

5-13-1970

## CWU Faculty Senate Minutes - 05/13/1970

Dianna Mill

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Minutes: Special Senate Meeting, 13 May 70  
Presiding Officer: James Nylander, Chairman  
Secretary: Dianna Mill

78.13

### ROLL CALL

Senators Present: All Senators or their alternates were present except K. Harsha, C. Keller, R. McCarty, D. Schliesman.

Others Present: Robert Dean, Pearl Douce, John Green, Richard Hasbrouck, Raeburne Heimbeck, Eldon Jacobsen, Bernard Martin, Y. T. Witherspoon.

### AGENDA CHANGES AND APPROVAL

No changes were presented.

### MINUTES

There were no minutes ready for approval.

### COMMUNICATIONS

1. A letter from Roy Ruebel, dated April 9, about possible Code revision regarding sabbatical leaves. The letter was forwarded to the Code Committee.
2. A letter from Harold Williams, dated April 13, suggesting a report be submitted to the Senate evaluating the pass-fail program. This item is listed on the agenda under Special Reports.
3. A letter dated April 23 from H.S. Habib concerning special increment for a faculty member. This item is on the agenda under New Business.
4. A letter from Eugene Kosy, dated April 23, regarding faculty agreements.
5. A letter dated April 22 from Roy Ruebel regarding reporting and evaluation of sabbatical leaves.
6. A letter regarding faculty agreements from John Green dated April 24.
7. A memorandum from Robert Dean, dated April 27, in reference to "Non-adherence to the Faculty Code."
8. A letter from Lester Langley resigning his position on the Code Committee.

9. A letter from Glenn Stockwell, dated April 24, requesting that the question and/or position of Symposium 1971 be placed on the agenda for the next Senate meeting. The Chairman noted that this item will be placed on the agenda for the May 20th meeting.
10. A letter from Ken Berry, dated May 11, requesting the matter of general increments for associate and full professors be placed before the Senate as soon as possible.

#### REPORTS

A. Executive Committee--Mr. Mitchell read the following report.

1. The Executive Committee received a request from the Deans' Council suggesting that the Senate establish a procedure to upgrade that portion of the Faculty Handbook dealing with "policies on instructional obligations of the faculty." In response to the request, it was decided to refer this matter to the already existing ad hoc Committee on Departmental Chairmanships and Faculty Handbook.
2. The Executive Committee responded to a letter and memo received from Roy Ruebel, Chairman of the Sabbatical Leave Committee, regarding the manner in which teaching time is accumulated toward eligibility for sabbatical leave. The Sabbatical Leave Committee has suggested a possible revision in that part of the Faculty Code dealing with sabbatical leaves. The letter and memo have been forwarded to the Senate Code Committee.
3. Regarding sabbatical leaves and sabbatical leave policy, the Executive Committee decided to send a letter to the Sabbatical Leave Committee requesting that the code stipulation requiring that a written report be submitted to the Sabbatical Leave Committee following completion of a sabbatical leave be enforced. The Executive Committee is also requesting the Sabbatical Leave Committee to submit a summary of these reports to it, along with an evaluation of the effectiveness of the sabbatical leave program.
4. A letter was received from Harold Williams requesting that the Senate be informed regarding evaluation of the pass-fail plan which was established as a three-year experimental plan two years ago. This matter has been referred to Dean Witherspoon and the Executive Committee will make every effort to closely follow any evaluation that is forthcoming.
5. A memorandum from Wayne Hertz was received. The content of the memo dealt with a change in Basic and Breadth Requirements being proposed by the General Education Committee. Dr. Hertz has appealed to the Senate for consideration of certain points of disagreement that he has expressed with the requirements. The memo has been forwarded to the Senate Curriculum Committee.

6. It appears now that another joint meeting of the Faculty Senate and the Board of Trustees will be difficult to arrange yet this academic year. The last Board meeting was during Symposium and the next will be in Seattle.
7. As the Senate undoubtedly knows by this time, the contract forms sent to faculty have been withdrawn by the Administration.
8. Mr. Comstock reported to the Executive Committee on the meeting of April 21 in which the Special Computer Committee reported on plans for the organization and operation of computer services on this campus. The report submitted by the Special Computer Committee is on file in the Senate office and available for anyone to read.
9. The Executive Committee examined a questionnaire developed by Mr. Eugene Kosy regarding Senate representation of the faculty, composition of the Faculty Senate, etc. Mr. Kosy was not seeking Senate approval of his survey, but only attempting to determine if the Executive Committee objected. The Committee did not object.
10. The memo received from Dr. Robert Dean regarding "nonadherence to the Faculty Code" was discussed by the Committee. A copy of this memo has been sent to the Code Committee. The Executive Committee is asking the Code Committee to attempt to identify those parts of the Code that seem to be inconsistent with current practices. It is believed that this will be a beginning in the task of bringing the Code and current practices in line.
11. Mr. Dalglish met briefly with the Executive Committee to discuss the Code rewrite recently completed by him. Mr. Dalglish will distribute copies of the revised Faculty Code to Senators at the May 13 Senate meeting. In order to provide an opportunity for interested people around campus to discuss the Code rewrite, a special Faculty Code meeting was held Tuesday evening, May 12, 7:30 p.m. at Grupe Conference Center.
12. The Committee decided to send a charge to the Senate Code Committee regarding the possibility of extending academic rank to counselors. The Executive Committee will be asking for advisement on this matter from the Code Committee.
13. The special Senate meeting for the election of officers is scheduled for May 20. Mr. Mitchell is now asking for nominations from the Senate members.
14. The Senate Chairman, Mr. Nylander, has been meeting with the Senate Budget and Curriculum Committees in an effort to formulate a report on establishment procedures for new programs. These procedures have been outlined in the report dated April 28, 1970, entitled "Report of Senate Executive, Budget and Curriculum Committees on Procedures for Inauguration of New Programs."

MOTION NO. 672: Mr. Mitchell moved, seconded by Mr. Comstock, to accept the Report of Senate Executive, Budget and Curriculum Committees on Procedures for Inauguration of New Programs. (A copy is attached to the minutes.)

Discussion followed.

MOTION NO. 673: Mr. Burt moved, seconded by Mr. J. Duncan, to amend Motion No. 672 to strike the last sentence in the first paragraph of B on page 2 of the report. The motion passed by a voice vote with S. Dudley, J. Brooks, and K. McGuire voting no.

MOTION NO. 674: Mr. Dillard moved that the word "new" be inserted before curriculum throughout the document. The motion died for lack of a second.

Motion No. 672 then passed by a roll call vote of 29 Ayes, 2 Nays and 2 Abstentions.

Ayes: J. Putnam, F. Carlson, J. Brooks, G. Leavitt, C. Hawkins, D. Comstock, J. Nylander, D. Ringe, I. Easterling, S. Dudley, D. Jakubek, G. Clark, H. Williams, H. Michaelson, K. Berry, D. Burt, E. Glauert, R. Mitchell, K. Hammond, J. Liboky, F. Collins, L.C. Duncan, A. Lewis, C. Condit, S. Bayless, G. Fadenrecht, K. McGuire, M. Thomas, J. Duncan.

Nays: D. Dillard, E. Odell

Abstentions: L. Sparks, M. Bicchieri

#### B. Special Reports

1. Mr. Y. T. Witherspoon distributed a Report on Pass-Fail compiled by himself and Mr. John Purcell. Mr. Witherspoon said a supplement containing data on Fall Quarter 1969 will be presented as soon as data becomes available. (A copy of the report is on file with the official Senate minutes.)

Discussion followed.

Mr. Nylander said the report would be sent to the Curriculum Comm. if accepted and suggested that Harold Williams and Bruce Robinson work with the committee because of past experience with the pass-fail system.

MOTION NO. 675: Mr. Williams moved, seconded by Mr. Mitchell, to receive the Report on Pass-Fail and forward it to the Curriculum Committee. The motion passed by a unanimous voice vote.

2. Mr. Otto Jakubek passed out copies of the report by the Ad Hoc Committee on Departmental Chairmanships and Faculty Handbook. It was stated that the report was only to be received today and discussed at some later time.

MOTION NO. 676: It was moved by Mr. Comstock, seconded by Mr. Lewis, to receive the Report by the Ad Hoc Committee on Departmental Chairmanships and Faculty Handbook. The motion carried unanimously.

3. The report on Evaluation of First Year of General Honors Program submitted by Richard Hasbrouck was distributed to each Senator previously.

Raeburne Heimbeck, Director of Honors, said he felt the report was accurate and fair. He also summarized the Honors Program problems, changes and improvements for the last two years. On the whole, he felt the program is doing better this year.

MOTION NO. 677: Mr. Dillard moved, seconded by Mr. Fadenrecht, to receive the report on Evaluation of First Year of General Honors Program and forward it to the Curriculum Committee. The motion carried unanimously.

C. Standing Committees

1. Budget Committee--no report.
2. Code Committee--no report.
3. Curriculum Committee--Mr. Glauert

MOTION NO. 678: Mr. Glauert moved, seconded by Mr. Dudley, to accept the ACCC proposals pp. 101 through 109 with the exception of the M.Ed. Degree revision on pp. 105-106. The motion carried unanimously.

4. Personnel Committee--Mr. Condit distributed copies of his report which read as follows:

The Personnel Committee met twice regarding Mr. Alexander's motion No. 650. The first meeting with Mr. Dalglish produced the following:

1. According to the Code of Washington (R.C.W. 40.14.010 and R.C.W. 40.14.020) anything public (public in this sense defined as any document residing in a State Institution) can be subpoenaed, but a law suit must be filed to do so.
2. Judgement against a person because of his written ("confidential") comments would be difficult to obtain unless the person clearly went beyond the normal request to obvious defamation of character or, in the absence of a request to do so wrote a letter to some prospective employer in such a way as to deny the candidate opportunity for consideration of employment.

Credentials in the placement office, while not really confidential, are useful and time saving for prospective employer and prospective employee. If you can't write for a candidate, or you must write

with proviso or condition, square with him. Usually he'll ask someone else. The store to the morey is don't get spooked, but don't be stupid either.

Dr. Brooks indicated that recent legal decisions have resulted in more militant attitudes regarding individual rights--justifiably so. However, college administrators are now less sure of their legal position regarding administrative decisions vis/vis faculty members or students.

Dr. Brooks stated that letters of recommendation are relatively useless in determining whether a candidate is fit for a position on campus. The practice among administrators is to check with others who have had working relationships with the candidate. This is most often done by phone or visit. Faculty files on campus are another thing. They become valuable repositories of information; useful to administration and individual faculty members. Until recently, according to Dr. Brooks, the files, i.e. their confidentiality, have been more or less taken for granted. However, at this point in our critical political-legal era, the files present neither faculty or administration with clear-cut assurance against fumbling misuse. What we need, according to Dr. Brooks and Mr. Dalglish, is clarification of basic policy regarding the confidential use of faculty and student files. Dr. Brooks added that even with a clarified policy, Central could find itself in conflict with the policies of other state schools--conflict which might result in added legal difficulties. The concern is being felt and reacted to state-wide according to Dr. Brooks. He is hopeful the concern will lead to further discussion and perhaps to the framing of some joint policy by the six state schools.

