, who resigns prior to 7/85 will be filled by appointing the faculty member who received the next highest vote, as appropriate.

LN/pf

vld

TO: Full-Time Faculty
FROM: Lois Schultz, Chair of Elections Committee *L.S.*
RE: Grand Marshall and Senator At-Large Election
DATE: March 31, 1983

On March 21, 1983, the Faculty Senate elected Raman J. Singh to serve as Grand Marshall for 1983.

Senator At-Large Elections will be held at the lobby booth, first floor of the University Center on April 5 and 6, 1983 from 9 am - 4 pm.

This year an election booth is being used rather than a mail ballot, in hopes that voter turnout will be larger than in previous years.

The booth will be manned by different people throughout the day and subsequently you may be asked to show identification.

Senator At-Large positions are determined by using a ratio of one representative to every fifteen full-time tenured or tenure track faculty members in the college. Each eligible faculty member may vote for as many candidates as there are available seats in his/her college.

The candidates are:

Arts & Science
(3 positions)

1. Tripta Desai
2. Arthur L. Miller
3. Thomas C. Rambo
4. Jerry W. Warner
5. John O. Westlund

Professional Studies
(4 positions)

1. Kathy Brinker
2. Janice Cantrall
3. Rosemary Ingham
4. James Kinne
5. Louis Gary Lamit
6. Sandra J. Lloyd
7. Rosella Zeiser

Chase
(1 position)

1. Edward P. Goggin
2. Frederick R. Schneider

sjc

TO: Full Time Faculty

FROM: Lois Schultz, Chair of Elections Committee *L.S.*

RE: Senator At-Large Elections

DATE: April 1, 1983

This is to inform you that absentee voting is permitted in the Senator At-Large election if you can't vote at the University Center on April 5 or 6, 1983.

Procedures for absentee voting:

1. Obtain a ballot from Lois Schultz, 204 Steely Library.
2. Place your ballot in a white envelope.
3. Place the white envelope in a campus envelope with your name clearly marked (from _____) on the campus envelope. (Ballots will be invalid if it is unclear who is returning the ballot.)
4. Return ballots to Lois Schultz, 204 Steely Library.
5. Absentee ballots must be received by 1 p.m. April 6, 1983.

sjc

TO: Pat Dolan

FROM: Lois Schultz, Chair of Elections Committee *L.S.*

RE: Senator At-Large Election

DATE: April 11, 1983

I want to thank you for taking time from your busy schedule to work at the election booth for Senator At-Large. I have not had time to do statistics yet, but it appears that approximately 40% of the faculty voted. This is not a great turnout but it is significantly better than last year. If you have any comments, I would appreciate hearing them as I plan on making a report to the Senate.

Thanks again for your help in carrying out the election.

sjc

cc Tom Cate ✓

Tom, similar letters to:

- Berry Rouse*
- Tom French*
- Lynn Ebersole*
- Linda Olson*
- Maxel Wheeler*
- Dennis O'Keefe*
- Charles Hawkins*
- Billie Brandon*
- James Thomas*
- Pat Dolan*

TO: Janice Cantrell

FROM: Lois Schultz *L.S.*

RE: Senator At-Large Election

DATE: April 11, 1983

This is to inform you that Kathy Brinker, Rosemary Ingham and Sandra Lloyd were elected Senators At-Large from the College of Professional Studies. A run-off election is being conducted for the fourth position. On behalf of the Faculty Senate I want to thank you for your interest in the Faculty Senate.

sjc

cc Tom Cate ✓

Tom, a similar letter was sent to Louis Gary Hamit.

TO: John O. Westlund
FROM: Lois Schultz, Chair of Elections Committee
RE: Senator At-Large Election
DATE: April 11, 1983

This is to inform you that Thomas C. Rambo, Arthur L. Miller and Jerry W. Warner were elected Senators At-Large from the College of Arts and Science for 1983/85. On behalf of the Faculty Senate, I want to thank you for your interest in the Faculty Senate.

sjc

cc Tom Cate ✓

Tom, a similar letter was sent to Tripta Desai.

