2-25-1981

CWU Faculty Senate Minutes - 02/25/1981

Esther Peterson

Follow this and additional works at: http://digitalcommons.cwu.edu/fsminutes

Recommended Citation
Peterson, Esther, "CWU Faculty Senate Minutes - 02/25/1981" (1981). Faculty Senate Minutes. 866.
http://digitalcommons.cwu.edu/fsminutes/866

This Meeting Minutes is brought to you for free and open access by the CWU Faculty Senate Archive at ScholarWorks@CWU. It has been accepted for inclusion in Faculty Senate Minutes by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.
MINUTES: Regular Faculty Senate Meeting, 25 February 1981
Presiding Officer: Larry L. Lawrence, Chairman
Recording Secretary: Esther Peterson

The meeting was called to order at 3:10 p.m.

ROLL CALL

Senators Present: All Senators or their Alternates were present except Jay Forsyth, Don Garrity, Robert Lapen, James Peterson, Becky Prieur, John Savage, George Stillman, Gretchen Stohr, Gregory Weeks, Raymond Wheeler, and Richard Wood.

Visitors Present: Lou Bovos, Ken Harsha, Robert Carlton, Phil Backlund, Bill Benson and Jimmie Applegate.

Chairman Lawrence announced that the meetings will begin at 3:10 rather than 3:00 p.m. from now on.

CHANGES TO AGENDA

1) Under "Communications" add

   E. Copy of letter to Bernard Martin, Chairman of the Retirement and Insurance Committee, from Vice President Harrington, dated February 19, 1981, regarding the proposal for a "phased" retirement plan.

   F. Copy of a letter to Tom Kerr, Chairman of the Senate Personnel Committee, from Vice President Harrington, dated February 20, 1981, re: Summer School contingency contracts.

   G. Letter from Ken Harsha, Chairman of the CFR, dated February 23, 1981, re: faculty support for legislative approval of a 3.1% annual salary increment. Mr. Harsha was present to speak on the subject during the report for CFR.

   H. Letter from J. R. Hinthorne, dated February 23, 1981, regarding his election as the new senator to represent the Geology Department.

APPROVAL OF MINUTES

MOTION NO. 2003: Mr. Dean moved, seconded by Ms. Sands, that the minutes of the February 11, 1981 meeting be approved. Passed with a unanimous voice vote.

COMMUNICATIONS

A. Letter from Ken Gamon, newly elected Chairperson of the Faculty Grievance Committee, dated February 6, noting that Alternate Dan Unruh has agreed to finish this year on the Faculty Grievance Committee and that Alternate Marco Bicchierri has agreed to serve on that committee next year.

B. Copy of a letter from the Task Force on Alternative Calendars to President Garrity, dated February 12, enclosing a report and recommendation on change to a semester system. The Task Force finds no inherent educational advantage in the semester system; but in the interests of major curriculum revision, faculty revitalization, and definition of an institutional focus it recommends a change if certain safeguards leading to genuinely constructive reform can be guaranteed.

C. Copy of a letter to President Garrity from John Silva, Chairman of the Psychology Department, dated February 13, reporting a resolution by the Psychology Department recommending that "...all monies appropriated to CWU for faculty salary increases be distributed solely as cost of living increases."

D. Letter from Dolores Osborn, Chairman of the University Curriculum Committee, dated February 17, requesting that the Senate review the appropriateness of the policy (Guide to Curriculum Change Policies & Procedures, page 24) which sets a minimum-maximum of 19-22 credits for a Bachelor of Arts in Education minor.

E. Copy of a letter from Vice President Harrington to Bernard Martin, Chairman of the Retirement and Insurance Committee, dated February 19, in which he shares his reactions to the proposed "phased retirement plan." Although some problems must be resolved, the reaction of the administration is generally favorable.

Details will be presented in the Personnel Committee report on this proposal.
F. Copy of a letter from Vice-President Harrington to Tom Kerr, Chairman of the Senate Personnel Committee, dated February 20, in which he discusses his findings on the Summer School contingency contracts issue.

Details will be presented in the Personnel Committee report on this issue.

G. Letter from Ken Harsha, Chairman of the CFR, dated February 23, 1981, in which he notes that the next three weeks of the legislative session are critical in terms of faculty salaries. The CFR is attempting to get increments funded for professional growth at a minimum of 3.1% for each year of the biennium, and it is essential that the faculty state a strong salary position and make their problems known to legislators. He lists names of representatives and senators that should be contacted by the faculty and urges all faculty to write letters as soon as possible, within the next two weeks.