The advisement that the Personnel Committee can offer the Senate is that there be a clarification of basic policy regarding the use of faculty and student files. If the Senate, through its executive committee, so wish, this could be an intensive and relatively long range project for the Personnel Committee.

5. Student Affairs Committee--Mr. Leavitt

- a. A copy of Policies and Procedures in Event of Seriously Disruptive Demonstrations or Disorders on Campus is apparently being sent to all faculty members. However since the Senators had not received a copy yet, it was difficult to discuss the report. Mr. Nylander said he would check to make sure copies were being sent to all faculty.
  - b. Mr. Leavitt commented briefly on the recommendations stated in the Report of Grievance Procedures Committee. He said the ASC was taking care of 1-4.
5. Copies of minutes by major committees should be posted in the SUB and kept in library for reference.

6. Committee felt this was too vague to comment on.
7. Not part of Committee's responsibility.
8. The committee felt an ombudsman was needed on this campus.

MOTION NO. 679: Mr. Leavitt moved, seconded by Mr. Burt, to recommend that the College establish the position of an ombudsman as soon as finances permit.

MOTION NO. 680: Mr. J. Duncan moved seconded by Mr. Dudley to table Motion No. 679. Motion carried unanimously.

#### NEW BUSINESS

MOTION NO. 681: It was moved by Mr. L.C. Duncan, seconded by Mr. Clark, that section VIII, D, 5 of the Code which states "A faculty member may not receive a promotion in rank, a general increment and a special increment all in the same biennium except when the case is approved by a majority vote of the Faculty Senate," be waived for the specific case of Dr. John E. Meany, Associate Professor of Chemistry.

It was stated that action by the Senate would be simply permissive. It would allow the dean, if he so desired, to grant merit.

The motion carried by a voice vote with A. Lewis, E. Glauert, & M. Bicchieri voting 'No' and E. Odell, D. Comstock and G. Leavitt 'Abstaining'.

#### ADJOURNMENT

The meeting was adjourned at 6:20 p.m.



REPORT OF SENATE EXECUTIVE, BUDGET AND CURRICULUM COMMITTEES  
ON PROCEDURES FOR INAUGURATION OF NEW PROGRAMS

It has been felt by the Faculty Senate Executive Committee, as well as other faculty members and groups, that the avenues by which some new programs move from inception to operating status are not conducive to the best possible understanding, participation, and support by the faculty.

To meet the demands at C.W.S.C. arising out of rapid growth and change, the administration has encouraged the development of new programs outside departments. This past year several new programs have been approved, funded and institutionalized without adequate consultation, communication and faculty support.

As the college has grown, curricula has become diversified to the point that established procedures are inadequate in some situations. The new programs which were initiated and launched this past year have led to a problem of morale among the faculty since: (a) only a small fraction of the faculty was informed or consulted, and (b) it apparently was not realized that some aspects of these new programs duplicated certain departmental programs, and that departments were being committed without knowledge or consent to give credit for courses taken elsewhere. These new programs involve curricula, a responsibility to be shared by the Administration with the Senate as provided for in Section II, B of the Faculty Code.

It appears that a promotional approach has been preferred over a pilot study approach, which runs a greater risk of wasting funds and personnel. This has led to institutionalizing programs before they have been proven. In some cases department members have been encouraged to become freelance, depriving their department of services for which they were hired.

In order that academic deans may initiate as well as give support and encouragement to new programs which are proposed from departments of the College while providing for the faculty participation stipulated in Section II, B of the Faculty Code, the Executive, Budget and Curriculum Committees of the Faculty Senate, working in concert, wish to recommend the following:

- A. New programs involving curriculum should be initiated:
  - (a) within departments;
  - (b) through cooperation of two or more departments; or
  - (c) by the administration.

The latter should be employed only after the first two have been explored.

- B. A report on all new programs involving curriculum, in its broadest sense, should be given to the Faculty Senate and to all departmental chairmen as information as soon as possible after the program has been proposed and within a reasonable length of time before any budgetary commitment to the program becomes final. Continued development of the program is not contingent on any Faculty Senate action although Senate reaction to the proposed program may be initiated.

It is suggested that this report contain the following information:

- a) date of first presentation of proposal to dean or department.
  - b) complete and accurate wording of proposal.
  - c) dates, times and places of any meetings or hearings during which the proposals will be discussed.
  - d) indication of how and through what channels new programs will go.
  - e) estimate of cost.
  - f) identification of sources of funding.
  - g) nature and extent of future commitments.
- C. New programs, instead of being institutionalized, should be considered as pilot programs, subject to review by the Administration and the Faculty Senate, and be phased out when and if no longer viable.

AGENDA  
Special Faculty Senate Meeting  
4 p.m., Wednesday, May 13, 1978  
Room 123 - Hartz Hall

I. ROLL CALL

II. AGENDA CHANGES AND APPROVAL

III. APPROVAL OF MINUTES

IV. COMMUNICATIONS

1. Letter from Roy Ruebel about possible Code revision.
2. Letter from Harold Williams--pass-fail evaluation.
3. Letter from H. Habib concerning special increment for faculty member.
4. Letter from Eugene Kosy regarding faculty agreements.
5. Letter from Roy Ruebel regarding reporting and evaluation of Sabbatical Leaves.
6. Letter from Dean Green regarding faculty agreements.
7. Memorandum from Robert Dean regarding "Non-adherence to the Faculty Code."
8. Letter from Lester Langley resigning from Code Committee.
9. Letter from Glenn Stockwell--1971 Symposium.

V. REPORTS

A. Executive Committee

B. Special Reports

1. Evaluation of Pass-Fail plan--Y.T. Witherspoon
2. Receive report from ad hoc Committee on Department Chairmanships and Faculty Handbook--O. Jakubek.
3. Receive report on Honors Program--R. Hasbrouck & R. Heimbeck

C. Standing Committees

1. Budget
2. Code
3. Curriculum
4. Personnel
5. Student Affairs
  - a. Response to Policies and Procedures in Event of Seriously Disruptive Demonstrations or Disorders on Campus
  - b. Response to Report of Grievance Procedures Committee
  - c. Other

VI. OLD BUSINESS

VII. NEW BUSINESS

- A. Senate action requested to approve of the awarding of a special increment to a faculty member under Code provision: Section VIII, D, part 5. --Chemistry Department

VIII. ADJOURNMENT

A Special Faculty Senate Meeting has been called for Wednesday, May 20, at 4 p.m. Other business may be conducted at that time. Tentatively, other business will be the consideration of reports from the Symposium Evaluation Committee and possible action on future Symposia.

FACULTY SENATE MEETING OF May 13, 1970

ROLL CALL

Senator	Alternate
<u>all</u> ✓ Alexander, James	✓ Bicchieri, Marco
✓ Bayless, Stephen	_____ Fairbanks, Richard
✓ Berry, Kenneth	_____ Bergstrom, Alan
✓ Brooks, James	_____ Jacobsen, Eldon
✓ Burt, David	_____ King, Donald
✓ Carlson, Frank	_____ Baldi, Jan
✓ Clark, Glen	_____ Johnson, Sheldon
✓ Collins, Frank	_____ Benton, Robert
✓ Comstock, Dale	_____ Robinson, Bruce
✓ Condit, Colin	_____ Nelson, Frank
<u>all</u> ✓ Davidson, Robert	✓ Liboky, John
✓ Dillard, David	_____ Legg, App
✓ Dudley, Stanley	_____ Brunner, Gerald
✓ Duncan, Clint	_____ Bowen, Ted
✓ Easterling, Ilda	_____ Lipskey, Glenn
✓ Fadenrecht, George	_____ Waugh, Shirley
✓ Glauert, Earl	_____ Richards, Kent
✓ Hammond, Kenneth	_____ Andress, Joel
_____ Harsha, Kenneth	_____ Manship, Darwin
✓ Hawkins, Charles	_____ Sessions, Frank
✓ Jakubek, Doris	_____ Carlton, Robert
_____ Keller, Chester	_____ Bachrach, Jay
✓ Leavitt, Gordon	_____ DeMerchant, John
✓ Lewis, Albert	_____ Egan, Katherine
_____ McCarty, Richard	_____ Harris, Robert
✓ Michaelson, Helen	_____ Moyle, Betty
✓ Mitchell, Robert	_____ Murphy, Smith
✓ Nylander, James	_____ Hileman, Betty
✓ Odell, Elwyn	_____ Yee, Robert
✓ Putnam, Jean	_____ Irish, Everett
✓ Ringe, Don	_____ Farkas, Steven
_____ Schliesman, Donald	_____ LaBay, Vern
✓ Sparks, Larry	_____ Zwanziger, Max
✓ Williams, Harold	_____ Galbraith, Gordon
✓ Thomas, Mike	
✓ McGuire, Kathy	
✓ Duncan, Jim	

# CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF CHEMISTRY

ELLENSBURG, WASHINGTON

98926

April 23, 1970

Dr. James Nylander, Chairman  
Faculty Senate  
Campus

Dear Dr. Nylander:

According to section VIII D part 5 of the Faculty Code, "a faculty member may not receive a promotion in rank, in general increment, and a special increment all in the same biennium except when the case is approved by a majority vote of the Faculty Senate."

I should like the Senate to consider the particular case of one of the members of the Department of Chemistry, Dr. John E. Meany. Professor Meany is one of the most productive members in our department. Since last July, Dr. Meany has published two papers, has had one paper accepted for publication, and has submitted two other papers for publication. He has a vigorous on-going research program in which he involves as many undergraduate as well as graduate students as he possibly can. Professor Meany is also considered to be one of the best teachers in our department. He has a very genuine interest in the welfare and in the education of the students and has contributed innumerable hours to individual help to students in his courses. He also has that quality of being able to excite a great deal of enthusiasm in his students for the subjects that he is teaching.

On the basis of his performance in both the areas of teaching and research, the Department of Chemistry and its Chairman have recommended him very highly for merit. Dr. Meany came to us in the Fall of 1968, and so impressed the department with his vigor both in research and in teaching that the Department of Chemistry recommended him for promotion. The Deans Council concurred with the department and granted the promotion. This year, however, he was not granted a merit increase due to solely to this particular provision in the Code. I believe that in this case this particular restriction in the Code should be lifted. I therefore ask that the Faculty Senate consider this case and hope that the Senate will concur with the Department of Chemistry in that such merit should not be denied on the basis of a technicality.

