

Faculty Senate Minutes
Thursday, January 12, 2017

4:00 pm in the Charles Hunter Room of the Hunter Conference Center

- 4:00 Call to Order (1”) In attendance: Bruce Howard, Nathan Barker, Chad Gasser, Abigail Larson, Brian Ludlow, Ben Sowards, Chris Monson, Daniel Eves, Jason Smith, Danny Hatch (proxy for Lynn White), Kevan Jacobson (proxy for Angela Pool-Funai), Matthew Roberts, Dave Lunt, Scott Knowles, Liz Olson, Loralyn Felix, Scott Lanning, David Berri (also serving as proxy for Bruce Haslem), Mary Pearson, Michiko Kobayashi, Joel Judd, Kholoud Al-Qubbaj, Todd Mack, Lynn Vartan, Wendy Sanders, Scott Knowles, Jay Merryweather, Matthew Roberts, Mackay Steffensen, Nasser Tadayon, Matthew Weeg, Mark Meilstrup, Selwyn Layton
- Recognition of Guests (1”)
 - a. Brad Cook, Provost and Chief Academic Officer
 - b. James Sage, Associate Provost
 - c. Richard Saunders, Dean of the Library
- Approval of minutes from December meeting. (1”) Minutes approved
- 4:05 Administrative Update (Brad Cook, 5”) –
 - a. Chief Diversity Officer Search – open internally to faculty and staff. Qualifies for ½-time course release.
 - b. Consider participating in the Spring Reading Circles (see email sent by Provost Cook today, January 12, 2017).
 - c. Lynn Vartan: New Director of Tanner Center; please see the brochure sent out about the upcoming season’s events and speakers.
- Open Educational Resources (OER) Presentation (Dean Richard Saunders, 15-20”)
 - a. Research indicates that OER are just as effective in meeting course requirements and learning objectives as commercial textbooks
 - b. Saves students up to \$1600 per year– money that could be spent on daily essentials.
 - c. Other Utah institutions are pursuing OER
 - d. Bookstore, Provost, Library, and Deans are all in agreement that this is a path that should be pursued and monies have been allocated to hire a new University position to help faculty incorporate OER; in addition there is a proposal for a 5\$ per semester, student fee to help pay for this position.
 - e. Scott Knowles: How do the publishers of these books make money? Dean Sanders: They don’t, it is considered service/scholarship/teaching but authors don’t make much money even in the standard publishing industry
 - f. New Librarian position, once filled, will help faculty to find appropriate OER sources

- g. Grants are available for incorporating OERs into your class
- h. Other benefits: Students can also contribute to the existing text which creates an additional learning opportunity
- i. Brad Cook: What about concerns regarding the peer-review element – how do we ensure that the resource is valid and reliable? Dean Saunders: Some OER are peer-reviewed but others (Open Stax) use commissioned reviews and readers can comment on the quality of the text.
- j. Creative Commons License. These resources do not have any copyright issues and you can modify the text, as you desire. You can use all or part of a given text or combine parts of multiple texts.
- Volunteer for an ad hoc OER librarian PR committee (Bruce Howard, 3”)
 - a. Bruce Howard: Looking for a Faculty Senate volunteer to be part of the OER Library Committee – Chris Monson from Physical Science has volunteered for this position.
- 4:35 Textbook Rentals (Matthew Roberts, 10-15”)
 - a. Dr. Roberts previously worked at Platteville WI where all students get all their textbooks, for a flat-rate student fee, via textbook rentals. Fee was \$6.46 per credit or \$77.50 maximum per semester (95% funding for this program came from student fees and 5% from fines) – therefore the program is completely funded via student fees.
 - b. Advantages: All students have the required textbook(s) and the correct version of the textbooks (and at the start of the semester), savings for students and an overall efficient process.
 - c. Disadvantages: No option for students to keep the textbook; can’t mark up the textbook; fines for loss can be severe; less flexibility to change the textbook on the part of the faculty (can’t use new versions as readily); web-based content not included with the textbook fees; all faculty had to use this system
 - d. Conclusion: Maybe we should take a more comprehensive look at ways to reduce textbook-related student costs. Multiple models are possible using the rental system.
- 5:50 Senate Treasurer’s Report (3”)
 - a. Chad Gasser: \$2100 left in the expense account, enjoy the cheese and cookies!
- 5:50 Senate President Elect’s Report (5-10”)
 - a. Nathan Barker: “Surprise” meeting two days before Christmas. Nathan Barker was not able to attend because of travel– notes from the meeting are posted online.
 - b. Primary purpose of the meeting was to approve the proposed plan for teaching Korean students who wish to pursue a Bachelor of General Studies at SUU in conjunction with attending flight school. Because of current FAA 141 guidelines, a unique delivery of general education and flight school courses is required. Plan:

Korean students wishing to complete the program will be taught for one year in Korea then will come to SUU to complete general study requirements then will be relocated to Chino, CA to finish school. Students who complete the program will graduate with a BA and flight license from SUU. Because of the unique delivery of this degree, approval from the Board of Trustees was required.