This issue will be discussed during the CFR report.

H. Letter from J. R. Hinthorne, Chairman of the Geology Department, informing the Senate he will be replacing R. Bentley as a senate representative.

CURRICULUM PROPOSALS

A. University Curriculum Committee proposals, page 577.

1. Page 577
   a. SCIENCE EDUCATION -- COURSE ADDITION
      SCED 422. Advanced Teaching Strategies in Elementary Science. (3).
   
   b. MUSIC -- COURSE ADDITIONS
      MUS 217. Chamber Music Ensemble. (1).
      MUS 417. Chamber Music Ensemble. (1).
      MUS 517. Chamber Music Ensemble. (1).

MOTION NO. 2004: Mr. Dean moved, seconded by Mr. Klemin, that the University Curriculum Committee proposals on page 577 be approved. Passed by a unanimous voice vote and no abstentions.

REPORTS

A. Executive Committee--Vice-Chairman Tolman reported that the Executive Committee is recommending that the Senate review the salary schedule for professional leave, since other of the four-year institutions in the state are paying 100%. The Budget Committee will be charged to consider the matter and bring recommendations to the Senate.

B. Chairman--Mr. Lawrence commented on the following:

1) Academic Plan--He has read and edited the Plan and recommended that it be condensed and parts of it re-written before presentation to the faculty. COAD will be reviewing it at their next meeting.

2) Faculty Forums--In a series of Faculty Forums, the first was held on February 19 on the provisions of Section 504 of the Rehabilitation Act of 1973 involving the legal obligations of the institution and its teachers in providing for education of handicapped students. Material on this subject will be distributed to faculty, probably this Spring.

A second forum scheduled for March 3rd will deal with cooperative education. Catherine Sands informed the Senate of the importance of cooperative education to the faculty and urged everyone to try to attend.

3) Semester System--There is nothing for the Senate to act upon at this time, since the report was addressed to President Garrity. It will be considered by the administrators. The CFR is asking the Senate to consider it and make some kind of recommendation.
4) **Budget**—Nothing is clear as yet. The important item at the present is the salary proposal that Ken Harsha will be speaking to.

The Chairman informed the Senate of the latest of a number of bills on tuition and fees. This bill would increase tuition and fees for students of the two state universities to 33 1/3%--1/3 of the actual cost, and tuition and fees of the four state four-year institutions and the community colleges to 25%. Our students are presently expected to be paying 18% of the cost of their education, but this would increase to 25% if this bill should go through.

C. **Standing Committees**

1. **Academic Affairs Committee**—Corwin King reported that the committee will be presenting two reports and proposals at the next meeting: (1) summer term contracts for department chairmen and (2) program review and evaluation procedure.

Chairman Lawrence noted that the committee has also been charged to consider the withdrawal policy on campus. There are at the present time three separate groups on campus studying this matter: COAD as well as the Undergraduate Council is looking at the withdrawal policy. Therefore, COAD and the Academic Affairs Committee will delay consideration until after the Undergraduate Council acts and sends its recommendation.

2. **Budget Committee**—No report.

3. **Code Committee**—Owen Pratz reported that the committee has four proposals to be acted on (distributed with Agenda):

   (1) Mandatory Retirement Age (p. 40, section 2.127A & B)
   (2) Ex officio membership of the President in the Faculty Senate (p. 9, section 1.25A(4))
   (3) Terms of membership for the Faculty Grievance Committee (p. 52, section 3.56C and section 3.57A)
   (4) Merit (p. 29, section 2.47A(4), sentence two (2), and p. 23, new section 2.36)

These Code amendments will be discussed under New Business.

Mr. Pratz announced that there will be a Code Hearing Thursday, February 26, at 4 p.m. in SUR 204-205 dealing with Lay-off Policy.

4. **Curriculum Committee**—No report.

5. **Personnel Committee**—Tom Kerr informed the Senate that the Committee will present a report on the Summer Contingency Contract issue at the next Senate meeting, with copies sent out with the agenda. The committee is now incorporating information received from Vice-President Harrington, who will be present at the Senate meeting to answer questions. The committee will also be reporting and recommending on the phased retirement proposal.

D. **CFR**—George Grossman reported on a meeting he and Ken Harsha attended with members of the House Education Sub-committee. Ken Harsha then commented on the urgent need of faculty to contact the legislature in a massive telephone and letter writing campaign in support of faculty salary increments. The Senate will be sending out lists of names of representatives and senators that should be contacted by the faculty and urging all faculty to write letters as soon as possible, within the next two weeks. The senators will be asked to distribute these lists and model letters within their departments and urge their colleagues to write.