TO: Thomas C. Rambo
FROM: Lois Schultz, Chair of Elections Committee
RE: Senator At-Large Election
DATE: April 11, 1983

Congratulations! You have been elected to the Faculty Senate. Your term will be from August, 1983 to July, 1985.

sjc

cc Tom Cate ✓

Some, similar letters were sent to ~~Thomas C. Rambo~~
Arthur L. Miller
Jerry W. Warner
Frederick R. Schneider
Kathy Brinker
Rosemary Ingham
Sandra Lloyd

TO: Edward P. Goggin
FROM: Lois Schultz, Chair of Elections Committee
RE: Senator At-Large Election
DATE: April 11, 1983

This is to inform you that Frederick R. Schneider was elected Senator At-Large from Chase College of Law for 1983/85. On behalf of the Faculty Senate, I want to thank you for your interest in the Faculty Senate.

sjc

cc Tom Cate ✓

TO: James Kinne
FROM: Lois Schultz, Chair of Elections Committee *L.S.*
RE: Run-off Senator At-Large Election
DATE: April 15, 1983

This is to inform you that Rosella Zeiser was elected Senator At-Large in the run-off election for Professional Studies. On behalf of the Faculty Senate, I want to thank you for your interest in the Faculty Senate.

sjc

TO: Rosella Zeiser
FROM: Lois Schultz, Chair of Elections Committee *L.S.*
RE: Run-off Senator At-Large Election
DATE: April 15, 1983

Congratulations! You have been elected to the Faculty Senate. Your term will be from August, 1983 to July, 1985.

sjc

TO: Ronald E. Abrams

FROM: Lois Schultz, Chair of Elections Committee *L.S.*

RE: Departmental Senator *

DATE: April 15, 1983

Rosella Zeiser was elected in the run-off election for Senator At-Large in Professional Studies. It is time for you to elect your departmental senator. According to the Constitution of the Faculty Senate, this is to be done by April 20, 1983. Would you submit to me the name of your senator by April 20, 1983. If you are unable to meet this deadline because of the run-off election, let me know.

sjc

TO: Alice Rini

FROM: Lois Schultz, Chair of Elections Committee *L.S.*

RE: Departmental Senator

DATE: April 15, 1983

Rosella Zeiser was elected in the run-off election for Senator At-Large in Professional Studies. It is time for you to elect your departmental senator. According to the Constitution of the Faculty Senate, this is to be done by April 20, 1983. Would you submit to me the name of your senator by April 20, 1983. If you are unable to meet this deadline because of the run-off election, let me know.

sjc

TO: Tom Cate

FROM: Lois Schultz, Chair of Elections Committee 2.8.

RE: Run-off Election Results

DATE: April 19, 1983

The results of the run-off election for Professional Studies conducted by mail ballot April 7-14, 1983 are:

40 ballots received and 38 counted

<u>Votes</u>	<u>Names</u>
* 23	Rosella Zeiser
15	James Kinne

* Elected for a term of two years beginning 8/83.

TO: Tom Cate
FROM: Lois Schultz *L.S.*
RE: Senate Election
DATE: April 15, 1983

I did a few statistics on the Senator At-Large Election. They are listed below.

Percentage Voting by College	%
Arts and Science	39
Professional Studies	37
Chase	<u>50</u>
Total	39

Percentage of Present Senate Voting	%
	78

Percentage by Rank*

Professor	31
Associate Professor	50
Assistant Professor	43

Percentage by Department

Arts and Science	%
Biological Sciences	33
Fine Arts	43
History & Geography	47
Literature and Language	28
Math	8
Physical Sciences	73
Political Science	33
Psychology	50
Social Sciences	47

Professional Studies	%
Business	22
Communication	33
Education	45
Library	45
Nursing	56
Public Administration	0
Radiological Technology	50
Social Work	100
Technical & Occupational Educ.	27

* This is based on how they were listed in the telephone directory.
(I wasn't able to determine the rank for 36 that were eligible to
vote. Four of those 36 voted.)

Run-off election

In the election held at the University Center on April 5 and 6, 1983,
forty-one faculty in Professional Studies voted. In the run-off election
conducted by mail April 7-14, 1983, forty ballots were received. Two of
those were invalid.

Twenty-two of the forty-one voting in the first election voted in the run-
off election. Nineteen of the forty-one did not vote in the run-off.
Sixteen people voted in the run-off election that did not vote in the first
election.

Since forty-one voted in the first election and since forty ballots were
received in the run-off election (two were invalid), voter response seems
to be about equal between booth and mail voting.



Northern Kentucky University
Highland Heights, Kentucky 41076

March 21, 1983

Professor Tom Cate, President
Faculty Senate of Northern Kentucky University
Highland Heights, Kentucky

Dear Tom:

I much regret that I must resign from the Faculty Senate as Senator-at-Large as of the first of May, 1983, and I request that during the forthcoming elections another faculty member be elected to replace me.

I will be going abroad to do research related to my field the middle of May and will be gone all summer. I will also be gone during the Winter Break and possibly one full semester during the 1983-84 academic year.

It was a privilege to serve on the Senate. I enjoyed, immensely, meeting faculty from other departments. The Senate and its sub-committees seems to be the only forum where this takes place.

Literature and Language will find someone to replace me, from the department, on the University and Arts and Sciences Curriculum Committee. Thank you.