Yours sincerely,



H. S. Habib  
Chairman

cc: Dr. L. C. Duncan  
Mr. T. B. Bowen

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF ECONOMICS AND BUSINESS

ELLENSBURG, WASHINGTON

98926

April 13, 1970

Professor James Nylander  
Chairman, Faculty Senate  
Campus

Dear Jim:

Two years ago this spring the Senate approved a pass-fail plan on an experimental basis for three years. Now the plan should be evaluated and suggested changes considered so that an extension can be included in the 1971 catalog. The Senate has had no committee on pass-fail, but Dean Witherspoon had a committee in 1968 and has been preparing an evaluation. I suggest that we have him give a report to the Senate and then refer the problem to the Senate Curriculum Committee.

*Harold S. Williams*  
Harold S. Williams  
Professor of Banking & Finance

HSW / p

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF EDUCATION

ELLENSBURG, WASHINGTON

98926

April 9, 1970

Dr. James Nylander  
Faculty Senate Office  
Barge 407

Dear Dr. Nylander:

Last winter, the Sabbatical Leave Committee was faced with a situation which we felt might have been avoided had the code been written more precisely. The situation arose when a member of the faculty applied for a Sabbatical with an experience record which could have been interpreted as meeting the minimum six-year requirement. The interpretation would have involved, counting four quarters of service during a single calendar year as being the equivalent of one and one third years of experience. The committee chose not to make that interpretation and the application was not approved.

The statement presently appearing in the code is as follows:

Every tenured teaching faculty who has served at CWSC for six calendar years since his initial employment or since the last sabbatical leave and who expects at least one additional year of service before retirement shall be eligible for sabbatical leave. (Any three quarters during a calendar year will be counted as one year. Summer session may count as one quarter.)

The committee proposes that further misinterpretation could be avoided by adding "in lieu of some other quarter of that calendar year" to the parenthetical expression above.

Sincerely yours,



ROY F. RUEBEL,  
Professor of Education

RFR:sn

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF BUSINESS EDUCATION  
AND ADMINISTRATIVE MANAGEMENT

ELLENSBURG, WASHINGTON

98926

April 23, 1970

Mr. James Nylander  
Chairman of the Faculty Senate  
Campus

Dear Jim:

I am afraid that I must again bring up the issue of the faculty Agreement forms which were recently received by the faculty. I request that you call a special meeting of the faculty senate for the expressed purpose of acting on the faculty Agreements which were recently distributed.

It is my opinion that the Agreement violates the college faculty code and present operating procedures of the college. By Agreement, the faculty normally is employed for the "academic year" and "paid in 10 equal monthly installments".

The present wording of the Agreement, "on or about September 1, 1970 and expires on or about June 30, 1971" obligates the faculty for 10 months' service. An exception, of course, to this are those members of the faculty who, by agreement, are on a 12 months' contract.

Secondly, since it is not important who types an Agreement, the fact that the faculty member signs the Agreement first is, in my interpretation, an offer of services under the conditions specified to the institution for acceptance by the president who represents the institution and the Board of Trustees. It is my judgment that the president should sign the Agreement first since he is making an offer and the faculty member is accepting or rejecting it.

Thirdly, regardless of who is making the offer, since it is impractical for most individuals to sit down and sign the Agreement, there should be a time stipulation in the Agreement so as to identify specifically when the offer or acceptance is no longer valid. Under the present wording,



Mr. James Nylander

Page 2

April 22, 1970

it is possible for individual faculty members to sign the Agreement and not legally know, until some unknown date in the future, whether he has a valid Agreement or not.

I believe the issue is critical enough to warrant the Faculty Senate's immediate consideration. I further request that, until the contract is resolved, the faculty do not return the Agreement forms and that those who have returned them request that they be withdrawn.

Sincerely yours,

  
Eugene J. Kosy, Chairman

pmw

cc: Dr. James Brooks  
Dr. Eldon Jacobsen  
Dr. John Green  
Dr. Ken Harsha

# CENTRAL WASHINGTON STATE COLLEGE

DEAN OF EDUCATION

ELLENSBURG, WASHINGTON

98926

April 24, 1970

Dr. James Nylander  
Chairman, Faculty Senate  
Central Washington State College

Dear Dr. Nylander:

On April 22 my chairmen met and passed four motions concerning the faculty contracts. On all but one of these motions there was consensus. Thus, I am complying with the motions as directed. The motions were as follows:

1. That the Dean of Education formally notify the President that chairmen in the Division of Education object to the faculty agreement forms as now written.
2. That the Dean of Education write a request to Dean Martin to register on behalf of his chairmen a similar notification.
3. That the Department Chairmen advise their staff who have not returned the agreement form not to do so until the problem is resolved, and that those who have sent them back ask that they be returned.
4. That the Dean of Education request the Faculty Senate to convene a special meeting for the purpose of resolving the contract issue.

As requested by my chairmen, I do suggest that a special Senate meeting be convened for the purpose of resolving the contract issue. I suggest that during that meeting Dr. Brooks be given an opportunity to discuss reasons for the contract. I have also suggested to Dr. Brooks that substitution of the term academic year for the ten-month stipulation in the contract would for most faculty members resolve the issue.

Sincerely,

John A. Green  
Dean of Education

JAG:bfm

cc: Faculty Senate Executive Committee

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF HISTORY

ELLENSBURG, WASHINGTON

98926

28 April 1970

Professor Jim Nylander  
President  
Faculty Senate

Dear Jim:

Inasmuch as I have just resigned my position in the Department of History, effective September 1, 1970, I feel that it would be only proper for me to resign my position on the Faculty Code Committee, effective immediately.

Cordially,



Lester D. Langley  
Assoc. Prof.

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF EDUCATION

ELLENSBURG, WASHINGTON

98926

April 22, 1970

Mr. James Nylander,  
Chairman  
Faculty Senate  
Central Washington State College  
N100E Nicholson Pavilion

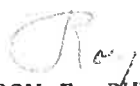
Dear Jim:

Thank you for your letter regarding the written report aspect of the Sabbatical Leave policy. As you may recall, the entire Sabbatical Leave policy was revised and approved about a year ago. Prior to that time, the responsibility of the committee ended with the committee's nomination report to the president. Now, with the revisions, the Sabbatical Leave Committee has been written into the follow-up procedure and should certainly follow through. I do not have a copy of the old code but I believe nothing was said about a written report.

Your letter will be placed in the file which will be transferred to the Chairman of the 1970-71 Sabbatical Leave Committee and I am sure that the Executive Committee of the Senate can expect to receive a report.

Thank you, again, for your watchful eye.

Sincerely,

  
ROY F. RUEBEL,  
Professor of Education

RFR:sn

MEMORANDUM

DATE: April 27, 1970

TO: Senate Executive Committee

FROM: Robert Y. Dean, Chairman  
Department of Mathematics *R. Dean*

RE: NON-ADHERENCE TO THE FACULTY CODE

The attention of the Senate Executive Committee is respectfully directed to Section VIII-D of the FACULTY CODE OF PERSONNEL POLICY AND PROCEDURE FOR CENTRAL WASHINGTON STATE COLLEGE, Revised 1969, where the conditions governing salary adjustments are discussed. Subject to possible semantic manipulations and dodges, it is clear to the writer that this portion of the Code has been knowingly ignored and violated for the past two years.

The rationale for the alternative recommendations and actions that have been taken is not the subject of discussion here. The point I wish to raise is the ethical and legal implications of such willful and repeated violations of the Code.

I would remind the Senate that one of the first documents sent to new faculty members is a copy of the Code. Moreover, the contract he is required to sign as a condition of employment reminds him that "This agreement incorporates all the provisions of the Faculty Code of Personnel Policy and Procedure, as amended, ..., etc."

As chairman of an academic Department, one of my duties is to recruit new staff. The success of such effort is highly dependent on the promotion and salary policies of the Institution and the rules and regulations pertaining thereto are invariably discussed in considerable detail.

Not only do I find it embarrassing, I resent being placed in the position of having to choose between two equally repugnant alternatives. If I fail to warn the candidate that he is supposed to live by the Code but that the Senate may choose not to do likewise in matters that affect his salary, surely I am a partner to moral if not legal fraud. On the other hand, if I must warn him in advance that we quite possibly will not adhere to the conditions of his contract and that we would be pleased to have him join us and take potluck, I stand little chance of success in the recruiting effort.

Surely the continuation of this less-than-straightforward practice must cease. I believe the situation is deserving of more than passing acknowledgment. It demands prompt and corrective action. The only choices appear to be abandon, obey or amend the Code. I prefer the latter.

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF POLITICAL SCIENCE

ELLENSBURG, WASHINGTON

24 April 1970

Dr. James Bylander  
President;  
Faculty Senate

Dear Jim:

On behalf of the symposium committee I would like to request that the question and/or position of Symposium 1971 be placed on the agenda of the next meeting of the faculty senate.

Given the importance of time, it is the unanimous decision of the symposium committee that this matter must be taken under consideration and resolved with all possible speed.

Thank you very much.

*Leon Stokwell*

*PS. I will have a written report ready on the Symposium 70 by the time of the next senate meeting.*

May 4, 1970

REPORT OF SENATE EXECUTIVE, BUDGET AND CURRICULUM COMMITTEES  
ON PROCEDURES FOR INAUGURATION OF NEW PROGRAMS

It has been felt by the Faculty Senate Executive Committee, as well as other faculty members and groups, that the avenues by which some new programs move from inception to operating status are not conducive to the best possible understanding, participation, and support by the faculty.

To meet the demands at C.W.S.C. arising out of rapid growth and change, the administration has encouraged the development of new programs outside departments. This past year several new programs have been approved, funded and institutionalized without adequate consultation, communication and faculty support.

As the college has grown, curricula has become diversified to the point that established procedures are inadequate in some situations. The new programs which were initiated and launched this past year have led to a problem of morale among the faculty since: (a) only a small fraction of the faculty was informed or consulted, and (b) it apparently was not realized that some aspects of these new programs duplicated certain departmental programs, and that departments were being committed without knowledge or consent to give credit for courses taken elsewhere. These new programs involve curricula, a responsibility to be shared by the Administration with the Senate as provided for in Section II, B of the Faculty Code.

It appears that a promotional approach has been preferred over a pilot study approach, which runs a greater risk of wasting funds and personnel. This has led to institutionalizing programs before they have been proven. In some cases department members have been encouraged to become freelance, depriving their department of services for which they were hired.

In order that academic deans may initiate as well as give support and encouragement to new programs which are proposed from departments of the College while providing for the faculty participation stipulated in Section II, B of the Faculty Code, the Executive, Budget and Curriculum Committees of the Faculty Senate, working in concert, wish to recommend the following:

- A. New programs involving curriculum should be initiated:
  - (a) within departments;
  - (b) through cooperation of two or more departments;
  - or (c) by the administration.

The latter should be employed only after the first two have been explored.