**OLD BUSINESS**

A. Personnel Committee report on Summer contracts—deferred until March 11 meeting.

B. Curriculum Committee proposals on variable credit for off-campus courses and on -41 courses—
MOTION NO. 2005: Mr. Dean moved, seconded by Ms. Sands, that the Senate approve the following Senate Curriculum Committee recommendation: that the following statement replace the first sentence on line 7, page 15, of the Guide to Curriculum Change: Policies & Procedures.

Regular courses other than field experiences, honors, seminars, workshops, professional labs, or individual studies may be offered off-campus for credits less than that listed in the catalog provided the course is listed in the Schedule of Classes with an "X" appended to its number, e.g., SOC 459X, 3 credits.

During discussion, it was pointed out that at the last Senate meeting, a motion was passed that course modifications have to go to the Senate if increases or decreases of the number of credits were to occur, and that this policy would have to apply to the proposal at hand.

Motion No. 2005 voted on and failed by a majority hand vote of nay.

Chairman Lawrence requested the Senate Curriculum Committee to reconsider the matter, and present an alternative proposal for future Senate action.

MOTION NO. 2006: Mr. Dean moved, seconded by Mr. Tolman, that the Senate approve the following Senate Curriculum Committee recommendation:

1. No further requests for -41 courses, i.e., those listed as Studies in (discipline), 1-6 credits, should be considered by the University Curriculum Committee.

2. All existing -41 course listings should be deleted from the catalog.

3. Senate Motion No. 1924, passed on 23 April 1980, be amended by deleting the term "-41" wherever it appears.

A lengthy discussion ensued until the time for adjournment. The chair then ruled that the subject will be continued at the next Senate meeting on March 11, 1981.

ADJOURNMENT

The meeting adjourned at 5:00 p.m.
FACULTY SENATE MEETING
3:30 p.m., Wednesday, February 25, 1981
SUB 204-205

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES of February 11, 1981

IV. COMMUNICATIONS

A. Letter from Ken Samon, newly elected chairman of Faculty Grievance Committee, dated Feb. 6, 1981, re: replacements on Faculty Grievance Committee

B. Copy of letter, with report, to President Garrity, from Task Force on Alternative Calendar, dated Feb. 12, 1981, re: transmission of report and recommendations on change to semester system

C. Copy of letter to President Garrity, from Psychology Department, dated Feb. 13, 1981, re: recommendation for restriction of all salary funds to cost of living increases

D. Letter from Dolores Osborn, Chairman of the University Curriculum Committee, dated Feb. 17, 1981, re: request for Senate review of policy restricting number of credits for minors in B.A. Ed.