Sincerely,

A handwritten signature in cursive script that reads 'Elly'.

Elly Welt, Assoc. Prof.
Literature and Language

Copies: Wm. McKim, Jerry Warner

*Jim Hopgood, ANT/Soc Sci to complete term
term May 1983 - July 1984*



Faculty Senate

TO: Members of the Executive Committee

FR: Tom

DA: March 30, 1983

RE: Topics for our meeting of April 4, 1983

Please be prepared to discuss the merits of each recommendation.

Recommendations

1. Appoint a committee to write a new Faculty Senate Constitution

a. Old Constitution reflects the old NKU

b. Have discussions with C of D, C of C, Faculty, Kim H., CS

2. Change date of elections

a. Class schedules

b. Performance reviews

5) should chairperson be
except from the normal P/T process?

3. Rank requirements for Senators

a. Full, Assoc. Assist.

b. Senior personnel

4. Routing sheet for policy papers

Originator

Signature

Date

C of C

C of D

SC

FC

LC

CS

B of R

vld



Northern Kentucky University
Highland Heights, Kentucky 41076

MEMORANDUM

April 18, 1983

TO: Faculty Senate Members
and all Faculty Members

FR: Jackie Hoofring
President
Alphi Chi National Honor Society

RE: Student/Faculty Forum

A national interdisciplinary honor society has finally made its debut at Northern Kentucky University. Not only does this organization honor its members - it pays tribute to the educators who are the backbone of these students' success.

In the spirit of promoting scholarship and a liaison between faculty members and their most promising students, Alpha Chi is sponsoring a Student/Faculty Forum. This informal "round-table" discussion will take place in the convivial atmosphere of the Joyce Ann Inn, Thursday April 21, 6:00 p.m.; the Inn is several miles north of N.K.U. on Route # 27.

TOPICS FOR DISCUSSION WILL INCLUDE:

Victorians: Sex and War
Marketing: Business Ethics

This is a wonderful opportunity for your students: a chance to communicate with you as a fellow scholar.

Please attend.

JH/sr

MEMORANDUM

TO: Members of Faculty Senate Budget Committee
FR: Jim Kinne, Chairman
DA: March 24, 1983

RE: Items IV and V of the NKU Policy for Faculty
Evaluation and Allocation of Merit

As you are probably aware by now the Faculty Senate approved items I, II, and III of the Policy for Faculty Evaluation and Allocation of Merit on March 21, 1983. After much deliberation a vote rejecting both items IV and V was taken and approved. Whereupon I requested a classification of what the Senate wished the Budget Committee to do about items IV and V.

It seems the language of the appeal process outlined in the Faculty Policies and Procedures Handbook technically does not apply to this policy and an appeal policy for this document needs to be developed. A request was made to write another draft of Item IV and present both the original and the revised draft for consideration at the next Senate meeting.

Accordingly, after consulting with some other faculty members I have written a draft of items IV and V which is attached. Please discuss these with your peers and notify me of your input as soon as possible as I intend to present the revisions to the Executive Committee on April 4, 1983. I can be reached at 922-5806 (home) or at 5440 (office - leave message).

Our committee has done an excellent job so far, however, it is imperative that we complete the job by providing revisions that will be approved by the Senate at their next meeting.

vld
Attachments

Passed

IV. Notification of the Faculty

At least five (5) working days before the chairperson or program director or unit supervisor's recommendation is made to his/her immediate supervisor, each faculty member of the department will be informed of his/her performance ranking and salary increment and the reasons for the decision. This may be accomplished verbally or in writing. The disclosure of additional information will be at the discretion of each department [↓] ~~based on that department's established~~ ^{the faculty of} ~~guidelines.~~

V. Appeal Process

1. Faculty members who are dissatisfied with their salary increment may submit a written request to the chairperson or director or unit supervisor that their salary increment be reviewed. The request for review must be accompanied by supporting documentation. This documentation must be the same material previously submitted for performance review, must be accompanied by a rationale for the appeal, and should be compatible with the departmental policies referred to in Article III (above). This material must be received by the chairperson or director or unit supervisor within five (5) university working days after the disclosure outlined in IV.
2. The chairperson, director or unit supervisor shall notify the faculty member of his/her decision and the reasons for the decision in writing, within five (5) university working days of receipt of the request for salary increment review.
3. Faculty members who are dissatisfied with the chairpersons' directors' or unit supervisors' decision they may appeal the decision to the Dean of College in writing with supporting documentation within ten (10) university working days of receipt of the chairperson's decision. The faculty member shall be notified of the Dean's decision and reasons for the decision in writing within five (5) university working days.
4. Faculty members who are dissatisfied with the Dean's decision may appeal the decision to the Provost of the University in writing with supporting documentation within ten (10) university working days of receipt of the Dean's decision. The faculty member shall be notified of the Provost's decision and reasons for the decision in writing within five (5) university working days.
5. ~~A salary increment contingency fund will be budgeted by the Provost to fund salary increases granted by the appeal process.~~ *x will come from the University's contingency funds.*

TO: Executive Committee of Faculty Senate
FROM: Professional Concerns Committee
RE: Recommendations on Interim Grades and Bylaws of PCC
DATE: April 1, 1983

Interim Grades

The Professional Concerns Committee recommends:

The following four sentences be added to the first paragraph of Section II of the "Code of Student Rights and Responsibilities."