- Senate President's Report (5-10")
 - a. Report on Deans' and President's Council meetings (emailed and attached to the end of the meeting minutes) – main points include:
 - i. Development of a strategic plan for compensation of faculty and new facilities. Marvin Dodge and David McGuire will include senate committee.
 - ii. Essential learning outcomes are going to be imported into every Canvas shells to make the process easier for those who teach GE courses (starting next year). Use only those you choose to incorporate and publish.
 - iii. Two-factor authentication begins Feb. 1st. FOB is 20\$ and the USB Yubikey is \$34; individual departments will decide if and how much of this cost is subsidized.
 - b. Update on LRT Task Force (Discussion postponed until March mtg)
 - i. Incorporate the CETL and Edge program missions as well as the new strategic plan and University goals
 - c. Ombuds Position Update – Updates and new survey to be dispersed to faculty soon
- Budget Transparency
 - a. Tuition Funding (Brian Ludlow, 5-10"): Thanks to Marvin Dodge for responding to our questions. An email was sent out regarding our questions for Marvin and his responses.
 - b. This email correspondence is included in this document after the Faculty Senate minutes.
 - c. Highlights: There is a current estimated cost of \$1.5 million for married and unmarried dependents of SUU faculty in tuition waivers (full for married and ½ for unmarried dependents), increasing waivers to include full tuition and include married children would decrease revenues (exact amount currently unknown – Marvin Dodge will calculate this amount and inform us of the figure).
 - d. To get more money for faculty we can increase tuition, reallocate funds, and/or increase endowments. It isn't reasonable to increase tuition therefore we need to either get creative in how we can raise more money or reallocate funds

- e. Brad Cook – We can also increase number of online classes and summer school offerings as well as increase the number of international students (these students pay more than in-state students).
 - f. Marvin Dodge: We are reducing the number of full-ride scholarships offered but it will take several years before we reach a new norm and see the effect of this within the budget. It is not likely that SUU is going to get additional money from the legislature for pay increases so there is only so much reallocation of funds that can happen because of fixed expenses.
 - g. Another potential avenue for additional compensation is revenue sharing for teaching online - department level funding; however, this model is also fraught with uncertainty because enrollment can change from semester to semester and year to year.
 - h. Brian Ludlow: Many faculty feel as though the faculty compensation issue is not being seriously or adequately addressed. Brad Cook: Salary is a priority of the president's and administration. Marvin Dodge: Faculty salary increases will most likely have to come from within via reallocation of already existing funds.
 - i. Budget Book Investigation (David Berri, Jay Merryweather, 5-10") – will wait until Feb. meeting to discuss.
- Joel Judd: Online Learning/Distance Ed Committee member. Update on revisions to policy that outlines faculty online teaching expectations. These policy changes (6.4A) will affect all faculty and adjuncts who teach online classes so if you have input now is the time to bring forward discussion items.
 - a. FS President Bruce Howard Notes: Discussion within the Faculty Senate regarding any policy changes related to academics must be discussed within the senate prior to approval by administration.
- 5:40 Mackay Steffensen: Questions regarding changes to summer compensation policy. Brad Cook: Recently there has been approval of Summer Pell Grant by Federal Administration (beginning in 2018). Bruce Howard: More information regarding previous discussions and decisions pertaining to this issue will be shared with the Senate via email or discussion in the February meeting – White paper of suggestions from Senate committee on Summer Semester is attached to these minutes (see below).
- Family Medical Leave Act follow-up (Jason Smith, Wendy Sanders, 5-10") – No new updates.
- New Business (5")
- 5:50 Motion to Adjourn (1")

Faculty Senate Discussion

Email from Brian L. 1/10/17

Here are notes from past faculty senate meetings related to these issues:

- 1) Bruce Howard: Questions that need to be asked include - What are other Universities paying faculty? How are they paying faculty (where do these funds come from)? What are the resources at these schools vs. our school?
 - a) Much of this comes from either CUPA data which the HR Office has access to annually. The Commissioner's office also uses the "Academe" database – which as I understand is geared more toward the research universities.
 - b) These questions and the data will be subject of the larger Compensation committee we are setting up to study in the coming year. The Faculty Senate reps will be part of this committee/study.
- 2) Dave Berri: We could possibly increase efforts to increase revenue from endowments or increase tuition.
 - a) Love the idea of increase endowment revenue so I don't disagree at all with this suggestion – though I also realize fundraising for scholarships is the most challenging because we aren't putting a name on a building. We are looking into a number of revenue generating opportunities as an institution. Some of these include growing summer term enrollments (which may be aided by the Federal's govt. restoring summer Pell grants soon), growing online classes and online graduate programs, increased retention rates, added fundraising, etc.
 - b) As to an increase in tuition – we firmly believe SUU's current tuition is too high. There is not an appetite within the administration to raise tuition above the minimum 1st tier rate set by the Board of Regents annually. In part, because we have little headroom next to USU at just \$170 less/semester. We have been "effectively lowering tuition" through a more aggressive scholarship posture. Due to limitations I will address in response to Dave Berri's question at the bottom, we really waive a portion of tuition and call it a scholarship so we are not really receiving dollars and paying cash scholarship awards.
- 3) Marvin Dodge: We could increase tuition but as tuition increases revenue from the State decreases (this is not accurate as written. The reality is over the past 8 or so years the state's contribution (tax dollar appropriations to SUU) has decreased as President Wyatt indicated in #4 below (70/50). For the current fiscal year the state tax dollar appropriation to SUU is only about 47% of our "E&G" (Education and General) funding. Tuition dollars have filled the gap from state budget cuts just to keep our budget balanced. While there has been some budget cuts in the past, the difference was largely made up from increasing tuition. There is not an automatic reduction in state appropriations just because we raise tuition. – we also need to drive enrollments, to do so, (Yes, increasing the number of students, even paying a reduced/scholarship amount, should increase revenue overall.) scholarships are awarded but ENG ("E&G") funds are used to make up for revenue that students are not paying. (The reality of this statement is we are having to use growth revenue from tuition and state appropriations to meet ongoing base budget obligations rather than having those funds to increase salaries beyond the legislative 1-3%, hire new employees, start new programs, etc.) Operating expenses increase with increased student enrollment. Growth leads to infusion of cash but it's not on a per-pupil basis – this is interesting. We can certainly equate all dollars to a per pupil basis simply by dividing tuition revenue by student enrollment. I believe the issue here is that we do not automatically receive additional state tax appropriated dollars from the legislature as our enrollment grows. In the case where state tax dollars are held constant and enrollment increases

the “state funding per student” decreases as a factor of the math. To maintain the same dollars per student we would need increased tuition dollars, hence, much of our growth is being paid for with increased tuition collections from more students.

- 4) Josh Price: we allocate a lot of money to student scholarships and we possibly need to reallocate this money towards faculty salaries. (Keep in mind that the dollars we use for scholarships are really “waivers” so we do not actually receive money/cash payments) from the students. Tuition increases have not been reflected in salary increases (this is not true. We have to pay for at least 25% of any increased compensation package (salary/benefit increases) from our tuition collections – which is what the 1st tier tuition increase is designed for) – where does this additional money “go”? Wyatt: State used to provide 70% of the total budget now the State provides 50% (about 47% this year) so students have had to make up for the decrease in state funding just to “break even” (yes – meet our ongoing base budget). Accreditation and assessment costs are also high and continuing to increase and require staff positions. Among a hundred other things/needs/demands/mandates.
- 5) Brian Ludlow: Tuition increases have not been reflected in salary increases – where does this additional money “go”? Wyatt: State used to provide 70% of the total budget now the State provides 50% so students have had to make up for the decrease in state funding just to “break even”. Accreditation and assessment costs are also high and continuing to increase and require staff positions.
- 6) Dave Berri followed-up with these comments/questions:
 - a) "(...Marvin) From what I heard from you.... Our objective is to grow. That seems to be the mandate from the state. To achieve that objective we have decided to increase the number of scholarships. But the state caps how far you can pursue that strategy. From what I recall, the cap is 10% of tuition and we are well beyond that cap. (The state limits scholarship “waivers” to 10% of gross resident tuition. Any amount beyond this 10% level has to be covered by the University. That said, there are several holes in this policy. We now can exempt the out-of-state portion of tuition for descendants of alumni, for meritorious students – meeting average GPA of scholarship students, out-of-state athletes, military personnel and veterans living in Utah, etc. These were all made available to higher ed following the economic down-turn of 2008 to allow us to attract more tuition paying students from out of state. These “holes” in our revenue collections have eroded the ongoing base revenue once collected from out-of-state tuition.) As a consequence, we have to spend our own revenue (we are not really spending revenue – we are just not collecting as much revenue, particularly from out-of-state students – and as a result, without cutting budgets, we don’t have as much revenue available to us for new initiatives, additional pay increases, etc. to finance those scholarships. So that means we are spending millions on scholarships. Am I getting this right? If so, it seems we should think about this in terms of costs and benefits. We can see the costs of the scholarships (at least, I think I am getting it right that we are spending millions on these). What are the potential benefits?..." – This is a great question that could be answered any number of ways depending on the people involved. In general I would say it comes to setting priorities and I believe the message from faculty senate is they would like faculty salary to be a higher priority.

