

**Keystone Council Minutes**  
**October 22, 2004**  
**11 a.m.**

Members Present: Peggy Scott, Diane Walker, Bonnie Laesch, Jim Allen, Lester Hampton, Karen Potter, Paul Baker, Jerry Chirstensen, Barbara Bills, Janeice Ives.

Guests: Dr. Bob Dean

**Meeting Agenda**

Old Business

1. Keystone principal search committee nomination
2. Subcommittee Reports (if time permits)

New Business

1. Bob Dean Presentation

**OLD BUSINESS**

**1. Keystone principal search committee nomination**

Lester Hampton nominated Karen Potter to fill the vacant position on the principal search committee. The motion was seconded by Diane Walker. The Council voted unanimously to appoint her to the position.

ACTION ITEM: Karen Potter will fill the vacant position on the principal search committee

**NEW BUSINESS**

**1. Bob Dean presentation**

The majority of the meeting was used to give Dr. Bob Dean a chance to elaborate on his answers to the questions Keystone presented to him in September<sup>1</sup>

Dr. Dean brought with him to the meeting written answers to all of Keystone's questions, and then used the meeting time in order to field additional questions and elaborate on his answers.

*For the purpose of reporting on this process accurately, the minutes will be divided to show the question Keystone asked, the written answer Dr. Dean provided and notes from the discussion that followed. Dr. Dean's original handout will be attached as an addendum.*

KEYSTONE QUESTION: Will there ever be another equity adjustment?

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DR. DEAN'S WRITTEN RESPONSE: I intend to recommend another equity adjustment after completing an updated analysis in the months ahead (to be implemented during FY06).

MEETING NOTES: Dr. Dean noted that this question is closely linked to the twelfth question (Is salary equity with other schools a priority?) and then said the matter of salary equity is complicated because there are two ways to approach salary equity: internal or external equity. Internal equity deals with calibrating salaries within the laboratory school while external equity would calibrate salaries with an external target, such as Unit 5. During the last salary calibration the Unit five was used as the target, mostly because of its geographical location and that the district is the laboratory school's major student pool (64 percent of all lab school students come from Unit 5). An external calibration would likely raise the salary level for all faculty and might solve any internal issue, however, an internal calibration would help to solve more immediate salary inequities and will have a more dramatic range of outcomes. Dr. Dean senses that the next equity adjustment will be an internal adjustment, though he is seeking feedback regarding the kind of adjustment that should be performed.

The last salary calibration (1996-1997) was used in order to create salary equity for new hires. It was recognized that there was an inequity in the system for people being hired and there needed to be a system that could be used to offset a disparity that existed for people coming into the system (this equity adjustment is attached as an addendum). A equity adjustment would never lead to a reduction of faculty salaries.

KEYSTONE QUESTION: Is there any way we could develop a "golden parachute" in order to bump faculty salaries the last three years of employment?

DR. DEAN'S WRITTEN RESPONSE: It is unlikely that the University will allow one group of employees on campus to develop such a policy.

MEETING NOTES: This question referred to formal and informal policies that exist in some public schools whereby salaries of outgoing teachers are artificially increased during their last three years of teaching in order to increase their retirement pay. Dr. Dean said that part of the reason this cannot be done is because the laboratory schools are part of the University. At the same time, golden parachute policies in public schools are currently under a great amount of scrutiny and there are conversations in Springfield about the problems policies like this create.

KEYSTONE QUESTION: What assurances of job security can be made to staff with split assignments in both UHS and Metcalf. Are they at greater risk in a staff reduction scenario?

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DR. DEAN'S WRITTEN RESPONSE: Split assignments, as long as the total percentage of employment is considered full-time, are treated no differently than any other assignment when it comes to staff reduction. Certification and seniority are the key determinants.

MEETING NOTES: It does make a difference if a faculty associate is working less than a full position, but if a faculty member is splitting a full load between Metcalf and University High School, they are working a full load and are protected by policies in place.

Peggy Scott asked if additional certifications, such as National Board Certification mattered when faculty decisions were being made, and Dr. Dean said that right now additional certifications are not a part of the policy made in staffing decisions.

KEYSTONE QUESTION: What assurances can be made that fine arts and extra curricular programs will be protected in an environment of budget cuts?

DR. DEAN'S WRITTEN RESPONSE: None, except that the lab schools have maintained a strong commitment to these programs and see them as a vital part of the educational offerings available to our students.

MEETING NOTES: Dr. Dean said that the laboratory schools have a strong commitment to fine arts education, but also said that no school can make a commitment to fine arts before making the necessary commitments to core curricular concerns.

KEYSTONE QUESTION: How do we protect elective courses in which student numbers may fluctuate due to the need for training and experience (such as orchestra, theater, journalism)?

DR. DEAN'S WRITTEN RESPONSE: Generally, elective courses should be scheduled in response to student interest and balanced against financial constraints inherent to the Laboratory Schools.

MEETING NOTES: *No substantial discussion resulted.*

KEYSTONE QUESTION: What is being done/or can be done in situations of perceived overload stipend inequity (on campus stipend is the same for fewer contact hours)?

DR. DEAN'S WRITTEN RESPONSE: Faculty associates make a choice to assume a teaching overload at an established rate. This appears to be more of a market-driven issue than an equity issue.