Provide a syllabus for each course.

It is the student's responsibility to seek ongoing feedback on his/her progress in the course. Each faculty's syllabus must be very specific on how grades are determined including grading scale/procedures and methods of evaluation including tentative evaluation dates. Faculty should make available to students feedback on their progress in the course by midterm. If inappropriate in a particular course, this should clearly be stated in the syllabus. *See Student Code*

- Concurrent approval
See p. 33,
Student Code*
- Rationale:*
- ① Rationale for leaving the word must in sentence 2 - A much stronger directive to the correct process of providing information on syllabus which is binding.
 - ② Rationale for including word tentative in sentence 2 - The intent of this sentence is not changed by allowing some flexibility in scheduling of exact dates of evaluation.
 - ③ Rationale for leaving word should in sentence 3 - allows for some degree of flexibility in courses where process is not appropriate.

In conjunction with this, the Professional Concerns Committee recommends that the last ~~two~~ sentences of the recommendation should appear in the Faculty Handbook "Professional Code" Section A, p. 84. This should be added as #2 and the additional sections renumbered.

Rationale for this - makes information more available to faculty and becomes binding.

Bylaws

The Professional Concerns Committee recommends that the following be added to the Bylaws of the Professional Concerns Committee as IV. C: Proxy votes may be conveyed by a designated representative on agenda items.

If a member of this PCC is unable to attend a meeting that member may send an alternate. The alternate has full

1. Recommend for action:

NORTHERN KENTUCKY UNIVERSITY

BYLAWS

PROFESSIONAL CONCERNS COMMITTEE OF THE
FACULTY SENATE

I. OBJECTIVES AND FUNCTIONS

- A. Review, evaluate, and make recommendations concerning the various University policies relating to the general academic and professional concerns of the faculty, in particular those matters dealing with tenure, promotion, rank, and performance evaluation.
- B. Periodically review the Faculty Handbook.
- C. Review, evaluate and make recommendations concerning those student policies that are of professional concern to the faculty.

II. MEMBERSHIP

- A. Committee membership shall conform to Article VI, Section A of the Constitution of the Faculty Senate.

III. OFFICERS

- A. The officers of the Committee are a Chairperson and a Secretary.
- B. The Chairperson shall be elected by the Faculty Senate and the Secretary shall be elected by the Committee.
- C. The Chairperson shall preside at all meetings of the Committee, shall act as a liaison to the administration to facilitate the collection of data, and shall be an ex officio member of all standing and ad hoc committees.
- D. The Secretary shall record minutes of all meetings and notify each committee member of meetings. The Secretary shall preside at committee meetings in the absence of the Chairperson.
- E. Officers of the Committee shall serve for a term of one academic year and, if eligible, may be reelected.

IV. MEETINGS

- A. The Chairperson shall call regular meetings of the Committee.
- B. The Chairperson may call special meetings.
- C. Written proxy votes (either conveyed to the Chairperson prior to the vote or conveyed through a stand-in department representative) shall be allowed.
- D. A simple majority of the Committee shall constitute a quorum; and unless otherwise specified, the issue shall be decided by majority vote, provided a quorum is present.

V. SUBCOMMITTEES

- A. The Chairperson shall appoint members, with their consent, to appropriate subcommittees of the Professional Concerns Committee as needs arise.
- B. After acceptance of any subcommittee report by the Committee, a copy of said report shall be made a part of the recorded minutes of the Committee.

VI. RULES OF ORDER

- A. In the absence of any special rules of order which the Committee may adopt, the latest revised edition of Robert's Rules of Order shall govern the conduct of meetings.

VII. PROCEDURE FOR AMENDING BYLAWS

- A. Changes in the Bylaws of the Professional Concerns Committee may be recommended at any regular committee meeting by a two-thirds majority vote of the full Committee, provided the recommendation was submitted in writing at the previous regular committee meeting. Changes must be approved by the Faculty Senate before taking effect.

2. Rationale:

These changes in the bylaws reflect the current operating procedures of the Professional Concerns Committee of the Faculty Senate. The underlined sections represent the proposed changes.