V. CURRICULUM PROPOSALS

A. University Curriculum Committee proposals, page 577

VI. REPORTS

A. Executive Committee
B. Chairman
C. Standing Committees
D. CFR

VII. OLD BUSINESS

A. Personnel Committee report on Summer contracts

B. Curriculum Committee proposals on variable credit for off-campus courses and on -41 courses

C. Bookstore Committee recommendations

VIII. NEW BUSINESS

A. Amendments to the Faculty Code (attached)

IX. ADJOURNMENT
<table>
<thead>
<tr>
<th>SENATOR</th>
<th>ALTERNATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appleton, Laura</td>
<td>David Kaufman</td>
</tr>
<tr>
<td>Brennen, James</td>
<td></td>
</tr>
<tr>
<td>Briggs, Kenneth</td>
<td>Lawrence Lowther</td>
</tr>
<tr>
<td>Canzler, David</td>
<td>Karen Jenison</td>
</tr>
<tr>
<td>Carlson, Frank</td>
<td>Thomas Blanton</td>
</tr>
<tr>
<td>Dean, Robert</td>
<td>Daryl Basler</td>
</tr>
<tr>
<td>Duncan, Clint</td>
<td>Barney Erickson</td>
</tr>
<tr>
<td>Evans, Betty</td>
<td>John Meany</td>
</tr>
<tr>
<td>Forsyth, Jay</td>
<td>Milo Smith</td>
</tr>
<tr>
<td>Garrity, Don</td>
<td>Patrick O'Shaughnessy</td>
</tr>
<tr>
<td>Gries, Peter</td>
<td>Edward Harrington</td>
</tr>
<tr>
<td>Grossman, George</td>
<td></td>
</tr>
<tr>
<td>Hawkins, James</td>
<td>Sidney Nesselroad</td>
</tr>
<tr>
<td>Henniger, Michael</td>
<td>Helen Rogers</td>
</tr>
<tr>
<td>Hill, Edwin</td>
<td>Betty Evans</td>
</tr>
<tr>
<td>Hinthorne, James</td>
<td>Mary Ellen Matson</td>
</tr>
<tr>
<td>Jones, Robert</td>
<td>Gerald Brunner</td>
</tr>
<tr>
<td>Kaatz, Martin</td>
<td>Don Ringe</td>
</tr>
<tr>
<td>Kerr, Tom</td>
<td>Makiko Doi</td>
</tr>
<tr>
<td>King, Corwin</td>
<td>Ken Hammond</td>
</tr>
<tr>
<td>Klemin, V. Wayne</td>
<td>Robert Jacobs</td>
</tr>
<tr>
<td>Lapen, Robert</td>
<td>Roger Garrett</td>
</tr>
<tr>
<td>Lawrence, Larry</td>
<td>Connie Roberts</td>
</tr>
<tr>
<td>Morris, Kathleen</td>
<td>John Shrader</td>
</tr>
<tr>
<td>Nylander, James</td>
<td>Keith Rinehart</td>
</tr>
<tr>
<td>Peterson, James</td>
<td></td>
</tr>
<tr>
<td>Pratz, Owen</td>
<td>Wells McInelly</td>
</tr>
<tr>
<td>Prieur, Becky</td>
<td>Deloris Johns</td>
</tr>
<tr>
<td>Sands, Catherine</td>
<td></td>
</tr>
<tr>
<td>Savage, John</td>
<td>Max Zwanziger</td>
</tr>
<tr>
<td>Schactler, Carolyn</td>
<td>Clayton Denman</td>
</tr>
<tr>
<td>Shrader, Dorothy</td>
<td>Bette JEAN Sundling</td>
</tr>
<tr>
<td>Spithill, Alma</td>
<td>Calvin Greatsinger</td>
</tr>
<tr>
<td>Stillman, George</td>
<td>Duncan McQuarrie</td>
</tr>
<tr>
<td>Stohr, Gretchen</td>
<td>Kenneth Cory</td>
</tr>
<tr>
<td>Tolman, Rosco</td>
<td>Nancy Lester</td>
</tr>
<tr>
<td>Utzingers, John</td>
<td>Peter Burkholder</td>
</tr>
<tr>
<td>Weeks, Gregory</td>
<td></td>
</tr>
<tr>
<td>Wheeler, Raymond</td>
<td>Clair Lillard</td>
</tr>
<tr>
<td>Wood, Richard</td>
<td>Richard Jensen</td>
</tr>
<tr>
<td>Worsley, Stephen</td>
<td>Dale Samuelson</td>
</tr>
<tr>
<td>Vlcek, Charles</td>
<td>Esbeck, Edward</td>
</tr>
<tr>
<td></td>
<td>Ann McLean</td>
</tr>
</tbody>
</table>
FACULTY SENATE

VISITORS PLEASE SIGN

Lou Davis
Perf. Captain
Bill Backlund

PLEASE RETURN TO THE RECORDING SECRETARY
Dear Dr. Lawrence:

Dan Unruh has agreed to finish this year out on the Faculty Grievance Committee. Marco Bicchierrri has agreed to serve next year on that committee.

Sincerely yours,

Ken Gamon
Chairperson, Faculty Grievance Committee

KG/ph
February 12, 1981

Donald L. Garrity, President
Central Washington University
Ellensburg, Washington 98926

Dear President Garrity:

We have enclosed our report and our recommendation. Since the Senate Chairman and the Vice-president were participants in our early meetings with you, we've sent copies of the report to Dr. Harrington and Dr. Lawrence.

Sincerely,

The Task Force on Alternative Calendars

Robert B. Bennett
Associate Professor of Physics

Thomas L. Blanton
Associate Professor of English

George Macinko
Professor of Geography

cc: Dr. Harrington
    Dr. Lawrence
REPORT OF THE TASK FORCE ON ALTERNATIVE CALENDARS

Alternatives to the Quarter Calendar: A Report and Recommendation

Calendar change is a means to an end. Whether that end is the reorganization of the curriculum, the revitalization of the faculty, the better use of academic facilities or a combination of these and other factors, calendar changes cannot be justified because one system is inherently superior to another. Specifically, our extensive survey of the literature on academic calendars has produced no clear cut, significant set of advantages for either the quarter or early semester. We found advantages asserted, but assertions do not prove the superiority of one system over the other. And as the following topical summary will suggest, the purported advantages of one calendar, with few exceptions, can be readily achieved under the alternative system. After presenting the relative claims for the semester and quarterly calendars, we will offer a recommendation for change and then consider some of the implications of that recommendation.