- B. A report on all new programs involving curriculum, in its broadest sense, should be given to the Faculty Senate and to all departmental chairmen as information as soon as possible after the program has been proposed and within a reasonable length of time before any budgetary commitment to the program becomes final. Continued development of the program is not contingent on any Faculty Senate action although Senate reaction to the proposed program may be initiated.

It is suggested that this report contain the following information:

- a) date of first presentation of proposal to dean or department.
  - b) complete and accurate wording of proposal.
  - c) dates, times and places of any meetings or hearings during which the proposals will be discussed.
  - d) indication of how and through what channels new programs will go.
  - e) estimate of cost.
  - f) identification of sources of funding.
  - g) nature and extent of future commitments.
- C. New programs, instead of being institutionalized, should be considered as pilot programs, subject to review by the Administration and the Faculty Senate, and be phased out when and if no longer viable.

## REPORT ON PASS-FAIL\*

The minutes of the Faculty Senate, 10 January, 1968, include Motion #388 which reads:

Mr. Williams moved, seconded by Mr. Hertz, that each student be allowed to designate courses up to a total of fifteen credits in the Breadth Requirements and in free electives for a pass-fail grade; the student must designate a pass-fail grade at a specified time; this pass-fail program would be experimental for three years, and during the period the program would be evaluated.

Following the motion and the report of the roll call vote, the minutes show that "the following points were discussed and clarified prior to voting on Motion No. 388:

1. 15 credits may be taken in this program during the students' undergraduate years.
2. Pass is anything above an E and fail is different from an E in that the credits are not counted in computing G.P.A.
3. Free electives are courses selected outside of major, minor, professional, and general education program.
4. Instructor will not be informed which students are enrolled on a pass-fail status.
5. Motion is deliberately vague on some points, for it is designed to leave certain details open for administrative decision and implementation."

In a letter dated 5 March, 1968, Charles McCann, then Dean of Faculty, asked the Dean of Students to serve as chairman of a committee to clarify administrative details and understandings as to implementation.

Four students and two faculty members were appointed as a committee which met as long as needed to accomplish its initial charge. The program has proceeded under the general supervision of the Registrar since that time.

Two weeks ago Dr. Nylander, Chairman of the Faculty Senate, asked for a report on the pass-fail program, with the intent that changes, if needed, can be decided upon and placed in the 1971-1972 college catalog. It is regrettable that it is not possible to include data from two years for comparative purposes. Data for the Fall, 1969 and the Winter, 1970 quarters have been requested from the Data Processing Center, but this material has not as yet been provided.

\*Materials compiled by Dr. John Purcell and Dr. Y. T. Witherspoon.

The following tables summarize the available information for the pass-fail program for the 1968-69 academic year.

	<u>Excluding</u> <u>Pass-Fail</u>		<u>Pass-Fail</u> <u>Only</u>		<u>All Grades</u> <u>Including P-F</u>	
	<u>Grades</u>	<u>G.P.A.</u>	<u>Grades</u>	<u>G.P.A.</u>	<u>Grades</u>	<u>G.P.A.</u>
Fall Qtr. 1968	26,189	2.76	775	2.12	27,230 -	2.66
Wtr. Qtr. 1969	25,260	2.80	1221	1.99	26,824 -	2.76
Spr. Qtr. 1969	24,751	3.02	1370	2.08	26,397 -	2.83

From this table it seems clear that last year the use of the pass-fail option did indeed increase as the year went on. It also seems clear that students achieved much lower grades in pass-fail courses than in their other courses. Two hypotheses occur immediately, although others are certainly possible. First, it is hoped that the lower grades indicate that students are indeed taking courses in areas that are difficult for them, or courses that are in areas in which they have little or no academic background. If this is so, the pass-fail program is accomplishing its primary purpose. A second hypothesis comes to mind along with the first. Perhaps the low grades are a reflection of a lack of motivation resulting partially from the fact that a "D" results in a "Pass" just as an "A" does. There is no conclusive evidence for either hypothesis at the present time.

The distribution of grades earned in pass-fail classes during the three quarters of the 1968-69 academic year are presented below.

PASS/FAIL STATISTICS FALL, 1958

GRADE	MALE	FEMALE	TOTAL
A	6	15	21
A-	8	10	18
B+	8	9	17
B	36	54	90
B-	32	32	64
C+	38	29	67
C	107	102	209
C-	56	40	96
D+	19	14	33
D	34	24	58
D-	16	12	28
E	34	12	46
I	10	8	18
W	5	10	15
TOTALS	409	371	780

Pass-Fail Statistics, Fall, 1968, Cont'd.

PASSED	360	341	701
FAILED	<u>34</u>	<u>12</u>	<u>46</u>
TOTALS	394	353	747

PASS/FAIL STATISTICS WINTER, 1969

GRADE	MALE	FEMALE	TOTAL
A	16	19	35
A-	6	9	15
B+	16	15	31
B	60	58	118
B-	51	23	74
C+	53	54	107
C	170	147	317
C-	79	48	127
D+	25	31	56
D	79	56	135
D-	37	16	53
E	55	39	94
I	17	8	25
W	<u>16</u>	<u>19</u>	<u>35</u>
TOTALS	680	542	1222
PASSED	592	476	1068
FAILED	<u>55</u>	<u>39</u>	<u>94</u>
TOTALS	647	515	1162

PASS/FAIL STATISTICS          SPRING, 1969

GRADE	MALE	FEMALE	TOTAL
A	18	17	35
A-	7	17	24
B+	24	28	52
B	84	62	146
B-	43	55	98
C+	70	61	131
C	164	165	329
C-	73	68	141
D+	34	28	62
D	80	68	148
D-	32	17	49
E	62	48	110
I	10	10	20
W	<u>15</u>	<u>11</u>	<u>26</u>
TOTALS	716	655	1371
PASSED	629	586	1215
FAILED	<u>62</u>	<u>48</u>	<u>110</u>
TOTALS	691	634	1325

The percent of "E's" awarded was lowest at 6.1% in the Fall quarter; next lowest at 8.0% in the Winter quarter; and highest at 8.3% in the Spring quarter. It is doubtful if these differences are of real significance. The data may acquire interest when comparative figures for the 1969-70 academic year become available.

The average grade-point average by class for the 1970 Winter quarter was computed as a part of another study. It is reproduced here because it does include the average g.p.a. for pass-fail, the average g.p.a. for classes including pass-fail, and the average g.p.a. for classes excluding pass-fail for freshmen, sophomores, juniors, and seniors.

AVERAGE G.P.A. BY CLASS  
WINTER QUARTER, 1970

<u>FRESHMAN</u>		
GPA PASS-FAIL	GPA INCL P-F	GPA EXCL P-F
1.52	2.22	2.24
<u>SOPHOMORE</u>		
GPA PASS-FAIL	GPA INCL P-F	GPA EXCL P-F
1.58	2.47	2.53
<u>JUNIOR</u>		
GPA PASS-FAIL	GPA INCL P-F	GPA EXCL P-F
1.65	2.49	2.54
<u>SENIOR</u>		
GPA PASS-FAIL	GPA INCL P-F	GPA EXCL P-F
1.93	2.66	2.72

Perhaps the most interesting bit of information to be gleaned from the above table is the fact that the average g.p.a. for classes taken on pass-fail in Winter quarter 1970 is far below that achieved in any quarter of the preceding academic year. The table also demonstrates that students make better grades in pass-fail as they progress through their college careers.

The materials presented do not lead to any obvious conclusions other than that students are making rather extensive use of the pass-fail option. Comparative data will be presented as soon as available and may shed additional light on this aspect of the academic program.

TO: Faculty Senate

FROM: General Honors Program Evaluation Committee

RE: Evaluation of First Year of General Honors Program (G.H.P.)

Faculty Senate:

This report, prepared by the General Honors Program Evaluation Committee, considers the first year of the G.H.P. The Committee was composed of Professors R. W. Hasbrouck (Chairman), Robert Irving and Charles Fuller. The responsibility of the committee was to evaluate the first year of the G.H.P. with respect to its ability to provide the function described by the program. The program is to provide, via a student selected-faculty directed teaching approach, a means for a certain type of student to complete the general education requirements. This teaching approach presumably would provide an opportunity for students with academic ability to better develop ideas, attitudes, understanding and relationship of man, his behavior, his society, and his impact on and interaction with his physical and biological environment. To accomplish these ends, tutors in the three main areas, Humanities, Social Science and Physical Science are selected and are expected to provide leadership and consultantship for the students selected. The students selected are those that are considered to learn better under the above mentioned teaching approach than a classic regimented teaching approach. Because of difficulty of definition and recognition of an Honors student, students are selected on other than purely a demonstrated superior academic basis.

The first year of the program involved sixteen students and thirty tutors. The program began Fall quarter 1968. The students selected participated in a tutorial program in the three areas, Humanities, Social Science and Physical Science. In addition, the Program Director, Dr. Heimbeck, provided an activities program,

including Honors Evenings where a variety of topics, ideas, way of life, etc., were considered and numerous field trips which provided a living education experience.

The committee's evaluation of the first year of the program is based on Dr. Heimbeck's Annual Report of 1968-1969\*, questionnaires from 13 of the 16 initial students, questionnaires from 26 of the 30 initial participating faculty, experience of one of the members of the committee with the program and student selection committee, unsolicited comments by faculty not associated with the G.H.P., and a copy of the final grades received by the participating students.\*\* The questionnaires (a copy of each is attached to this report) were divided into sections as follows:

Student Questionnaire:

- A) Description of projects in Humanities, Social Science and Physical Science with the following information requested,
  - 1. project title
  - 2. objectives
  - 3. conclusions
  - 4. outline of the project as it evolved over the year.
- B) Evaluation of the G.H.P. in terms of its objectives. Seven questions were asked for which the following responses were available; much more, more, about the same, less, and much less.
- C) Evaluation of the G.H.P. in terms of its structure. Eleven questions were asked for which varied response was available, including:
  - a) simple questions with simple response, b) questions requiring statements of opinion, c) questions requiring statements related to

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\*A copy of Dr. Heimbeck's Annual Report of 1968-1969 accompanies the report.

\*\*A copy of the grades given to each Honors student accompanies the report.



improvement for the program.

Tutor Questionnaire:

A) Evaluation of each student compared to the tutors experience with a bright sophomore in a regular 3-credit course with respect to:

1. quantity of work
2. quality of work
3. motivation and interest
4. maturation of ideas and convictions
5. self-direction
6. grasp of general information and methodology in the field of study

Responses available were much greater, greater, about the same, less and much less.

B) A rating of the program in terms of its results for each student.

This question asked for:

1. A rating, with respect to the responses: excellent, good, fair, poor
2. Comments

C) A statement regarding validity of the grade and an opinion regarding leniency of the grade received by the students.

I. Committees Evaluation of Responses Relative to the Objectives of the Program.

Table 1 is a compilation of the responses of the thirteen students and twenty-six faculty that responded to the questions related to A) quality of work, B) quantity of work, C) motivation and interest, D) maturation of ideas and convictions, E) self-direction, and F) grasp of general information and of methodology in the field of study.