Passed
mmms
IV C

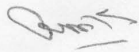


Northern Kentucky University
Highland Heights, Kentucky 41076

MEMORANDUM

September 16, 1982

TO: Tom Cate

FR: Arthur M. Kaplan 

RE: Interim Grade Reports

I support the students in their request for midterm grade reports. I have spent some time discussing this matter with Mary Penrod and have also had considerable discussion with a sufficient number of other students to warrant the proposal under consideration.

We still have students who have insufficient feedback as to their progress or current status with respect to grades in particular courses. In some cases, they take an exam or get a paper back after the withdrawal deadline. The proposal would insure that those students who are receiving a D or F in a class would be so informed on an official basis so as to either improve their performance or if so decided, to withdraw within the published datelines. Faculty would not have to provide a grade for every student in the class, but only for those whose work is at a D or F level. I feel that with a system such as this, students may feel encouraged to meet with the instructor and obtain some guidance as to how they might improve their performance. As an instructor, I have taught at schools where we had to report midterm failing grades and never considered it to be an imposition. Many of our students at NKU feel this would better communicate to them their standing in a class at the midterm period when they still have time to improve their grade. I am inclined to agree with them and support their effort.

AMK/sc

cc: Darryl Poole

TO: Executive Committee of Faculty Senate
FROM: Professional Concerns Committee
RE: Interim Grades
DATE: September 30, 1982

Recommendation not requiring a change in the NKU Faculty Policies and Procedures:
A Handbook or in the Student Handbook: Northern Kentucky University.

It is not necessary to have a written policy which requires all courses to submit written interim grades to the registrar's office.

The following additions to the Student Handbook: Northern Kentucky University are recommended. These additions should follow the last sentence of the first paragraph of Section II of the "Code of Student Rights and Responsibilities", page 33.

1. It is the student's responsibility to seek ongoing feedback on his/her progress in the course.
2. Each faculty's syllabus ^{should} ~~must~~ be ~~specific~~ specific on grading scale and methods of evaluation including ^{dates} ~~dates~~.
3. Faculty should make available to students feedback on their progress in the course ^{interim} ~~by interim~~. If inappropriate in a particular course, this should be stated clearly on the syllabus.

sjc

→ prior to late withdrawal.

7C

MEMORANDUM

TO: Mary Penrod ✓
Tony Escamilla

FR: Tom Cate

DA: November 10, 1982

RE: Interim Grades

The Executive Committee told me to inquire as to the status of your interim grade policies. If there is a difference between our policy and yours please convey those differences to Dr. Ed Weiss prior to November 24, 1982. I would like to resolve this issue during the December Senate meeting. Thank you for your cooperation in this matter.

vld

Northern Kentucky University

Highland Heights, Kentucky 41076

April 8, 1983

Dear Colleague:

As you may know the Provost appointed in September an Advisory Task Force to "develop as effectively as possible a responsive honors program appropriate to the student body" at Northern. The Task Force submitted its report in January and it has been accepted and supported by the administration. The University Curriculum Committee has approved the program and the new courses it requires, and the Faculty Senate will consider it soon. Necessary resources have been committed.

The success of the program will depend heavily upon a Director and an advisory Honors Council. The Task Force agreed to continue to serve the Provost as a search committee for the Director and announced the position prior to Spring Break with a March 31 deadline for applications. Unfortunately, it appears that some faculty did not receive the announcement although they were sent to all departments. We have therefore extended the deadline for applications to April 18.

Faculty senators, University Curriculum Committee members and department chairpersons all have copies of the program proposal which discusses the role of Director. Copies can also be obtained from any member of the Task Force. We urge interested faculty to seriously consider applying for the position of Director by submitting a letter of application and curriculum vita to the Task Force, care of Dr. Adams, Landrum 422.

Thank you.

Task Force on Honors Program
Search Committee for Honors Director

Tom Kearns (Math. Sci.), Chair
Mike Adams (History)
Warren Corbin (Education, Task
Force only)
Janet Johnson (Education, Search
Committee only)
Edd Miller (Communications)
Gary Rose (Student, Task Force only)
Bob Wallace (Lit. & Lang.)

HONORS TASK FORCE

FINAL REPORT 1/24/83

(I) Introduction

"In any institution in which the student body is intellectually heterogeneous, two groups of students are disadvantaged by the regular curricular offerings. At the one end of the continuum are those whose ability or preparation render them incapable of meeting the challenge of the full program, and at the other extreme are those of such ability and previous achievement that the regular program provides insufficient challenge. There is no difficulty recognizing that the former group needs courses at an appropriate difficulty level, specialized counseling, and a degree of curricular flexibility. The premise governing programs for the disadvantaged is that all students should be encouraged and enabled to realize their talents. The same premise furnishes the rationale for honors education."*

(II) The Honors Student

Some students among those for whom the regular program is insufficiently challenging will seek that challenge only within the narrow confines of a particular major field of study. Their needs are best attended by individual departments. Other students, however, will bring a broader range of interests and exceptional abilities to the University. It is these students to whom an honors program will be addressed.