Calendar Trends - Both the quarter and the early semester systems are gaining in popularity at the expense of the traditional semester. The early semester is gaining more rapidly. In 1966, six hundred eighty (27%) of those institutions reporting were on the early semester, but by 1980 the number had increased to 1,459 (53%). During that same period, the number of institutions using the traditional semester declined from 895 (36%) to 160 (6%). Significantly, during this period when the shift from the traditional to the early semester took place, the number of institution on the quarter calendar did not decline but increased from 360 to 668 (an increase from 15% to 24%). Thus, in spite of a number of attempts at calendar innovation, the quarter and semester calendars are still the two most desirable options in American higher education.

Pedagogical - Since academic considerations ought to have priority over all others in a university, before any calendar change is contemplated an attempt should be made to determine whether or not one calendar is more conducive to effective teaching and learning than are the alternatives. Proponents of each of the two systems assert advantages, but most often these assertions are made a priori and represent hoped for expectations to be
realized upon adoption of the new calendar. Follow-up studies to determine actual performance are practically non-existent. Advocates of the semester usually emphasize the opportunity for detailed and extensive study as well as the time available for independent study and research. Proponents of the quarter emphasize the variety in course offerings as well as the opportunity for concentrated study over a shorter period of time. Yet those asserted advantages tend to balance out quantitatively and qualitatively.

Financial - Saving in cycling costs are a probable benefit of the semester, but this benefit tends to be reduced somewhat by the need to maintain facilities and personnel for the full academic year regardless of the calendar system. The energy savings presumed from a mid-winter "shutdown" under the early semester (and note, the early semester does not necessarily presuppose a four week, between semester "break" in January) could be realized just as well from an early start quarter. Some evidence point to early spring as a better time to realize energy savings—a time when energy systems can be more nearly shut down. Here the quarter system has the advantage. Finally, there are substantial one time conversion costs whenever a calendar change is made.

Summer Session - There appear to be no problems inherent in summer scheduling under either calendar.

Ease of Access - The quarter system's three entry/exit points give it an advantage over the semester. Also, students in difficult financial circumstances may be able to afford the expenses of one quarter but not those of an entire semester.

Attitudes of Constituents - Faculty tend to be fairly evenly divided. Students tend to favor the quarter. Administrators tend to favor the semester.

Conclusion - The quality of teaching and research at a university will be determined by factors other than the length of its academic terms, yet evidence exists that the act of changing calendars (regardless of the direction of the change) can be used as the mechanism for promoting faculty and curricular revitalization. This is a risky propositio and the literature suggests that calendar change is such a traumatic event that it should
not be undertaken lightly. Yet we believe it is a risk worth taking primarily for the comprehensive academic reordering it would allow and secondarily for the benefits the semester would provide for students and faculty in the classroom and laboratory. The need for a major curriculum revision, for faculty revitalization, and for the defining of an institutional focus is so urgent that this committee recommends CWU change to an early semester calendar.

Implicit in this recommendation are the following assumptions:

1. Faculty with talent, skills and experience will be identified, enlisted, and then provided with the authority and responsibility (as members of a policy making leadership group) for directing the revision/revitalization process.

2. The process of change will be planned in such a way as to insure a genuine curriculum revision and not merely a "mechanical shuffle" of existing courses from quarter to semester. A complete reordering of the curriculum--courses, major patterns (including cross disciplinary studies) and general education--would be the first and most obvious priority of a process which would be designed to enhance the worth of a CWU degree.

3. The working environment brought about by the change must nurture and support scholarly and creative activity. To that end, and this we assert as a sine qua non for change, the administration must guarantee the faculty a teaching load averaging no more than three courses and no more than nine contact hours per semester. Unless the university administration assures the faculty that this limit will be observed, there can be no good faith, collective action toward the goals of curricular reorganization and faculty renewal. Further, revitalization should be "institutionalized" in such a way to ensure that it will be enduring.