Table 1

<u>Student Questionnaire</u>						
Points**	A	B	C	D	E	F
5	40	20	45	30	35	40
4	12	28	16	20	16	16
3	6	6	-	3	6	-
2	2	-	-	-	-	2
1	-	-	-	1	-	-
<hr/>						
N =	14	13	13	13	13	13
M =	4.28	4.15	4.69	4.15	4.38	4.46

<u>Tutor Questionnaire</u>						
5	15	40	40	45	65	25
4	44	28	60	48	40	56
3	39	42	21	33	24	24
2	24	16	14	8	10	18
1	-	2	3	-	2	3
<hr/>						
N =	39	39	38	38	38	39
M =	3.12	3.28	3.63	3.52	3.71	3.23

\*\*A = Quantity of Work

B = Quality of Work

C = Motivation and Interest

D = Maturation of ideas and convictions

E = Self-direction

F = Grasp of general information and of methodology in the field of study.

\*Points: 5 points were assigned for the response much greater, 4 to greater, etc., which allowed calculation of N = norms, and M = mean.

Based on the data presented in table 1, the committee recognizes that both the students and the faculty agree that with respect to those criteria listed that at least as much was gained via the G.H.P. as is gained by the standard program presently in operation at Central. However, it should be pointed out as evident from the data, the students on the average believed that more was gained via the G.H.P. than did the participating faculty. Interestingly, those criteria listed best by the students were rated lowest by the tutors.

Based on these criteria, the committee argues that the tutorial approach to

the general education requirements was a successful substitute for the students selected for the initial year period.

Table II is a compilation of student responses to questions relative to the structure of the G.H.P. The questions allowing compilation were: a) amount learned, b) rating of the tutorial assistance in the three areas Humanities, Social Science and Physical Science, c) the educational value of the program, d) the educational value of the special events (field trips, etc.), e) the overall rating of the general honors program.

Table II

## Student Responses to A, B, C, D, and E

Question	Responses	Number of responses for each		
<u>A</u>	1. much more	1.	6	
	2. more	2.	4	
	3. about the same	3.	1	
	4. less	4.	0	
	5. much less	5.	0	
<u>B</u>	Areas	Responses	Number of responses for each	
	Humanities	1. excellent	1.	8
		2. good	2.	5
		3. fair	3.	0
		4. poor	4.	0
	Social Science	1. excellent	1.	5
		2. good	2.	1
		3. fair	3.	6
		4. poor	4.	0
	Physical Science	1. excellent	1.	9
		2. good	2.	1
		3. fair	3.	4
4. poor		4.	0	
<u>C</u>	Responses	Number of responses for each		
	1. excellent	1.	4	
	2. good	2.	8	

	Responses	Number of responses for each
	3. fair	3. 2
	4. poor	4. 0
<u>D</u>	1. excellent	1. 9
	2. good	2. 0
	3. fair	3. 0
	4. poor	4. 0
<u>E</u>	1. excellent	1. 10
	2. good	2. 3
	3. fair	3. 0
	4. poor	4. 0

Table III is a compilation of faculty responses to the question relative to the results produced by the G.H.P. for each student.

Question	Responses	Number of responses for each
results	1. excellent	1. 12
	2. good	2. 14
	3. fair	3. 7
	4. poor	4. 6

Based on the data presented in tables II and III, the committee recognizes and agrees that A) the amount learned is equivalent to the amount learned in the standard general education program, B) the tutorial service in the Humanities and Physical Science is better than that of the Social Sciences, C) the education value of the G.H.P. is at least as good as the standard general education program, D) the educational value of the Honors Activities Program is good, and, E) the overall value of the G.H.P. program is at least as good as the standard general education program. Here, as in the case of the evaluation of the objectives of the program, student opinion rated the G.H.P. better than did the faculty.

## II. Committee Summary of Student and Faculty Criticisms Relative to Improving Success and/or Operation of the G.H.P.

A) Student criticisms with respect to tutors:

1. Some students indicated that tutors were negligent in meeting the student at appointed times and the agreed upon amounts.
2. Many students expressed displeasure with tutorial service and direction.
3. Some students indicated that their tutors apparently lacked interest in the G.H.P.
4. Several students indicated more dissatisfaction with tutors in some areas than in others.

B) Faculty criticisms with respect to students:

1. Several faculty members indicated that the students selected for the G.H.P. had inadequate academic background for projects selected.
2. Many faculty indicated that student interest was low.
3. Committee members indicated displeasure with poor writing found in some of the reports submitted to the committee.
4. Some faculty and students indicated concern with slow start of projects.
5. Some committee members indicated concern about student selection limitation built into the program. In this connection concern was related to possible exclusion of certain majors (those more structured in terms of required sequence).

C) Faculty, Student and Committee Criticisms of Program and/or Operation not Related to Tutors or Students.

1. Some committee members indicated concern about apparent lack of communication among program director, tutors, and students.

2. Several students indicated that the Honors Evenings activities lacked merit. The problem here apparently was related to wide scope and lack of conclusions drawable from the numerous topics and varied approach.
3. The committee believes that the program director perhaps spends too much of his valuable time functioning as a tutor.

### III. Recommendations relative to Operation of the G.H.P.

1. Perhaps initiation and execution of a tutor training seminar program for those faculty interested in functioning as a tutor would provide a better tutorial program.
2. Some method for screening tutors should be initiated.
3. More time (release of teaching loads in the standard program) should be provided for those faculty tutoring G.H.P. students. The program if other than a trial program should, since it deals with normal college students, be staffed in the same way as other programs. The faculty has recommended 3 load points/student/quarter. The committee agrees with this recommendation.
4. Some way of establishing student projects earlier in the program should be developed.
5. Establish an honors curriculum, e.g., Marine Biology in Biology, etc., for selection by the honors students. Initiation of a select curriculum but operated as presently operated perhaps would provide enough structure to the G.H.P. to allow development of better interest and motivation.
6. Based on many requests both by students and faculty, small groups rather than isolated individuals, particularly in the sciences,

might lead to better projects either by groups or by individual efforts.

7. General Honors students should be selected after having some college academic experience. Perhaps selection after several quarters of academic experience would provide those students interested in the education program provided by the G.H.P. would be greater motivated, and perhaps the student selection committee could make better selection when in possession of knowledge of the college academic behavior of students.
8. The committee suggests that perhaps some students that are extremely goal oriented should be selected rather than just students that are considered to learn better under less regimented programs.
9. Spread the present fifty-hour program over a longer period of time. Distribution of the fifty-hours would allow much greater schedule flexibility and time for maturity and self-directed education for all students in the G.H.P.
10. The G.H.P. director should perhaps limit his personal involvement in the G.H.P. as a tutor and spend more time helping each individual student with his various Honors projects, help the students unify ideas, attitudes, etc., and spend more time helping develop departmental Honors Programs.
11. The Honors Evenings activity should undergo some revision consistent with student requests and educational merit as determined by the General Honors Program Committee.
12. As a result of many comments related to privileges available to the Honors student that are not available to every other Central student, the committee recommends that the General Honors Program Committee

and Director select those field trips that are common to any other academic program. For example, some committee members and faculty have expressed concern over the educational merit of the recent field trip to San Francisco. However, the committee recognizes that most of the field trips have good educational merit and are certainly well received by the students.

13. As a result of verbal statements of some tutors, the committee recommends that the Program Director meet more frequently with and utilize more of the experience and judgment of the General Honors Program Committee on matters related to the G.H.P.

#### IV. General Statements and Observations:

The committee recognized that many of the criticisms stated above related to the operation of the G.H.P. are no doubt due to the fact that the 1968-1969 academic year was the initial year of the program. The committee also recognizes that steps to rectify many of the difficulties and others apparent to the program director who has had access to the same information as did the committee have no doubt already been taken. Further, the committee wishes to acknowledge the individual efforts of the G.H.P. Director and of the participating faculty for the level of success of the new program. As indicated earlier, the committee agrees that the G.H.P. has merit within the framework for which it was designed, however, realize that some apparent questions can not be answered from the data at hand, including:

1. Did the students selected gain more through the G.H.P. than they would have in a standard program? The data suggests that they did, however, an identical control group was not compared.
2. Were the students selected actually the type for which the program was designed?
3. Does the learning approach utilized in the G.H.P. actually develop the same extent of presumed breadth provided by the standard general education



program?

4. Are students prepared to take advantage of the opportunities for learning provided by the approach utilized by the G.H.P.?
5. Does the cost of the approach utilized in the G.H.P. so seriously prohibit the numbers of students that are potential G.H.P. students that only a select few can participate in the program?

Respectfully submitted,

*R. W. Hasbrouck*

R. W. Hasbrouck  
Chairman, G.H.P. Evaluation Committee

# CWSC HONORS PROGRAM

## ANNUAL REPORT

1968-69

1. The Honors Committee for 1968-69 was composed of professors John Agars, Robert Funderburk, Raeburne Heimbeck (chairman), Ed Klucking, James Nylander, Daniel Unruh, and Jared Verner, and student representative Cary Jenson. The main work of the Committee for the year involved two projects: (1) drawing up a set of recommended guidelines for the future growth and development of the departmental honors programs, and (2) setting up with the General Education Committee an evaluation study of the new General Honors Program.
2. The guidelines for future growth and development of departmental honors programs (DHPs) recommend, in brief, the revision of such programs (there are seventeen of them now) along the lines of the GHP and stressing increased departmental responsibility for pushing their honors programs, liberalized admissions policy, individualized and self-designed curricula for honors students, close contact with instructors, etc. Copies of the guidelines were then sent to all seventeen departments where there are DHPs with the request for face-to-face conferences subsequently. The Honors Director conferred about the guidelines with departmental chairmen and/or departmental honors advisers and/or whole departmental faculties in chemistry, economics, English, math, philosophy, political science, psychology, sociology, and rhetoric and public address. Contacts on this matter were also made with art, biology, education, and geography, since the departmental honors advisers for those departments (Agars, Klucking, Unruh, and Funderburk respectively) also sit on the Honors Committee.

It is difficult at this time to assess the results of this push for revision and strengthening of the DHPs. None of the extant programs has been reformulated formally, though changes along the lines suggested are underway in a few departments, being considered in a few others. Much more work needs to be done on this matter, and the task of selling the guidelines (and what they stand for) to the departments will remain the priority item for the Honors Committee during 1969-70. I know of no department which buys the guidelines completely. I know of a few where there is strong dissent to what the guidelines would do to DHPs.

One concrete result of the push has been the quickening of a sense of responsibility in several DHPs. Possible revisions have been discussed in a number of departmental meetings. I think the number of students participating in existing programs will increase significantly next year, due to the added efforts of DHP advisers to identify and enroll honors students. One DHP which has had no students to date will have half a dozen next year.