Report on President's Council, and Deans Council

for Faculty Senate Jan. 12th, 2017 Meeting

President's Council, Jan. 9, 2017

- Policy 5.56 (Policy Development) approved to go forward to Board of Trustees Jan. 13th mtg.
- Changes to policy 12.1 (Intercollegiate Athletics-drug testing section) also approved
-also section regarding pregnant athletes deleted due to obsolescence, to be replaced soon by the current standard language regarding this issue, as the remaining sections of this policy are also revised and updated.
- Revised SUUSA Constitution also approved.
- Campus-wide Title IX training on Jan. 26th at Noon in Gilbert Great Hall
- Janet Judge, nationally-renowned authority on this issue will present on this important issue.
-Attendance will be recorded.

Deans Council, Jan. 9, 2017

- Ann Marie Allen, Announcement: Jan. 26th Title IX training at Noon in GGH (see above)
- Lynn Vartan, Spring Convocation Schedule

- Keynote speaker for Festival of Excellence, Mary Helen Immordino-Yang will also be an **Eccles Visiting Scholar** during her visit in April. She is the author of *Emotion, learning and the brain: Exploring the educational implications of affective neuroscience (2015)*
see <http://rossier.usc.edu/faculty-and-research/directories/a-z/profile/?id=47>
- SUU graduate survey data on employment is available to all faculty in the Banner dashboard in the SUU online portal. Very interesting and can be broken down to departments and major categories. Encourage your students to participate early (diplomas are held until completed).
- TEACHERS: Feb. 1st Teacher Interview Fair. 18 School districts will be participating including charter schools. It will be 2-6pm and students can sign up for interviews for teaching positions. This process bypasses the regular application process so students can get an advantage.
- Karl Stevens, Director of SUU Online reported on Title IV student financial aid funding changes for online students regarding interstate agreements. Still in progress, but SUU has agreements with all states in US except for Massachusetts to allow distance ed students in these locations.
- Summer Semester is doing well (4,072 headcount in 2016)
Currently investigating changes that may help to grow this program even more
-Dean Mark Atkinson will develop proposals and bring them forward for consideration.
- Associates degrees in Arts and Legal Studies, SUUSA constitution, fee reductions to be considered in Friday's upcoming Board of Trustees meeting.
- International Student Population is growing with many new students from China.
- Revenue-sharing models being considered to incentivize development of graduate online programs based on growth, academic quality, and efficiency.