4. We conclude by once again affirming our unanimous agreement that calendar change should not be contemplated, let alone undertaken, for anything less than genuinely constructive reform. Changes carried out for lesser reasons virtually guarantee the disruption and degradation of our academic environment.
February 13, 1981

Dr. Donald Garrity
President
Central Washington University
Campus

Dear Dr. Garrity:

At its regular faculty meeting of February 10, 1981, the Department of Psychology approved the following motion regarding faculty salaries to be forwarded to you:

"While the faculty of the Psychology Department understands the need to recognize merit in a tangible manner and the importance of promoting deserving faculty, we cannot support the continued practice of using a portion of the monies understood to be 'cost of living' appropriations to accomplish these goals, no matter how worthy they are. This has become a particular problem inasmuch as the monies appropriated for salary increases have been considerably below that necessary to keep up with the basic costs of living.

Therefore, be it resolved that the faculty of the Psychology Department requests that the administration recommend to the Board of Trustees of CWU that all monies appropriated to CWU for faculty salary increases be distributed solely as cost of living increases."

It was also moved and approved that the above statement be distributed to all Academic Deans and Department Chairpersons and to the Chairman of the Faculty Senate.

If you have questions regarding the intent of the above motion, I or the Department's Executive Committee would be most happy to meet with you to discuss this matter.

Sincerely,

John L. Silva
Chairman

cc: Academic Deans
Department Chairpersons
Chairman, Faculty Senate
Dear Dr. Lawrence:

Is the minimum-maximum of 19-22 credits for a Bachelor of Arts in Education minor as stated in the "Guide to Curriculum Change Policies & Procedures," page 24, appropriate?

There has been some concern expressed both within the University Curriculum Committee and from departments that this restriction should be eliminated. The reason given is that students need more preparation for teaching a specialized subject than the 22 maximum credits currently allowed in a minor.

The restriction on the number of credits a student may be required to earn for a Bachelor of Arts or a Bachelor of Science minor is a minimum of 15 credits (also page 24 of the Curriculum Guide); there is no maximum for these degree programs.

The University Curriculum Committee would like the Senate to review this policy to determine whether or not a change should be made in the minor policy at this time.

Sincerely,

Dolores J. Osborn, Chairman
University Curriculum Committee

pc Dr. Edward Harrington
Dr. Donald Schliesman
Dr. Bernard L. Martin  
Chairman, Retirement and Insurance Committee  
CWU, Campus

Dear Dr. Martin:

Dr. Garrity, Mr. Courtney Jones and I have discussed the "phased" retirement plan proposed by the Retirement and Insurance Committee. While recognizing that the matter is to be discussed and debated in the Faculty Senate and a recommendation from them sent to me, I feel that I can share my initial reactions to the proposal with you at this time.

The proposal appears, in general, to be quite reasonable and is apparently possible within our existing policies. I am concerned with the following statements:

1. a. "Up to 40% of a four-quarter teaching load, interpreted here as an academic year and summer term... ."

   Rationale: I don't believe we can guarantee summer employment.

7. "The specific teaching assignments for the ensuing three or four quarters shall be mutually agreed to by the phased-retiree, the department chairman (or program director) and the appropriate school dean at least six months prior to the first day of instruction of each fall quarter."

   Question: What happens if agreement cannot be reached? Who adjudicates?

8. "Although the University's needs must command first priority, the University academic administration shall arrange teaching loads to accommodate the reduced schedules and personal plans of the phased-retiree."

   Question: What if the "academic administrators" cannot make such an arrangement? Wouldn't it be better if the statement read "academic administrators shall attempt to arrange"?
I trust the above information will be of assistance to you and the Retirement Committee.

Sincerely,

Edward J. Harrington
Vice President for Academic Affairs

cc: Dr. Garrity
    Mr. Jones
    Dr. Lawrence
    Dr. Kerr, Chairman,
    Senate Personnel Committee
Dr. Thomas J. Kerr  
Chairman  
Senate Personnel Committee  
CWU, Campus

Dear Dr. Kerr:

I was pleased to have had the opportunity to meet with the Senate Personnel Committee on February 17, 1981, to discuss Summer School contingency contracts.

As promised, here is a summary of the points I made to the committee:

It is obvious that we have had a communications breakdown regarding what actually transpired with the contingency contracts last summer. Perhaps the following comparison of your report and my findings after reviewing Summer School contracts would be of use to you and the committee.

1. "One contract was cancelled because of zero enrollment" (your report).

The contract of one regular faculty, who was to have taught full time for salary, was cancelled; no salary was paid. An additional regular faculty member, who was going to teach a full load as a "contribution" from the Library area, had his contract cancelled (no salary reduction involved), and two other regular faculty members, who were to each have taught a two-unit class, had their contracts cancelled (no salary was paid). In addition, I found five part-time people who had their contracts cancelled with no salary paid. An additional thirteen (13) people, who were to have been paid a small ($50) gratuity for participating in a workshop, had their contracts cancelled with no gratuity paid.