The Manual for DHP Advisers for next year attempts to heighten the sense of departmental responsibility for pushing honors by outlining more thoroughly the duties of the DHP adviser.

Several new DHPs are in the offing. Both Speech Pathology and Drama have drafted and submitted new programs, programs by the way which follow the guidelines much more closely than any of the existing DHPs. Anthropology has also expressed an interest in setting up a DHP.

3. When Faculty Senate approved the new GHP in May of 1968 for a two-year trial, it stipulated that the program should be reviewed and evaluated at the close of both years and that the General Education Committee should participate with the Honors Committee in making the evaluation study, results of which were to be reported to Faculty Senate. The chairmen of the two committees involved conferred together and set up a joint sub-committee to do the evaluation study: Richard Hasbrouck (chairman) and Robert Irving representing the GEC and Daniel Unruh representing the HC. The sub-committee will write its report during the summer and present it to Faculty Senate in the fall. The report will be drawn up on the basis of materials gathered by the Honors Director including detailed questionnaires filled out by the students and tutors who participated in the GHP, one written essay from each student in the program, grades received by each GHP student during the year, a complete set of Honors Newsletters reporting all the events sponsored by the program during the year, and the personal resume of the first year of the GHP written by the Honors Director from his vantage point and included in this Annual Report as its last section.

4. Honors Director's Resume of the GHP in Its First Year

A. Having been limited by Faculty Senate to fifteen students in the first year, we started with sixteen students in the fall and counted on some shrinkage. One student withdrew from school at the end of the eighth week for personal reasons which made concentration difficult, though he was doing good work for his tutorials at the time. He wants to return to CWSC and the GHP next fall. Another student withdrew at the end of fall quarter, for similar personal reasons, but returned to do excellent work spring quarter. She had done creditable work in the fall, despite the strain. A third student dropped school in the middle of winter quarter out of disgruntlement with college. He returned to CWSC but not to the GHP spring quarter and did good work in a philosophy individual study project in which I was involved along with Chet Keller. Two more students dropped the GHP and one of them also CWSC at the end of winter quarter, one of them because of failure in the natural science project and the other because a number of personal circumstances (marriage, heavy job, disowned by parents, etc.) cut her efficiency and caused her standard of academic work to sag.

In summary, sixteen began fall quarter and fifteen finished; fourteen began winter quarter and thirteen finished; twelve began spring quarter and the same number finished.

- B. The GHP suffered some, especially winter quarter, from the personal-emotional problems experienced by those mentioned above plus one or two others who labored on through the year. These problems had their effect upon group morale. Such problems are, of course, not uncommon among students in general. It strikes me that their occurrence is heaviest during the sophomore year (all our GHP students were sophomores) and during a severe winter. What is more, we picked students for precocity, which goes hand in hand with sensitivity and hence perhaps also to susceptibility to emotional upset. By early spring quarter, morale was fully restored and the year finished on a high plane. The terminal quarter proved the best of the three in all phases of the GHP operation and brought many valuable results to light. But the experience of winter quarter did prompt a special interest in emotional stability in making the selections for next year's GHP.
- C. Student performance in tutorials varied considerably from student to student and even from project to project for some students. One student did extremely well on her social science project but extremely poorly on her natural science project. On the whole, this group did less well on their natural science projects than on their humanities and social science projects. This group simply seemed less inclined toward the natural sciences. The GHP per force its structure may attract more humanities and social science types than natural science students; I am aware of nothing in our selection processes and procedures which would disadvantage applicants from the natural sciences, however. One thing is certain: The GHP per force its tutorial structure is better adapted to the study of the humanities and social sciences than of the natural sciences.

In recognition of this fact, we are emending the program structure somewhat next year; wherever possible we will have small groups of two or three students working on a common natural science project under seminar conditions with more opportunity for diversification, independent study, and individual tutorial supervision as the year progresses. This, hopefully, will add motivation, group inter-enrichment, and better sequentiality (starting with rudiments and building from there) to our natural science studies, which this year suffered from want of sufficient motivation and background on the part of some students. Also, next year's group of GHP students has several who come from natural science majors and as a whole seems more promising (again, this was held in mind during selections) of creditable work in this one breadth area.

I judge in retrospect that ten out of fifteen students (who finished at least one full GHP quarter) did from solid to superior work in all three of their tutorial projects across all three quarters. Three more did sub-standard work in one project but well enough (if not very well) in the other two. Only two GHP students seriously underperformed in two or all of their projects; one of these was confronting adjustment to marriage, job, and parental disinheritance, the other seemed thoroughly preoccupied with a young man and marriage in June (as well as being somewhat drained by the necessity of remunerative work). Some who did well enough in projects grade-wise but underperformed in terms of ability seemed to grow significantly over the year anyway; while doing less than fully competent work in their tutorials, they absorbed a tremendous amount from the "general learning environment" of the college (special lecturer, Curbstones, SUB conversations, etc.) I think the GHP, because of its freedom and flexibility, at least allowed for and probably conduced to this. I feel that all the students in the GHP but two received a substantial challenge from the program which they would not have gotten under the regular curriculum. They have testified to this fact in their questionnaires as well as to me in person, saying that the GHP has made them more motivated, self-directed and independent, reflective, generally aware.

I conclude that the GHP tutorial thrust has fully proved itself where students have brought some background as well as some ability to self-direct to their projects. Motivation in the sense of enthusiasm for the program has run high throughout the year with some occasional lapses and exceptions. But this kind of motivation is not enough when it is not coupled with background and ability to self-direct. We have tried to take this into account in making selections for next year.

The tutorials have produced some outstanding results even though their level of achievement has, admittedly, not been uniformly high. Judging from the evaluation questionnaires, the students seem more convinced of their caliber of performance than their tutors in some cases. In surveying the range of results I am prompted to match them against expectations aroused at the time we selected this group of GHP students a year ago. Admission to the GHP is on the basis of a one-hour interview by two members of the Honors Committee, two faculty recommendations from outside the HC, a piece of the student's original work, proposals for three study projects the student would like to undertake under the GHP, and overall high school and college scholastic record. Each applicant gets a total application rating based on the judged worth of its individual parts. Twenty-seven students completed application to the GHP last spring. Of the sixteen who began the program in the fall, eight had an overall A rating and the other eight an overall B rating. Six of the top eight proved to be strong performers over the year, and the other two were coming up at the end. Of the

second eight, three were strong performers throughout the year, though not as strong as the top four from the first eight. Of the remaining five, four had dropped the program by the end of winter quarter and the fifth was definitely the weakest performer of all those who completed the full year. This indicates that our selection procedures provide a highly accurate basis for predicting success in the GNP. It indicates also that applicants who do not register uniform strength in the several parts of the application and who don't receive an overall A rating constitute risks as prospective members of the GNP. Cognizance of this latter fact was reflected in the selections for next year. We tried to be as cautious this time as we were eager to experiment with long-shots last time.

This year's experience has caused me to revise some opinions I held a year ago. I now would impute a bit more validity to GPA and overall scholastic past record as predictors of success under the GPA, though I still want to view them within a larger pattern of criteria of talent (e.g., our personal interview). I no longer believe that a program of self-designed and largely self-directed tutorial projects can be managed by most any student or would be more profitable for most any student than regular courses.

This first year of tutorials has been frankly experimental. I think remarks throughout this resume show what we have learned from the experience and how we hope to do it better.

The grades for the GNP students run quite high over the year. Ten out of fifteen received B+ or above fall quarter, eight out of thirteen winter quarter, and nine out of twelve spring quarter. This glamorous record is attenuated somewhat by the testimony of some tutors that they seemed to grade leniently, while the students as a whole thought they were graded fairly (though a couple admitted leniency).

- D. The weekly Honors Evenings, though not worthless by any means, proved to be the least inspiring part of the GNP in its first year. The thrust of this portion of the program was by intent two-fold; first, to expose the students to varieties of contemporary excitements in the world of thought and, second, to help them explore new media of self-expression. Along the lines of the first aim, we had films and discussions on eastern thought; lectures and discussions on contemporary directions in psychological thought; films, discussions, and practicum on the effects of modern media upon consciousness (ala McLuhan); and a discussion of the Lorenz-Morris-Andrey

theory on the biological roots of human aggression. Along the lines of the second aim, we had several group sensitivity sessions, an evening when we made our own light show, an evening making transfer paintings, an evening of interpretative dance, etc. Many of our evenings were tepid, some fairly good, one or two excellent. We never did, in my view, achieve together a mode of in-depth group dialog, though we did realize group loyalty and friendship of no mean degree. I plan to invest myself heavily toward improvement of the Honors Evenings next year. I struck a laissez-faire pose this year, depending upon student leadership which never fully emerged. Next year I plan to lead while still utilizing student resources as much as possible.

- G. The field trips this year were by all agreed to be a smashing success. We had one-day trips to the Ahtanum Farm Labor Camp, the Washington State Reformatory at Monroe, and the Western State Mental Hospital. In addition, we enjoyed weekend field trips to the State Legislature in Olympia and to the Makah Indian Reservation at Neah Bay. Other special events included attending the National Collegiate Honors Council in Seattle, a Saturday morning session on hypnosis, and a pre-Christmas party. The field trips were calculated to promote encounter with human beings who inhabit the various regions of our "other America." Each trip was a stunning (in both senses) experience, expanded our comprehension of the human condition, and taught us to use learning faculties other than eyeglasses and pencils. With the continued beneficence of the SGA Academic fund, I shall exploit this splendid means of education to fuller advantage.
- H. The students have submitted their best essays produced for the GHP this year to a competition for inclusion in a small publication of honors essays, which I with an advisory committee will edit. It should be printed and ready for distribution in the early fall. I can think of no greater incentive to excellence for our students, no better instrument of GHP publicity both inside and outside this college.

Respectfully submitted,

R.S. Hainback  
Honors Director

STUDENT QUESTIONNAIRE

In commissioning the new General Honors Program, the Faculty Senate stipulated that a report evaluating the program should be written at the end of both its first and second years in operation as a trial period prior to full acceptance. Obviously, those best qualified to render judgment on the worth of the program are the people who have actively participated in it. You would be doing a great service to those whose task it is to prepare the evaluation report if you would set aside an hour or two to answer the questions below thoughtfully, in detail, and candidly. Do not hesitate to tell it exactly as you see it. Please return to Honors Director by Friday, June 5.

NAME:

MAJOR:

DATE:

1. Describe your study projects under the GHP (use back of sheets if necessary)

Humanities

A. Project title:

B. Objectives:

C. Conclusions:

D. Outline of the project as it evolved over the years:



- E. List of study materials: books, films, lab work, field trips, news interviews, etc.