Potential honors students will be intelligent, communicative, well-read and inquisitive. Other honors programs tend to describe such students as "academically superior", "able and highly motivated", "committed to the life of the mind". To this we would add that they are willing and able to look beyond immediate applicability as a criterion for judging the worth of ideas and to accept that the value of their college education cannot be measured in starting salary figures upon graduation. In short, they seek more from the college experience than training.

What can this University provide the honors student beyond the challenge of its regular course offerings? The experience of other honors programs suggests several areas in which additional efforts must be made:

- (1) peer contact - both in and outside of class honors students need regular association with students of similar interests and abilities for mutual support and stimulation.
- (2) advising - it is critical that the best students on campus receive the best advice we can provide them, not only about their major, where adequate attention is likely available, but also about the full range of educational opportunities outside the major. The latter is too important to be left to happenstance.

* "Honors Learning in The Seventies" C. Grey Austin, Educational Record Vol 56 No. 3, 1975

- (3) the best of our regular class offerings - through designated sections or courses, honors students should be able to choose those offerings most suited to their abilities.
- (4) a minimal, but structured, program of special course offerings - such a program should serve to bring honors students together. It should also serve to provide, within the context of a large public university, some of the benefits of a small, selective, liberal arts college.
- (5) contact with faculty devoted to education in the broadest sense and interested in working with highly qualified students in a challenging environment.
- (6) out-of-class activities - an honors program, interdisciplinary by nature, can encourage a wide variety of intellectual activities to the benefit of its students and the campus at large. It can supplement the admirable efforts of several individual departments with programs that might not be easily pigeonholed for one discipline.

(III) The Current Program

The present Honors Program, adopted in 1981, consists on paper of eight "honors courses" and two transdisciplinary seminars. The honors courses are to be so designated by individual departments and approved through the usual curriculum process. Few such courses have been proposed and the transdisciplinary seminars have yet to be developed. No students are currently enrolled although approximately 100 applications are presently "on hold".

The program involves "no new positions, offices, nor committees" and was "written recognizing the budget difficulties, the integrity and concerns of individual departments and the differing views expressed by faculty members". It was viewed as a "first step toward providing the unmet needs of our most able students".

As a first step the current program has useful features but it is clearly insufficient. It addresses only minimally the six previously identified needs of honors students, relies solely on the initiative of individual departments and exists without any real direction. Surely the University can do more, and it must.

(IV) Honors Program Curriculum (Proposal)

On large campuses, honors programs can rely on departmentally designated sections; at smaller schools, independently structured honors courses are the norm. We should be able to utilize features of both but our prime concern must be to serve honors students, not the interests of any discipline or department.

We propose a structured honors curriculum consisting of six seminars and a senior year seminar/project. Each of the seminars ought to share these general characteristics:

- ✓ class sizes limited to 15 students
- ✓ interdisciplinary approach focusing on significant issues and ideas
- ✓ discussion format
- ✓ dependence on readings, mainly in primary sources, including both classical and modern thinking
- ✓ emphasis on critical examination and appraisal as opposed to rote memorization of facts.

The seminar course descriptions below are to provide only an overall framework for the curriculum. Individual courses are to be developed within the Program by faculty and honors students. The teaching faculty, whether individuals or teams, should have considerable latitude in deciding specific syllabi as well as seminar leadership style.

The beginning honors experience for all Honors Program students would be

HNR 101 Honors Seminar: The Role of Intellect in Society (3,0,3)

Catalog Description: The past and present role of intellect in society; a general introduction to the goals of the intellect and the tools needed to attain them; the nature of higher learning; the function of the university; the ends and means of higher education.

This seminar will serve entering students as a fitting guide for their approach to learning both in and out of the Honors Program. In addition to emphasizing the value of the intellect, this seminar will introduce scholarly methods: research skills; collection, analysis and presentation of data; oral and written argument. This might best be accomplished by pairing sections with ENG 151 Honors Freshman English, and efforts should be made to do so when possible.

Five intermediate level seminars would be available:

HNR 301 Honors Seminar: Humanity and Nature
 HNR 302 Honors Seminar: Humanity and Society
 HNR 303 Honors Seminar: Humanity and the Imagination
 HNR 304 Honors Seminar: Humanity and the Machine
 HNR 305 Honors Seminar: Special Topics

Honors students would be expected to take four of the five seminars.