2. "The salaries of four faculty members were reduced because of insufficient enrollment" (your report).

The salaries of nine (9) faculty members were reduced because of insufficient enrollment. However, employment was found for four of these faculty members using funds not associated with Summer Session.

I must stress that whenever possible the deans and the Director of Summer Sessions did their best to find alternative employment within Summer School. It is unfortunate that in five cases mentioned above no alternative employment could be found.
3. "The salaries of four faculty members were not reduced although their classes were cancelled because of insufficient enrollment."

After careful analysis I found no such cases. (We had one case of clerical error in the payroll; this has been corrected.)

The "evidence" you received, then, is unfortunately erroneous. While the deans do have discretionary powers, I found that both they and the Director of Summer Sessions used singularly good and humane judgment in administering the 1980 Summer Session. Their judgment clearly was tempered with an honest desire to treat everyone humanely and fairly.

In sum, I found no evidence that anyone "did not receive equal treatment."

Let me make it absolutely clear that I fully understand that contingency contracts do "inspire anxieties and ill feelings on the part of the faculty." I do not agree that contingency contracts "induce hucksterism and unseemly and inappropriate competition among faculty." I personally have more faith in the Central Washington University faculty than to believe they would engage in such conduct.

I agree with the report when it states, "The Committee also recognizes that public funds should not be paid to individuals who perform no service to the University during Summer Session."

The report states that, "The apparent reason for making the change in 1979 was concern that financial deficits incurred during the Summer Sessions would have to be made up through cuts in the regular academic program. The contingency contract practice was thus seen as a means of assuring the continued integrity of the regular academic program of the University."

The latter quote is absolutely correct and is the reason why we must have contingency contracts. To discontinue contingency contracts would be irresponsible.

The issue, then, it seems to me is how we can have contingency contracts and avoid generating "anxieties and ill will."

In my discussions with Dr. Benson and Dr. Putnam and the school deans, which followed my analysis of last year's Summer Session, I made a number of suggestions which they are considering. I am pleased to share these with you.

1. Make certain every contract spells out the full expectation for assigned Summer School duties in advance. (Contracts should not be written for a reduced load with the hidden "expectation" that a faculty member will later take on extra duties.)
2. Make certain every faculty member understands in advance what loads their salary level is predicated on. Both a consistent load percentage and dollar figure should be stated e.g. 2/9 $______ or 5/6 of 2/9 $______.

3. Make greater use of the ten-year enrollment history to insure that summer funds are assigned in a manner designed to meet student needs and provide greater assurance that classes will "make". If courses are to be offered on an innovative basis, have a backup assignment ready in advance whenever possible.

4. If a class falls below the minimum expected enrollment but is still offered do not pro-rate the salary. In other words, if the course is taught, pay the full salary.

5. When the decision is made to cancel a class, continue to follow the present practice of attempting to find an alternative assignment in Summer School for the faculty member. Examples of this practice are:

   a) If a faculty member is qualified have him or her assume sections of other classes where there is an over-enrollment.

   b) Whenever possible offer the faculty member another assignment either in the same session or in the second session if the under-enrollment occurs in the first session. (In both cases student demand must exist.)

   c) Move the faculty member into a "soft (outside) money" assignment (as was done in four cases last summer), if such funds are available and the faculty member is qualified for the assignment. Only after such attempts are made and are unsuccessful should the faculty member's contract be cancelled and his or her salary reduced.

It is my opinion that, if we provide a carefully planned, well advertised Summer Session and if we have no volcanic disasters or national recessions, the impact of contingency contracts will be negligible, if at all.

I believe the faculty, chairpersons, deans and the Director of Summer Sessions can work together to achieve this goal based on the fine record they have established in past Summer Sessions.

Sincerely,

Edward J. Harrington
Vice President for Academic Affairs

jm

cc: Dr. Garrity
    Dr. Benson
    Dr. Putnam
    COAD
Dr. Larry Lawrence  
Chairman, Faculty Senate  
Campus  

Dear Larry:  

The next three weeks of the legislative session are critical in terms of faculty salaries. In a meeting on February 20 between the CFR and House budget writers, the message came out loud and clear that we need to mobilize the faculty at each of the six public four-year colleges and universities for a massive telephone and letter writing campaign. At issue now should be the funding of increments for professional growth at a minimum of 3.1% for each year of the biennium. As we all know, the absence of increments has cost the faculty dearly over the past decade. The CFR is attempting to get increments funded, but it is essential that the faculty state a strong salary position and make their problems known to legislators. Funds are tight in Olympia this session and, again, we will come up short if we don't fight for our fair share. Equity does not make much of an impact on the Legislature. We are going to have to get our hands dirty. When the Legislature is scrounging for bucks, it is well aware that higher education, especially the four-year institutions, will not put up much of a fight. As Lyle Jacobson, former director of OFM, said, "higher education budgets are the easiest to cut."

