

*file copy*FACULTY EVALUATION DOMINATES NOVEMBER SENATE MEETING

A lively debate on whether or not the Senate should continue to cooperate with A.S.G. in developing an "instrument" for faculty evaluation was the highlight of the November 9, 1978, meeting of the Faculty Senate.

Among the opinions expressed by those opposing such a project were the following: students, especially freshmen, are incapable of judging good teaching and knowledge of subject matter; there could be an unfavorable impact on a teacher's career based upon a non-professionally prepared evaluation; and there is some doubt as to the legality of mandatory faculty evaluations. Student leaders pointed out that while other universities conduct evaluations of all teachers, the method proposed for W.K.U. would be purely voluntary, and thus would avoid any legal problems.

The resolution encouraging A.S.G. in its project and an amendment pledging Senate cooperation were passed. The prevailing viewpoint seemed to be that, since A.S.G. would likely conduct an evaluation whether or not the Senate participated, it would be in the best interests of the faculty to have some influence on the final form of the instrument and the procedures for its implementation.

Senate Chair Tom Jones reported on a meeting of the Congress of Faculty Senate Leaders (COFSL) held in Elizabethtown on October 13, 1978. The next meeting of the organization will include addresses by three gubernatorial candidates, Harvey Sloan, Ray White, and Ralph Ed Graves. The education reporters from the Louisville newspapers will cover the December 8, 1978, event.

Georg Bluhm was introduced as the new Senator from the Government Department. He replaces John Phillips.

Don Butler reported that his Academic Affairs Committee has received a number of replies to his request for matters that his committee should study. All suggestions will be dealt with, although some will be assigned to other standing committees.

LET YOUR OPINION BE READ (SPACE AVAILABLE)

We are aware that the question of faculty evaluations by students is a major issue of concern to many of you. The fact that the Senate has approved a resolution of cooperation does not mean that the matter has been resolved. For that reason we would like to offer the Faculty Senate Newsletter as a forum where you may express your views openly. We will publish all comments relating to this topic in the January issue. Please send your letters to the Faculty Senate office, room 268, Ivan Wilson Fine Arts Center.

THE IMPORTANCE OF PLANNED CHANGE by James L. Davis

(Our guest contributor for this month's newsletter is Dr. James Davis, Vice-President for Academic Affairs and ex-officio Senator. We greatly appreciate his continued interest in the Faculty Senate and we thank him for taking the time to share his views and official information with the faculty.)

I would like to congratulate the Faculty Senate for its introduction of the Faculty Senate Newsletter. Sharing information and keeping lines of communication open on our campus is extremely important. The Newsletter is one way to help accomplish this.

It is equally important to share ideas among institutions within the state and at the regional and national levels. As Western's Vice President for Academic Affairs, I have had the opportunity to do this by meeting with both the academic vice presidents of the other seven public universities in Kentucky and the vice presidents of other American Association of State Colleges and Universities (AASCU) institutions across the nation. These educational leaders recognize the value of a planned and cooperative effort to deal positively with changing conditions on the college campus.

Over the past two decades most public colleges and universities in the United States have been subject to enormous change. Each year during the 1960's brought swiftly climbing enrollments, forever altering the character of hundreds of institutions. For most, planning was confined to short term emergencies. There was time for little else during the annual rush to recruit new faculty, expand programs, find more classroom space, plead for library and equipment funds, and construct buildings to accomodate the ever increasing flow of new students.

Suddenly, in the early 1970's, universities faced a completely different world. Enrollments fell off and the part-time student emerged in surprising numbers along with a new breed of older students looking for new educational services. The problems of recruiting faculty became the problem of retrenchment. Collective bargaining surfaced on some campuses. The baccalaureate degree was no longer a guaranteed ticket for employment, and the accusing finger was pointed at the campus. To the problems of utilizing excess space were added an overnight energy shortage. Then, along came inflation compounded by legislative insistance that budgets be trimmed.