Each of the first four seminars (HNR 301,302,303,304) would have similar descriptions:

HNR 30X: Honors Seminar: X X X (3,0,3)
 Readings and discussion on significant issues and ideas in the general area of X X X.

The Special Topics Seminar would be described:

HNR 305: Honors Seminar: Special Topics (3,0,3)
 Readings and discussion on significant issues not covered in other honors seminars.

It must be emphasized that these are not to be advanced courses in any particular discipline. Rather each would have the generic concern with the human condition that ought to be what we have in mind when we invoke the word "interdisciplinary". Moreover, the seminars are not to be viewed as necessarily discrete entities. They are presented in this way to insure some diversity in offerings and require of honors students a broad spectrum of intellectual reading and discussion both within and across the four general categories listed for HNR 301-304. Some themes may fit neatly into one of the categories; for others, more than one classification might be possible and still others may be too broadly interdisciplinary to be so classified in any way. The last seminar, Special Topics, will serve as a vehicle for the last mentioned, broadest themes. Because the courses will likely vary considerably from one offering to another, students should have the option of repeating any of them in appropriate circumstances.

The senior year course would be described as follows:

HNR 401-402 Senior Honors Seminar/Project (3,0,3)
Reading and discussion on topics of contemporary interest and lasting significance; independent research; oral and written expression.

The topics should be developed in consultation with honors students to provide an opportunity to bring all of their education to date to bear on contemporary issues. We suggest the following breakdown of the two semesters: approximately 10 weeks of seminar discussions, 10 weeks of independent research resulting in major papers by the students, 10 weeks of reports and discussions of the student work. The initial seminars would be in several sections depending on student interests and would possibly be quite small; the final stage of reporting and discussion should bring all honors students together if possible.

This proposal is a complete change from the current unimplemented honors program. However, the main component of that program, departmental honors courses and sections, must not be abandoned. The example of ENG 151 Honors Freshman Composition should be emulated where possible in order to make the best of our general course offerings available and visible to our best students, both those in the Honors Program and others. The Honors Program should promote and encourage departmental efforts in this area, and should monitor such efforts with authority to approve an "honors" designation for appropriate courses and sections.*

The use of Honors Seminars to satisfy general studies requirements is not a part of this proposal. This issue should be dealt with on a case-by-case basis by the Program, the departments involved, and, if necessary, the University Curriculum Committee. It is more useful to view the Honors Program as a "minor" than as a substitute for general studies.

* The term "honors" may thus appear in three different programmatic contexts on campus: the Honors Program, honors sections of departmental courses (e.g. ENG 151, ENG 265), and perhaps honors tracks within a major. The use of the term should be guarded and this proposal gives the Honors Program responsibility for the first two contexts. Development of "honors" tracks within majors is the province of departments and is not addressed in this proposal.

There are several reasons for preferring the proposed model. We believe it better meets the identified needs of most honors students. Appropriately administered it should be easier to implement on this campus in that it decreases the dependence on cooperation and budget resources from the academic departments. At the same time it offers focus and impetus for promoting more departmental honors activity. Lastly, it makes honors work a more visible enterprise.

(V) Honors Program Administration (Proposal)

A viable honors program requires a director and budget resources. The program should be administered by an Honors Program Director and an Honors Council.

The Director will function essentially as a department chairperson with duties which will include overall curricular development and maintenance, administration of the operating budget, recruitment and selection of students, securing and screening of course proposals and teaching staff and advisors, promotion of honors activities outside of the classroom, and supervising the advising and orientation of Honors Program students. The Director should be chosen by the Provost from the faculty, with compensation to be negotiated. (Based on contact with other honors programs, we suggest at least one-half assignment on a twelve month contract.) For several reasons, the Director should report directly to the Provost: as a signal of institutional support, because the program crosses all academic boundaries, and to minimize interference and promote cooperation with the program. A secretary should be available (at least half-time) to the Director/Program, as should adequate office space (away from the Administrative Center).

The Honors Council will be a committee of eleven - the Director as chair, six faculty and four students (one from each class) to establish policy for the program and to assist the Director in decision making, much as faculty assist a chairperson. The Director and Council must have clear-cut initial responsibility for curricular, staffing (faculty) and budgetary decisions about the Program. Faculty on the Council should be appointed by the Director with the approval of the Provost; students should be selected by their peers in the program (in the initial year they may have to be appointed).

Faculty teaching in the Honors Program shall be "borrowed" from the academic departments on a semester-by-semester basis. (This may involve more than one faculty member per course.) The Honors Program must have budget resources to compensate those departments needing replacements for faculty loaned to the program. Budget resources may also have to be available for preparation of honors seminars since for most faculty they will involve considerable time and effort outside of their usual routine. Service in the Honors Program must be valued as a positive factor in the evaluation of faculty.