Below I have listed the names of representatives and senators that should be contacted by the faculty. I would urge all faculty to write letters as soon as possible, within the next two weeks:

**House of Representatives**

- Dan McDonald, HOB 207  
- Harry James, HOB 344  
- Richard Barrett, HOB 438  
- Helen Fancher, Legislative Building 423  
- Gary Nelson, Legislative Building 3  
- Ren Taylor, HOB 304  
- Dolores Teutsch, HOB 309  
- Frank Warnke, HOB 404  
- John Eng, HOB 323  
- Dan Grimm, Legislative Building 402  
- Dennis Heck, Legislative Building 412B  
- James Salatino, HOB 330  
- Rod Chandler, HOB 214  
- Bill Polk, Legislative Bldg. 3

(234-7846)  
(234-7914)  
(234-7996)  
(234-7820)  
(234-7972)  
(234-7860)  
(234-7902)  
(234-7920)  
(234-7882)  
(234-7912)  
(234-7994)  
(234-7984)  
(234-7976)  
(234-7958)

The CFR is composed of three faculty representatives from each of the six state-supported four-year colleges and universities of the state of Washington. It was created to permit the faculties of the four-year institutions to speak with one voice on issues affecting higher education in the state of Washington.
State Senate*

Max Benitz   (234-7614)
Pat Patterson (234-7620)
George Scott (234-7690)
Sam Guess    (234-7610)
Peter von Reichbauer (234-7658)
Jim McDermott (234-7628)
A.N. "Bud" Shinpoch (234-7616)
Alan Bluechel (234-7672)
Ellen Craswell (234-7644)
Ted Haley    (234-7654)
Alex Deccio  (234-7626)
John Jones   (234-7694)
Eleanor Lee  (234-7664)
Kent Pullen   (234-7692)
Hal Zimmerman (234-7632)
Jeannette Hayner (234-7630)

House members listed can be reached by mail using the addresses given, Olympia, Wa. 98504.

All faculty members should be urged to write relative to faculty salaries.

Sincerely yours,

Ken Harsha
Chairman, CFR

*Since we have had a change in Senate assignments, including room changes, the senators named above can be reached in care of the Washington State Senate, Olympia, Wa. 98504. Do not write on university letterhead.
February 23, 1981

Dr. Larry Lawrence  
Chairman, Faculty Senate  
Campus  

Dear Dr. Lawrence:

The Geology Department has received the resignation of R. Bentley from the Faculty Senate and has selected a new senator to represent our department. James R. Hinthorne will become the senator and L. Don Ringe will remain as official alternate, effective February 23, 1981.

Yours truly,

J. R. Hinthorne  
Chairman, Geology

lmn
SCIENCE EDUCATION

COURSE ADDITION

SCED 422. Advanced Teaching Strategies in Elementary Science. (3).
Prerequisite, SCED 322 or permission of instructor. This course is designed to give students experience and training in the preparation of unique materials and teaching strategies in the area of science, as well as perfect techniques already possessed by the teacher.

MUSIC - COURSE ADDITIONS

MUS 217. Chamber Music Ensemble. (1). May be repeated for credit.
One hour coaching plus two hours rehearsal per week plus all scheduled rehearsals and performances. By permission of instructor. A. Piano; B. Voice; C. String; D. Woodwind; E. Brass; G. Percussion; H. Guitar; I. Recorder; K. Mixed.

MUS 417. Chamber Music Ensemble. (1). May be repeated for credit.
One hour coaching plus two hours rehearsal per week plus all scheduled rehearsals and performances. By permission of instructor. A. Piano; B. Voice; C. String; D. Woodwind; E. Brass; G. Percussion; H. Guitar; I. Recorder; K. Mixed.

MUS 517, Chamber Music Ensemble. (1). May be repeated for credit.
One hour coaching plus two hours rehearsal per week plus all scheduled rehearsals and performances. By permission of instructor. A. Piano; B. Voice; C. String; D. Woodwind; E. Brass; G. Percussion; H. Guitar; I. Recorder; K. Mixed.