- Theory to Practice Conference will be held May 24-26, teambuilding for diversity and inclusion.
- Provost report on Presidential Cabinet Retreat held the previous week.
 - How can we imbed the new strategic plan into the SUU culture?
 - We will be developing strategic plans for various entities (e.g. IT, Student Success, Facilities, Diversity & Inclusion) on campus and also one to address faculty salaries. Marvin Dodge, Vice President of Finance & Administration, and David McGuire, Director of Human Resources will be in charge of developing this strategic plan for faculty salaries.
- Contract forms continue to be developed to help clarify how reassigned administrative roles for faculty affect their LRT process and timelines.
- A list of Programs under Development is discussed (see table below).
- GE committee will be evaluating 30 additional courses this semester.
- Any catalog changes need to be in by February to make the March release of new catalog.
- IDEA student evaluation process discussed
 - We will likely be moving to complete online-only administration --possibly by Fall 2018
 - strategies for generating high student-response rates were discussed.
 - Bruce Tebbs is assembling a working group to develop these strategies. Let him know if you have ideas for making this transition work. He will also be considering competing software packages.
- Concern expressed over the number of low-enrollment courses. Some of these courses may be mis-coded as lectures. To be investigated.
- John Taylor, Provost Faculty Fellow announced that ALL courses in CANVAS will now, by default, include ALL university Essential Learning Outcomes (ELOs). Just click on 'outcomes' tab to access these. We are NOT expected to incorporate all of these in a given course. In fact, only GE courses are expected to do this right now, and only for the relevant ELOs. So only publish the ones you need. This should make the assessment of GE outcomes much easier. Dr. Taylor is willing to meet with faculty and departments to discuss this and help them incorporate this for any course they would like to include.
- If you have a student with an extended absence, and you are not convinced of the veracity of the excuse, you can contact Jason Ramirez, the Dean of Students. He can verify medical or personal excuse and maintain the privacy of the student regarding HIPAA rules, etc. if applicable.
- Policy 11.2, 6.33 procedural dovetailing still in progress.
- Marvin Dodge, Vice President of Finance & Administration, and David McGuire, Director of Human Resources will be in charge of developing this strategic plan for an overall Compensation Strategic Plan including faculty salaries, and codify it into a written policy. Jay Merryweather, please be aware of this. I will give them your name as the chair of the Faculty Salary-Equity Committee, so they may contact you to be involved (fingers crossed).
- SWOT Analysis completed regarding the EDGE program. This will affect our current revisions of the LRT policy since a major threat was the lack of connection between the LRT policy incentives and student engagement with the EDGE initiative.
- Judges needed for Sterling Scholar of Central Utah competition in Richfield, March 11, 2017. Contact your dean if interested.

- Nominees requested from deans for Board of Trustee Award of Excellence.
- A working group of CETL directors from SUU and other USHE institutions is being assembled.
- The Commissioner's office is investigating the assignment of college courses in Utah to various levels (1000s, 2000s, 3000s, and 4000s) to address the paucity of 2000-level courses compared to other levels. Community colleges suspect collusion by 4-year schools to keep them out of the game. Developments TBA.
- Dean Carl Templin announced the Entrepreneurial Series taking place on Tuesdays at 11:30am in ED 104. Series is repeatable for credit and includes novel participants each semester. All are welcome, regardless of registration status.
- Only 68 grades were not turned in on time last semester! Big Thank You!! to all faculty for being extra conscientious given the shortened winter break.

Programs Under Development or Consideration Southern Utah University Spring 2017

(last updated January 9, 2017)

Program Name	Degree Type	Current Status	Projected for Regents' Agenda
Sports Communication	Certificate	Planning phase Fall 2015. R401 approved on campus Spring 2016. In process (OCHE).	<i>Spring 2017</i>
Athletic Training	MS	Planning phase Fall 2016. Preparation of R401 late Fall 2016.	<i>Spring 2017</i>
Interdisciplinary Studies	MS	Planning phase Fall 2016. Preparation of R401 late Fall 2016.	<i>Spring 2017</i>
AA/AS in Legal Studies	AA/AS	Planning phase Fall 2016. Preparation of R401 late Fall 2016.	<i>Spring 2017</i>
Global Studies	Minor	Planning phase Spring/Summer 2016. R401 development Fall 2016.	<i>Spring 2017</i>
Mechanical Engineering	BSE	Planning Spring 2017. Preparation of R401 Summer 2017	<i>Fall 2017</i>
Hospitality Management	BA/BS	Discussion phase Fall 2016. Preparation of R401 Summer 2017.	<i>Fall 2017</i>
Sports Management	BA/BS	Discussion phase Summer 2017. Preparation of R401 Summer 2017.	<i>Fall 2017</i>
Rural Health Nursing	MS	Planning phase Spring 2017. Preparation of R401 Summer 2017.	<i>Fall 2017</i>
Dance	BFA	Discussion phase Fall 2017. Preparation of R401 Spring 2018.	<i>Spring 2018</i>
Innovation & Creativity	Minor	Discussion phase Fall 2017. Preparation of R401 Spring 2018.	<i>Summer 2018</i>
Aviation	BS	Planning Fall 2017 / Spring 2018. Preparation of R401 in Summer 2018.	<i>Fall 2018</i>

And I think that's it for this month... ☺

Let me know if you have any questions!