Educators who managed to survive these and the many other unforeseen crises visited on them during this period are now sure of only one thing. There is more to come. What are the issues of the future? When and where will change occur? What are the elements that influence change? How can change be planned and managed?

Those are a few of the questions dealt with daily at the AASCU Resource Center for Planned Change in Washington where a small staff is already working on how to determine what higher education will be in the 1980's and 1990's and beyond. The Center, which was established in 1975, is unique in its approach to the analysis and management of change. Its purpose is to serve AASCU member institutions, including Western Kentucky University, as a resource and a catalyst. It operates an active national communications system to assist colleges and universities in shaping their futures through understanding and anticipating events rather than merely reacting to them.

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THE IMPORTANCE OF PLANNED CHANGE

The impact of the Center is multiplied through its Center Associates who represent a network of 280 institutions. The Associates are senior academic officers designated by their presidents and chancellors to work as partners with the Center. I have the opportunity of serving as Western's representative to the Resource Center.

The Center began its operations by examining significant current issues that its Center Associates agreed are among the most pressing problems of the future. These topics—services for new student clientele, program evaluation, faculty and staff development, and academic public service—have formed the agendas of regional workshops and national seminars conducted over the past three years. One of the specific results for Western has been the Revolving Faculty Exchange Program which we are engaged in this year with Shippensburg College in Pennsylvania and Winthrop College in South Carolina. The most recent project of the Center has been comprehensive planning for the future.

One outcome of the seminars has been the publication of a series of resource directories containing information on how Associate institutions are presently addressing the issues of most immediate concern. A second set of directories focuses on people as a resource and encourages Associates to share qualified faculty and staff in order to improve curriculum and instruction. The Center's most ambitious publication is a futures paradigm to guide planners through the complicated sequence of programs, people, policies, and objectives that must be considered in preparing for the future.

The work of planning for change and managing it can happen only on the campuses. It is there that the local components of change are being assembled, dissected, and studied for probable impact. That is where the options are being examined and decisions made, all with an increasing awareness of what the future will be.

The information and ideas which have been obtained from the Resource Center for Planned Change should prove to be extremely beneficial to Western Kentucky University as we plan for even stronger academic programs in the future.

MEETING THE COMMITTEES: FACULTY STATUS AND WELFARE

(In this issue we begin a series of articles devoted to the various standing committees of the Faculty Senate. The duties and history of one committee will be featured in each issue during the remainder of the 1978-79 school year. The following column was written by Senator Jim Parks, chairman of the Faculty Status and Welfare Committee. During the first year of the Senate's existence this committee, under the leadership of Senator Parks, has distinguished itself by its efficiency and general interest in the well-being of all members of the faculty.)

When the Faculty Senate was first formed, the faculty was requested to submit their concerns to the Senate. Of the 120 concerns voiced by the faculty, 61

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MEETING THE COMMITTEES: FACULTY STATUS AND WELFARE

of these were given to the committee on Faculty Status and Welfare, which is a standing committee of the Faculty Senate. In addition to the concerns of the faculty, President Downing made five suggestions for Senate consideration, and of those, three came under the responsibility of the Committee on Faculty Status and Welfare. In order to address so many topics at once, the Faculty Status and Welfare Committee was expanded to 12 additional ad hoc members and the committee was broken down into five subcommittees--Salaries; Loads; Tenure and Promotion; Benefits; and Professional Development. Each of these committees made studies and reported to the Senate.

A salary study was made of the salaries of the faculty of the University. Average salaries and salary distributions were found as a function of rank, sex, college, experience and degree. Salary comparisons between WKU and other Type IIA institutions were made along with average inflation rates. A written report was distributed to the entire faculty of the university.

The largest group of concerns submitted by the faculty pertained to faculty loads. The subcommittee on faculty loads made a study of student to faculty ratios and FTE to faculty ratios as a function of department, college, rank and sex. The study was done for lower division, upper division, and graduate courses. A written report was submitted and distributed to the entire faculty.