MEETING NOTES: Dr. Dean said that there are a lot of factors that can influence a load study or a perceived load inequity, such as the research a faculty

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member is completing or the extracurricular activities they sponsor. He said there may be an issue worth studying in this regard. Dr. Dean also said that faculty overloads are not forced upon teachers. They are a strategy that is being used to manage personnel costs – but individuals are always given the choice to take an overload.

**KEYSTONE QUESTION:** Does the current burden of several faculty overloads impact the mission of UHS and create conflict between the other work teachers should be concentrating on?

**DR. DEAN'S WRITTEN RESPONSE:** This question needs further study to define “burden” and “conflicts.” What responsibilities are being neglected because of overloads? The use of overloads is one way to stretch available salary dollars. If there are some negative consequences to this strategy, we certainly want to be aware of them.

**MEETING NOTES:** Dr. Dean added that this was something that he thought a great deal about before attending the meeting. He suspects that there are inequities or perceived inequities that that using overloads may be creating, and that it could be something he should study.

Peggy Scott added that overloads may cause faculty to avoid unpaid work such as committee work in order to accommodate paid efforts such as alternative education opportunities (such as IVHS). What reason is there for faculty to be on a committee or complete research at U-High when there are greater financial rewards outside of the building? She asked if there should be a policy whereby faculty who do educational work outside of the building should acquire administrative permission or at least make administration aware of their additional responsibilities. Diane Walker also noted that one question overloads introduce is the problem it creates with clinical students. She asked if faculty with overloads should be required to take on additional clinical education students. Dr. Dean said these would be good discussions to have.

**KEYSTONE QUESTION:** What is being done to ensure equity in summer hiring?

**DR. DEAN'S WRITTEN RESPONSE:** Our students deserve the very best summer instructors available. Once the summer schedule has been established, teaching positions should be posted so that everyone has an opportunity to apply. The most qualified candidates should then be hired.

**MEETING NOTES:** DR. DEAN said summer school was a building issue and something that needed to be decided within the building. As he understood the policy concerning summer school positions were not to be determined by seniority.

Janeice Ives said that she believed summer school was also an equity issue.

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Dr. Dean said that he thinks that U-High teacher might want to spear out the opportunities for summer school teaching positions, as long as U-High was offering the best learning opportunities to its students. He again asserted that summer school is not his decision.

KEYSTONE QUESTION: Is there a policy in place for salary renegotiation? Are faculty aware this is an option?

DR. DEAN'S WRITTEN RESPONSE: There are five options for salary increases:

- Annual percentage increase granted by the University
- Bonus for National Board Certification
- Adjustment for obtaining graduate degrees during time of employment
- Matching external salary offers
- System-wide equity adjustments

MEETING NOTES: Dr. Dean again described equity as an elusive quality that needed to be defined and studied if real progress was to be made.

Peggy Scott asked if salary was as subjective in other areas in the University – and if there have ever been efforts to create salary matching among professors..

Paul Baker said ISU has always radically rejected salary matching before President Wallace. When Wallace came he changed the way university faculty received raises – basically the faculty had to find a better offer and present it to their provost. Provosts alone can make equity adjustments – and there are many great inequities among the many fields of study because there may be greater market demands in certain fields. In this respect Dr. Baker said that, since this is the model in effect at U-High, when faculty seek out local job offers as a means of negotiating their salaries it benefits everybody when an internal equity adjustment is made.

Dr. Dean again referred to the equity study completed in 1996-1997 and said it could not be used exclusively to determine salaries because the market may demand U-High offer teachers a competitive salary depending on the demand within the field.

Dine Walker asked how public schools deal with the problem of the market and salaries. Dr. Dean said there are inequities between fields at public school but added some schools also use bonuses to provide some solutions.

KEYSTONE QUESTION: Are there possibilities for bonuses for career milestones (tenure, years of service, additional degrees).

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DR. DEAN'S WRITTEN RESPONSE: Part of this is covered in my response to question nine. A salary adjustment for passing the tenure milestone may be worth considering. Nationally, value-added assessment and performance pay are receiving a great deal of attention. The Laboratory Schools once used a merit system to determine salary increases. Perhaps these ideas should be reconsidered in light of new models that have been implemented in various schools across the country.

MEETING NOTES: Dr. Dean said bonuses are far easier to deal with than salary increases because they represent a one-time payment. He said he was open to the idea.

KEYSTONE QUESTION: Can the salary schedule be made available to faculty?

DR. DEAN'S WRITTEN RESPONSE: Yes, with the understanding that the laboratory schools never adopted a salary schedule as typically defined. As a result of the 1997 Compensation Study, a salary structure was developed for the purpose of negotiating initial salary of new faculty associates. But it was never intended to be used as a salary schedule for all faculty associates.

MEETING NOTES: (This schedule is attached as an addendum). Jerry Christensen asked why salaries are determined monthly instead of yearly. Paul Baker said this has to do with the nine month salary framework used by the University.

KEYSTONE QUESTION: Is salary equity with other schools a priority?

DR. DEAN'S WRITTEN RESPONSE: Yes, but I'm under the impression that internal equity may be even more of a priority.

MEETING NOTES: After the conclusion of Dr. Dean's presentation there was not much time left, but Peggy Scott asked Keystone members to consider which of these issues there could be immediate progress on. She also said that there seems to be bigger issues present and a number of these issues will need significant thought and follow through.

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<sup>i</sup> Keystone developed these questions at the August 25<sup>th</sup> meeting and they were submitted to Dr. Dean by Jerry Christensen. Dr. Dean attended the October 22<sup>nd</sup> meeting of Keystone to answer these questions.