Emailed White Paper: **Summer Semester-Faculty Compensation Proposal**

Situation Analysis:

The current faculty compensation model is based on the faculty member's 9-month compensation rate. That rate is annualized with the expectation of a 12 ICH per semester teaching load.

The summer compensation model has incentivized a healthy selection of general education, bottleneck, and gateway courses over three sessions of the summer semester, with both face-to-face and online formats for students to participate. Due to the expanded selection of courses offered, summer semester is more robust than the actual student participation and many faculty contracts are being pro-rated as a result. To ensure the greatest flexibility and faculty autonomy, summer semester curriculum and scheduling is done directly by faculty/departments, with the only constraint being that courses attracting less than 10 students be quantified toward workload as individualized instruction—a 1/10th proration per student (most liberal workload prorate aside from graduate thesis instruction). Due to the number of faculty receiving reduced compensation and teaching small classes or choosing to cancel classes entirely, there is growing frustration among both faculty and students. In 2012, surveyed students expressed the critical importance of being able to trust that courses they had committed to would hold.

Additionally, there are many obstacles that impede and even disincentivize students from participating in SUU's summer semester. Students are not offered the same conditions that are extended during the traditional fall/spring semesters in terms of housing or scholarships. Many students stay in Cedar City over the summer semester and are even working on campus, but do not progress academically for the simple reason that their scholarships can only be applied to fall/spring semesters. Moreover, SUU's new freshman demographic is changing due to the LDS market segment that is now serving missions at an earlier age. This evolving demographic is no longer seeking a summer break after high school graduation and are no longer seeking admission to the university in the upcoming fall as a single cohort—their entrance into higher education is being dispersed, making multiple entry points even more essential to our recruiting process. A summer semester entry point is going to become even more essential in recruiting students ahead of other USHE institutions. It will not be acceptable for most students returning from church service in late winter or spring to put their educational pursuits on hold until the upcoming fall semester when their SUU scholarships become active. Other barriers to students participating academically in summer are the limited on-campus housing options, students not being required to be enrolled in order to have student employment, and limited student activities during the summer session.

Summer Semester Strategies:

- SUU generally discounts 75% of its tuition, but does not allow scholarships for summer semester. 25% of summer semester revenue should be dedicated to summer aid (25% X \$3,000,000 in gross tuition = \$750,000 in summer aid). Last

year, 146 students withdrew after they were billed for summer semester, presumably because they could not afford to pay for it. This year, 195 students have already withdrawn who had previously registered. The summer scholarship money should be placed in its own unique account so that it can be managed easier and, quite frankly, so it won't be reallocated for other purposes. A full scholarship would fund a student to take two classes in the summer and a half scholarship would pay for a single class. Only resident students will be eligible and preference will be given to students who have not already received a federal Pell grant.

- SUU needs to accommodate students who had on-campus housing with similar accommodations for summer semester.
- All courses with at least 10 students enrolled 2 weeks prior to the start of the summer semester will carry. When courses are initially submitted to the registrar, the faculty member who committed to teach the course will indicate an individual minimum enrollment for the course. This will be noted on the course description. If two weeks prior to the beginning of the course, the requisite minimum (as dictated by individual faculty) is met, he or she is obligated to teach the course. In order to protect faculty compensation for that course, two data points will be set to determine enrollment. One data point is two weeks prior to the start of the semester, when it is determined that the class will hold. The other data point is one week into the summer semester. Faculty compensation for that semester will be determined by whichever data point shows the higher enrollment.
- Due to Fall and Spring semesters accounting for 9 of the 12 months or 75% of the year, it is overly aggressive to consider a 12 ICH load for the summer semester that only spans 3 months. This 25% available time for the year should be compensated at a 9 ICH load for full time. This implies that the rate per ICH would move from $25\%/12 = 2.1\%$ to $25\%/9 = 2.8\%$. So a faculty member making \$60,000 that used to make \$1,260 per ICH (\$3,780 for 3 credits) would be more appropriately compensated at \$1,668 per ICH (\$5,004 for 3 credits). The previous cap of \$4,000 dollar per class was based on a faculty salary at the 75th percentile (formerly \$64,000). Now, the 75th percentile is at \$65,500 and the new model would move the cap to \$5,500 per 3-credit class.
- Time will be allocated during each college's opening fall retreat to discuss "best practices" for filling summer classes, generating interest among students in registering for summer offerings, and emphasizing the importance of faculty commitment toward teaching summer classes that have been scheduled.