Several initial policies need to be adopted:

- (1) Admission. The program should be open to first-time freshmen, already enrolled students and transfer students with suitable academic credentials. Only superior applicants will be accepted, but the definition of "superior" will be somewhat flexible. Students with ACT composite scores of 27 or higher, or other outstanding academic qualifications (e.g., National Merit Semifinalists, Presidential Scholarship winners, etc.) will be invited to apply. Applications will include essay work and may include an interview. Transfer credit from other honors programs will be evaluated on an individual basis for applicability to our program. Acceptances should be limited to approximately 50 students for each entering class.
- (2) Retention. To remain in good standing in the Honors Program a student must maintain a cumulative GPA of at least 3.00. A student will be dropped from the program when his/her cumulative GPA falls below 3.00 for two consecutive semesters.
- (3) Grading. Students in honors seminars should be graded A,B,P, or F.
- (4) Advising. Honors Program students must be advised both in the Program and in their major. The Director will need to devise and monitor procedures for advising.
- (5) Recognition. Students who successfully complete the 21 hours honors curriculum and achieve a cumulative GPA of at least 3.00 at graduation, will be designated as "University Honors Scholars" and this shall be so noted on their transcripts, in the graduation program and by a certificate.
- (6) Privileges. The honors experience will ultimately be its own reward but privileges should be extended to Honors Program students. These should immediately include priority registration, scholarship assistance, and a commons room (lounge-library-reading room). Other privileges should be considered for the longer term.
- (7) Evaluation and Review. Individual courses should be evaluated by students using, if desired, a form specifically for the Honors Program. The Honors Program should receive a full-scale Program Review after its fourth year of operation.

MEMORANDUM

TO: Dr. Gene Scholes

DATE: April 12, 1983

RE: Health Care Cost Increase - Explanation

As I mentioned in my memorandum of March 28, our Blue Cross/Blue Shield rates are going up in June (prepaid for a July 1 effective date) approximately 27% for our Carve-out (Medicare) plan (to \$25.34 per month) and 31% for our Single and Family plans (to \$63.95 and \$137.22 per month, respectively). Employees with Family plans will now have \$73.27 withheld per month, up from \$55.95.

I have reviewed the experience detail which I received with the new rates, and I have found the following information which explains why the rates are increasing so much:

1. While our average number of plan contracts increased 6.6% for the year ending January 31, 1983 as compared to the year ending January 31, 1982, Blue Cross paid claims were up 26.8% during that period; Blue Shield, up 24.7%; Major Medical, up 28.7%; total claims, up 26.4%.

2. Total plan costs exceeded premiums paid by 9.4%, or \$46,400 during the year.

3. Also up during the period: In-patient hospital cases (25.7%); hospital days (32.8%); average hospital stay (5.6%--we now exceed the statewide average for this measure).

4. Under Blue Shield, the number of cases was up 26.9%; the number of services provided, up 20.2%.

5. While the average cost per service for out-of-hospital Blue Shield services was down for almost all types of services, the average cost per service for inpatient services was up for all services: surgery, 39.4%; medical, 51.5%; x-ray, 32.2%; anesthesia, 25.9%; etc.

6. Four Blue Cross claims exceeded \$10,000; three of these exceeded \$12,000.

Some additional observations:

1. Since January of 1980, our rate stabilization reserve has dropped from \$82,000 to \$17,500. As this drops, so does the interest income paid to us on this reserve.

2. Our total plan costs, over the eleven-year life of the plan, have amounted to 99.9% of premiums paid. Unless Blue Cross/Blue Shield's charge to us (7.2% of premiums) is excessive--my guess is that it is not--then what we have been charged in premiums is right on the money when viewed against plan costs.

3. Through the coordination of benefits provision in our contract, Blue Cross/Blue Shield saved us \$16,750 during the year. An additional \$9,700 was saved via Blue Cross/Blue Shield's negotiations with hospitals and doctors over "usual, customary, and reasonable" charges. Together these savings amount to 5.2% of total eligible charges, a significant sum.

Perhaps re-bidding our contract will lower our premium costs. This was my initial thinking. On the other hand, if any carrier but Blue Cross/Blue Shield has the contract, we not only will pay a 2% premium tax, but we also will lose part, if not substantially all, of the savings mentioned above.

One thing remains clear--if we ever intend to get control of premium increases, we need to control claims. We are looking into such provisions as second opinions on surgery, hospital admission pre-authorizations, etc. But until everyone either shares more of the claims, via co-payment provisions, or becomes actively involved in fitness or health awareness programs, whatever we do may have insignificant impact on the increase in premium rates.

R. Gregg Schulte

cs

cc: Linda Sanders, Staff Congress
Tom Cate, Faculty Senate ✓