Social Science

A. Project titles:

B. Objectives:

C. Conclusions:

D. Outline:

E. List of study materials:

General Outline

A. Project Title:

B. Objectives:

C. Conclusions:

D. Outline:

E. List of study materials:

- A. Do you think the amount of time you put in and the amount of work accomplished (books read, pages written, etc.) was much more \_\_\_\_\_ more \_\_\_\_\_ about the same \_\_\_\_\_ less \_\_\_\_\_ much less \_\_\_\_\_ than you would have done for comparable credit in regular courses?
- B. Do you think the overall quality of your honors work was much higher \_\_\_\_\_ higher \_\_\_\_\_ about the same \_\_\_\_\_ lower \_\_\_\_\_ much lower \_\_\_\_\_ than you might have achieved in regular courses comparable to your honors projects?
- C. Did you find yourself much more \_\_\_\_\_ more \_\_\_\_\_ about the same \_\_\_\_\_ less \_\_\_\_\_ much less \_\_\_\_\_ motivated, involved, and interested in your honors projects than you have been in regular courses outside the GHP?
- D. Do you think your honors projects helped you achieve concrete conclusions and convictions on subjects studied much more \_\_\_\_\_ more \_\_\_\_\_ about the same \_\_\_\_\_ less \_\_\_\_\_ much less \_\_\_\_\_ than regular courses you have taken?
- E. Has your participation in the GHP helped you to become much more \_\_\_\_\_ more \_\_\_\_\_ about the same \_\_\_\_\_ less \_\_\_\_\_ much less \_\_\_\_\_ autonomous, self-directed, and independent in your study habits and patterns?
- F. Do you think your honors projects produced a much better \_\_\_\_\_ better \_\_\_\_\_ about the same \_\_\_\_\_ worse \_\_\_\_\_ much worse \_\_\_\_\_ grasp of general field information (books, ideas, men, trends) and field method than might have been produced by survey courses in the areas of your study projects?

3. Evaluate the GHP in terms of its structure

- A. Do you think you learned much more \_\_\_\_\_ more \_\_\_\_\_ about the same \_\_\_\_\_ less \_\_\_\_\_ much less \_\_\_\_\_ through independent study under tutorial supervision than you do through regular course work?
- B. Describe in a paragraph apiece your three tutorial arrangements (i.e., how often and how long you met your tutor, what you did during meetings, how directive the tutor was, how free you were to propose readings and assignments, how you were graded, whether or not you participated in grading yourself, whether you think the grades were fair or too lenient or too strict).

Humanities

Social Science

Natural Science

C. How would you rate the tutorial assistance you received?

Humanities:	excellent	_____	good	_____	fair	_____	poor	_____
Soc. Sci:	excellent	_____	good	_____	fair	_____	poor	_____
Nat. Sci:	excellent	_____	good	_____	fair	_____	poor	_____

Comments:



H. ~~Suggestions for improving the total program~~

I. How would you rate the GHP in the overview?  
Excellent \_\_\_\_\_ good \_\_\_\_\_ fair \_\_\_\_\_ poor \_\_\_\_\_  
Comments on what the total program meant to you: \_\_\_\_\_

J. Suggestions for improving total program

K. Comment on the degree of freedom and control over your projects in the GHP in comparison to the amount of control exercised by your tutors. Whose show was it?

UNSC GENERAL HONORS PROGRAM

TUTOR QUESTIONNAIRE

In commissioning the new General Honors Program, the Faculty Senate stipulated that a report evaluating the program should be written at the end of both its first and second years in operation as a trial period prior to full acceptance. Obviously, those best qualified to render judgment on the worth of the program are the people who have actively participated in it. You would be doing a great service to those whose task it is to prepare the evaluation report if you would set aside an hour to answer the questions below thoughtfully, in detail, and candidly. Do not hesitate to tell it exactly as you see it. Please return to Honors Director by Friday, June 5.

NAME:

DEPARTMENT:

DATE:

1. Evaluate each of your honors students over against your expectations for a bright sophomore in a regular 3-credit course

Names of honors students you tutored: 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

	<u>Much greater</u>	<u>greater</u>	<u>about same</u>	<u>less</u>	<u>much less</u>
A. Quantity of work	1. _____	_____	_____	_____	_____
	2. _____	_____	_____	_____	_____
	3. _____	_____	_____	_____	_____
B. Quality of Work	1. _____	_____	_____	_____	_____
	2. _____	_____	_____	_____	_____
	3. _____	_____	_____	_____	_____
C. Motivation and interest	1. _____	_____	_____	_____	_____
	2. _____	_____	_____	_____	_____
	3. _____	_____	_____	_____	_____

	<u>High</u>	<u>greater</u>	<u>under grade</u>	<u>less</u>	<u>much less</u>
D. Maturation of ideas and convictions					
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

E. Self-Direction					
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

F. Grasp of general information and of methodology in the field of study					
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

2. How would you rate the program in terms of its results for each of your students?

Excellent	1.	_____	good	_____	fair	_____	poor	_____
	2.	_____		_____		_____		_____
	3.	_____		_____		_____		_____

Comments:

3. For each of your honors students, do you think the grades they received were valid, or was there a tendency to leniency?



4. In view of your experience as an Honors Tutor, how many load-points per student per quarter do you believe honors tutoring deserves?

5. Suggestions for improvement of the GHP, the tutorial sessions especially.

Honors Grades Resume - Fall 1968

<u>Name</u>	<u>Hum.</u>	<u>Soc. Sci.</u>	<u>Nat. Sci.</u>	<u>Composite</u>
Connie Bennett	(Inc) B+	C	A	(Inc) B
Finley Breeze	B	B	B	B
Andrea Charvet	A-	A	A	A
Kent DaVault	B	A	A	A-
Judi Davis	A-	A	B+	A-
Cathy Freer	B+	B	A-	B+
Judi Golly	B	D	B	C+
Pat Hale	A-	B	A	A-
Norda Harder	C	A	B	B
Cyndey James	A	A	(Inc) C	(Inc) B+
Doug Martensen	A	B	B	B+
Linda Mock	A-	B+	B+	B+
Barb Riday	A-	B	A-	B+
Susan Sullivan (Inc)	D+	(Inc) B	(Inc) B	(Inc) C+
Carol Treadwell	A-	A	A	A

A	--	2
A-	--	3
B+	--	5
B	--	3
C+	--	2

Honors Grades Resume - Winter 1969

<u>NAME</u>	<u>HUM.</u>	<u>SOC. SCI.</u>	<u>NAT. SCI.</u>	<u>COMPOSITE</u>
Connie Bennett	B-	C	A-	B-
Andrea Charvet	A	A	A	A
Kent DaVault	B	C-	A	B
Judi Davis	B+	A	A	A-
Pat Hale	A	B-	B	B+
Norda Harder	B-	A	B+	B+
Cyndey James	C	A	E	C
Doug Martensen	(I) A	B	B	(I) B+
Judi Golly Mills	B	D	B	C+
Linda Mock	A	B+	B	B+
Barb Riday	A-	B-	A	B+
Susan Sullivan	A-	B+	C	B
Carol Treadwell	A	A	A	A

A	--	2
A-	--	1
B+	--	5
B	--	2
B-	--	1
C+	--	1
C	--	1
<del>Inc.</del>		<del>1</del>

Honors Grades Resume - Spring 1969

<u>NAME</u>	<u>HUM.</u>	<u>SOC. SCI.</u>	<u>NAT. SCI.</u>	<u>COMPOSITE</u>
Connie Bennett	A	C-	A-	B
Andrea Charvet	A	A	A	A
Kent DeVault	B+	B+	B	B+
Judi Davis	A	A	A	A
Cathy Freer	A	A	A	A
Pat Hale	A-	B-	B	B
Norda Harder	A	A	B	A-
Doug Martensen	A	B-	B	B+
Linda Mock	A	A	B	A-
Barb Riday	A	B	B	B+
Susan Sullivan	C	B	B-	B-
Carol Treadwell	A	A	A	A

A	4
A-	2
B+	3
B	2
B-	1
	<u>12</u>

M E M O R A N D U M

TO: Faculty Senate  
FROM: Senate Curriculum Committee  
DATE: May 6, 1970  
RE: All College Curriculum Committee Proposals (ACCC)

The Senate Curriculum Committee at its meeting of April 23 voted to recommend passage of the ACCC proposals pp. 101 through 109, with the exception of the M.Ed. Degree revision on pp. 105- and 106. The committee has not acted on the M.Ed. Degree proposal since it is still under study. The Committee hopes to vote on this proposal at its next meeting.

MEMORANDUM

TO: Faculty Senate  
FROM: L. C. Duncan  
DATE: April 28, 1970

Under new business at our next meeting I intend to make the following motion:

"The Faculty Code section VIII, D, 5 states 'A faculty member may not receive a promotion in rank, a general increment, and a special increment all in the same biennium except when the case is approved by a majority vote of the Faculty Senate.'

I move that section VIII, D, 5 be waived (as stated above) for the specific case of Dr. John E. Meany, Associate Professor of Chemistry."

The rationale behind this motion is as follows: Professor Meany is one of the most productive members in our department. Since last July, Dr. Meany has published two papers, has had one paper accepted for publication, and has submitted two other papers for publication. He has a vigorous on-going research program in which he involves as many undergraduates as well as graduate students as he possibly can. Professor Meany is also considered to be one of the best teachers in our department. He has a very genuine interest in the welfare and in the education of the students and has contributed innumerable hours to individual help to students in his courses. He also has that quality of being able to excite a great deal of enthusiasm in his students for the subjects that he is teaching.

On the basis of his performance in both the areas of teaching and research, the Department of Chemistry and its Chairman have recommended him very highly for merit. Dr. Meany came to us in the Fall of 1968, and so impressed the department with his vigor both in research and in teaching that the Department of Chemistry recommended him for promotion. The Deans Council concurred with the department and granted the promotion. This year, however, he was not granted a merit increase apparently due solely to this particular provision in the Code. I believe that in this case this particular restriction in the Code should be lifted. Hence I have made the motion that the Faculty Senate consider this case and hope that the Senate will concur with the Department of Chemistry in that such merit should not be denied on the basis of a technicality.