The subcommittee on Tenure and Promotion made a study of "Years in Service" and submitted a report to the faculty. In this study, data was summarized which dealt with faculty rank, the earned doctorate, and years of credited experience. The data collected was presented in such a way as to show possible differences among the colleges within the university, the average number of years before a promotion, and the influence of the doctorate degree. The subcommittee sought to determine if any inequalities existed in faculty rank as it relates to years of credited experience and highest degree attained. They reported no apparent inequalities with regard to promotion.

The subcommittee on Benefits reported to the Senate on the insurance and retirement programs and the subcommittee on Professional Development studied the present sabbatical program and travel policy. They reported that the sabbatical program and travel policy seemed to be in good shape.

The Faculty Status and Welfare Committee is now a six-member committee elected by college caucus--Senators Jim Parks, chairman, Bill Davis, Albert Laird, Herb Leopold, Paul Riley, and Ron Veenker. At the request of President Downing it is reviewing the present promotion policy and expects to make recommendations concerning that policy in the near future. The committee has plans to undertake another salary study similar to the one previously made.

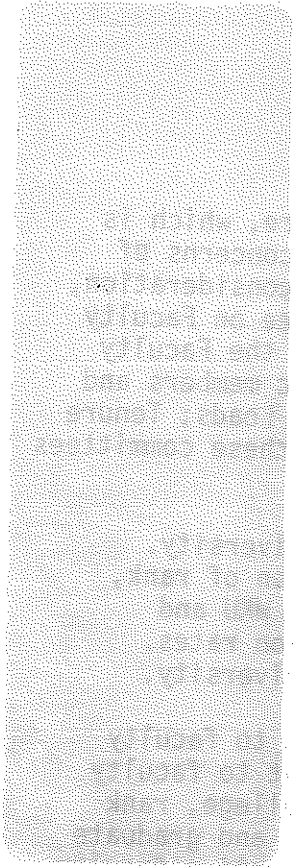
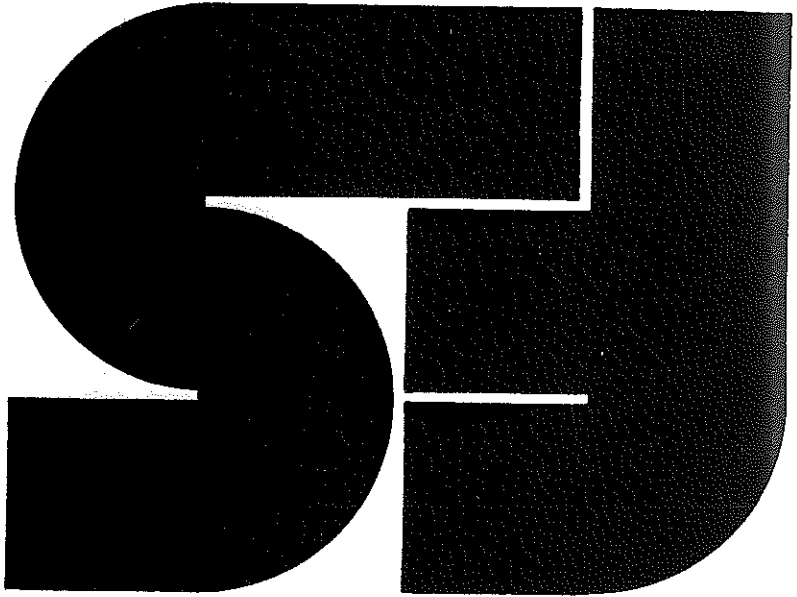
NEXT SENATE MEETING

The next meeting of the Faculty Senate will be held at 3:10 P.M. on Thursday, December 14, 1978, in the Garrett Conference Center Ballroom. All visitors are welcome; if your exam schedule permits, why not come and see your Senate in action?

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NEWSLETTER

communications committee
FACULTY SENATE



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