New Programs

SENATE MEMBERSHIP IN RANDOM ORDER NUMBER 032  
1969-1970

	SENATOR	YES AYE	NO NAY	ABSTAIN	ALTERNATE
08	KENNETH HARSHA				DARWIN MANSHIP
29	LARRY SPARKS			✓	MAX ZWANZIGER
26	JEAN PUTNAM	✓			EVERETT IRISH
13	FRANK CARLSON	✓			JAN BALDI
34	JAMES BROOKS	✓			ELDON JACOBSEN
23	GORDON LEAVITT	✓			JOHN DEMERCHANT
31	CHARLES HAWKINS	✓			FRANK SESSIONS
22	DALE COMSTOCK	✓			BRUCE ROBINSON
25	JAMES NYLANDER	✓			BETTY HILEMAN
18	<del>DON RINGE</del>	✓			STEVEN FARKAS
16	ILDA EASTERLING	✓			GLENN LIPSKEY
33	STANLEY DUDLEY	✓			GERALD BRUNNER
12	DORIS JAKUBEK	✓			ROBERT CARLTON
07	GLEN CLARK	✓			SHELDON JOHNSON
10	HAROLD WILLIAMS	✓			GORDON GALBRAITH
20	HELEN MICHAELSON	✓			BETTY MOYLE
24	CHESTER KELLER				JAY BUCHRACH
11	KENNETH BERRY	✓	✓		ALAN BERGSTROM
03	DAVID DILLARD		✓		APP LEGG
14	DAVID BURT	✓			DONALD KING
05	<del>JAMES ALEXANDER</del> MARCO BICCHIERI			✓	MARCO BICCHIERI
19	EARL GLAUERT	✓			KENT RICHARDS
27	ROBERT MITCHELL	✓			SMITH MURPHY
07	KENNETH HAMMOND	✓			JOEL ANDRESS
01	ROBERT DAVIDSON	✓			JOHN LIBOKY
15	FRANK COLLINS	✓			ROBERT BENTON
09	L. C. DUNCAN	✓			TED BOWEN
04	RICHARD MCCARTY				ROBERT HARRIS
32	ALBERT LEWIS	✓			KATHERINE EGAN
28	COLIN CONDIT	✓			FRANK NELSON
06	STEPHEN BAYLESS	✓			RICHARD FAIRBANKS
21	GEORGE FADENRECHT	✓			SHIRLEY WAUGH
02	DONALD SCHLIESMAN		✓		VERN LABAY
30	ELWYN ODELL			✓	BOB YEE

Kathy McGuire ✓

Mike Thomas ✓

James Duncan ✓

A REPORT TO THE FACULTY SENATE  
BY THE AD HOC COMMITTEE ON DEPARTMENTAL CHAIRMANSHIPS  
AND FACULTY HANDBOOK

May 13, 1970

Background

On December 3, 1969, the Senate Executive Committee recommended that a special body be created to make two separate studies, one of departmental chairmanships, the other of the Faculty Handbook. Following Senate approval of the recommendation, Dr. Nylander appointed these persons to the ad hoc committee in letters dated December 10th:

Anthony Canedo (English), Associate Dean of Arts and Sciences

Ronald Frye (Technical and Industrial Education), Department  
Chairman

Kenneth Harsha (Business Education and Administrative Management),  
Senate Vice-Chairman

Otto Jakubek (Geography), member, Senate Code Committee

Donald Ringe (Geology), Chairman, Senate Code Committee

The letters of appointment also set out the two-fold nature of the committee's charge, providing several questions to be considered for each of the studies. This report deals only with the first task, that of studying the role of the department chairman in this college.

Procedure

Including its organizational meeting on December 12, the Committee met eight times. During the series of meetings, all present chairmen and all present deans and associate deans and President Brooks were interviewed, usually in informal group situations. In addition, the committee reviewed the college's operational guides (Faculty Code of



Personnel Policy and Procedure, Faculty Handbook) and the 1969 accreditation report of the Northwest Association on CWSC. Also examined were recently issued letters of appointment of departmental chairmen, a memorandum to President Brooks from Mr. Thomas DalGLISH regarding appointment and removal of faculty, a memorandum to members of the Deans' Council and President's Council from Dr. Hertz concerned principally with problems associated with periodic departmental review of chairmen and other recent literature dealing with college organizations.

After completing the information gathering listed above, and following the order of the sets of questions for committee consideration given in Dr. Nylander's appointment letters, committee members prepared their individual reports on findings. These, in compilation, are given as observations and recommendations following the questions below.

### Findings

Each of the following groups of questions pertains to the department chairman in this college.

1. What is his present authority? What should it be?

#### Observations:

(a) The chairman's authority, defined either as the power to act or as the esteem due the position, is not spelled out clearly in documents or unwritten operating policy. (Both definitions appear to be important to the majority of chairmen.)

(b) For the most part, chairmen appear to believe that they have more decision-making latitude in areas of curriculum and staff hiring and retention than in budget making.

(c) Almost unanimously, chairmen expressed interest in having

the bases of their authority or power remain departmental rather than be changed to administrative. Being elected chairman was said to be preferable to being appointed head of a department by most. One chairman expressed a belief that chairmen (or heads) should be regarded as administrators, that is, integral parts of the administrative hierarchy-- rather than as teaching faculty having some administrative duties.

(d) It appears that the authority held by a given chairman depends on many things, perhaps the most important being the nature of the chairman himself. One chairman put it this way, "I figure that I have as much authority as I want to take." Others seemed to see or sense constraints more than opportunities in their role-performance.

(e) Chairmen and deans alike seem to believe that the adoption of a statement of important, attainable goals for the college is vital to the goal determinations and operations of departments and to the performance and authority of chairmen. Several said that long-range (i.e., greater than budgetary biennial) planning for curricular and staff growth within departments was made difficult because the college itself appears not to be on a well-determined, purposeful course.

#### Recommendations

(a) The institution should set goals for itself regarding its general roles, specialized functions and growth, if only for departmental planning and chairmen's role-determination purposes.

(b) Because authority appears to rest, in part, upon performance of tasks, help in doing the chairman's job is necessary. Such help could be in the form of:

- 1) administrative assistants for chairmen of large departments;

- 2) upgraded departmental secretarial job descriptions, so that more of the daily, non-decision making tasks can be shifted to the secretaries.

(c) The administration should prepare a college operations handbook for (especially) chairmen's use, in which specific information is given regarding who is responsible for what, and how certain things can be done.

2. What procedures are used in evaluating his performance as chairman? What procedures should be used?

Observations:

(a) Evaluation of a chairman's performance is very difficult because neither the role nor the evaluation criteria has been described.

(b) The present system of periodic review of the chairman by the members of his department constitutes one kind of evaluation. Generally, this is not a satisfactory means of evaluation from the chairman's viewpoint, because he usually receives only negative feedback-- if any-- from it.

(c) Apparently, a chairman's dean individually and the Deans' Council together engage in some sort of continuous and necessarily subjective evaluation of that chairman. This has its result annually in the form of recommendations (or non-recommendations) for promotion and salary adjustments.

Recommendations

(a) Chairmen should devise means for evaluation of their performances if they want criticisms and suggestions for betterment. Whether formal or informal, such means should be developed with the goal in mind of improving performance. Different procedures might be used in gaining information from departmental staff than from deans.

(b) Staff members should feel free to discuss with their chairman either positive or negative actions or attitudes.

(c) Deans should hold evaluation conferences with chairmen (perhaps also with staff?) in order to stimulate and improve feedback.

3. What procedures are presently used in removing an ineffective chairman? What procedures should be used? Should these procedures be incorporated in the Faculty Code?

Observations:

(a) A chairman can be removed from his position as chairman following general procedures stated and implied on page 6 of the Faculty Handbook (1968-69 edition). Unfortunately, specific procedures for removal are not provided, nor are appeal mechanisms by which a chairman might seek to contest removal.

(b) Most chairmen believe that recent actions taken by the deans in removing chairmen were well done.

Recommendations

(a) A chairman should be removed if he cannot or will not perform adequately the tasks comprising his job.

(b) Procedures, including the formal statement of charges, hearings and rights and routes of appeal should be written into official college documents, probably the Faculty Handbook rather than the Code.

(No specific procedures are offered here. We leave this onerous task to those who write the Handbook.)

4. What is the relationship of his role as chairman and as faculty member holding professorial rank? Do we hire him as a professor and teacher first, and secondly as chairman? Is he contracted separately in those roles? Should he be?

Observations:

(a) It is very difficult to be chairman, teacher and scholar.

The many and sometimes trivial tasks of the chairmanship place time-use and emotional frustration burdens on a chairman which deny him the time both to prepare adequately for his classes and to engage in the scholarly activities for which his doctoral or other advanced degree program prepared him and his own research interests impel him.

(b) Present practices appear to indicate that persons from the "outside" hired to be chairmen indeed are employed on the basis of proven academic (i.e. scholarly and pedagogical) accomplishment, yet are placed in the dilemma described above.

(c) Chairmen themselves are split in their opinions on the issue of role. Some like being chairmen because of the psychic income derived from their feelings of being able to bring about improvement in curriculum and staff--a kind of creative sense. They appear to rank this kind of accomplishment above teaching and research. Others feel frustrated in not being able to do the things that they want to do as teachers and researchers.

(d) Recent contract letters indicate that some persons have been hired as professors and chairmen, others receiving separate appointments to the faculty and to chairmanships.

#### Recommendations

(a) Persons hired as professors and as chairmen should be given separate contracts for these positions, each stating the respective performance expectations.

(b) Chairmen, perhaps in concert with their respective departments and deans, should have greater leeway than they now possess in setting their own load-point allocations.

5. What is the view of the chairman's role by the administration?  
By the department members?

Observations:

(a) The deans tend to sympathize with chairmen, realizing that their lot is "not an 'appy one'".

(b) The deans appear to believe that a principal function of chairmen is that of leadership, including motivation of staff for improvement of teaching, research, constructive campus activity, as well as counseling and helping individuals.

(c) The deans agree that chairmen need assistance in the performance of their tasks.

(No formal sample of department members was made for the purposes of gathering opinion. Individual committee members have discussed these questions with their fellows. These responses, added to the committee members' own beliefs, are contained within the findings here.

6. Should chairmen be outsiders or elected from within if possible?

Observations:

(a) It is the unanimous opinion of all who were interviewed that no hard-and-fast policy in this regard should be adopted.

Recommendations

(a) Find the best person for the job.

7. Does the salary of chairmen correspond to their rank as required by the code? Should it? If not, how should it be determined?

Observations:

(a) As far as was determined, salary and rank correspond, although "outsiders" sometimes appear to be salaried higher within rank than do chairmen elected from "inside".

(b) Chairmen were divided on the issue of their being paid some extra amount of money for their chairmanship roles.

(c) Administrators believe that chairmen should receive extra pay.

Recommendations

(a) Persons holding chairmanships are deserving of extra pay because of the additional time and work burdens they carry beyond those borne by teaching staff.

(b) Such extra pay should be tied to the office or position of chairman, and should not be considered as a part of the regular professorial salary.

(c) The amount-fixed or some proportion of base salary should be determined by joint conferences of chairmen and administrators.

8. What is the current policy on date of elections for continuing chairmen? What should it be? Is present policy being uniformly applied?

Observations:

(a) The Handbook (page 6) states that chairmen serve for two or four years. In practice, the four-year term is applied generally to chairmen holding doctoral degrees, while non-doctorates face election at two-year intervals.

Recommendations

(a) If terms of office are to be stated and their use continued, then the term should be uniform for all departments, whether the chairmen hold terminal degrees or not.

Submitted for the Committee,  
Otto F. Jakubek, Chairman