

FACULTY SENATE NEWSLETTER

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MEETING SUMMARY

NEW BUSINESS

Coming on the heels of Christmas vacation, last week's session was not one of the Senate's most eventful. But perhaps it was just as well that the agenda was uncrowded. The afternoon was dominated by a passionately inconclusive discussion of parking, one of those issues that invariably generate more heat than light.

Institutional Goals and Planning

Larry Elliot reported that the Senate's letter asking for faculty representation on the committee studying SCR 30--roughly, the "duplication" issue--was misdirected. Governor Collins replied that the logical person to address with this concern was Senator Lackey, the committee's current leader. The Senate unanimously voted to try again, this time appealing to Senator Lackey.

UNFINISHED BUSINESS

Purdue

Margaret Howe informed the Senate Vice President Haynes agrees that there are flaws in the current handling of the Purdue Evaluation System. In the future all departments will be able to pick their own 3 to 7 core items, either drawing on the Purdue offerings or concocting their own. Self-designed items, however, must be approved by Academic Affairs, and that office will also take steps to guarantee that evaluations are administered universally.

Parking

Barry Brunson next unlocked several senators' word hoards by presenting two motions from the Status and Welfare Committee (Barry was particularly insistent that these motions were the committee's, not his). The first was

what he called a moral appeal--a plea to President Zacharias to remind faculty that each space taken up by a second car driven by a dependent is a space that some colleague cannot have when he or she arrives at 10:27 for a 10:30 class. The second was a practical measure: people registering two cars would receive "fleet" decals, which would be invalid unless the car also sported a single moveable tag dangling from the rear-view mirror.

Barry's first motion called forth some strenuous rhetoric. One senator felt his wife had as great a right to park on campus as he did--certainly as great a right as ministers and lawyers. Dark stories were told of observed and sometimes improbable abuses. Calls for shuttlebuses and additional parking alternately floated and sank. The intransigence of maintenance vehicles was hotly described and stoutly condemned. Statistics were quoted only to be immediately controverted. People told how bad the situation was at Iowa or Pittsburg.

Paul Bunch was on hand to inject some facts into the discussion. Western has many more parking spaces than it had a few years ago. Ministers no longer get stickers, nor do attorneys, except for members of the Warren County Bar-- whose law library is here--and they get only one each. There are only 112 faculty members with two cars registered and dependents at the university.

In the end the "moral" motion passed by voice vote.

Then it was time to discuss the fleet decal idea, and here the debate took a pragmatic turn. Would it work? The consensus seemed to be that it probably wouldn't be foolproof and even if it were the savings in parking spaces wouldn't be all that great. The motion in favor of fleet decals did not come to a vote. It was tabled until the April meeting.

Channel 59

Vice President Haynes and Chuck Anderson next gave a progress report on Western's plans to run its own TV station, Channel 59. We're still looking for outside money to cover the start-up costs for such a station and have taken steps to protect our access to this channel, the only one currently available for our area.

The Vice President assured the Senate that no general fund money was being spent on Channel 59. If it becomes necessary to put up earnest money to protect our claim to the channel in the future, the whole matter will be reopened for further discussion before any action is taken. Recurring costs will also be discussed when and if the station looks like becoming a reality. Chuck Anderson thought the station, with the opportunities it would provide for operating grants, could be self-supporting, though he admitted he is an optimist on this point. Vice President Haynes was much less sure.

NEW BUSINESS

Tom Coohill had several announcements to make. Dr. Richard Owens, an expert on educational improvement, will be on campus February 4, 5, and 6. On the Fourth he will be working with Ogden College in the morning and the College of Education in the afternoon, giving general lectures at 8:00 (Ogden) and 1:00 (Education) and following these with workshops on better lecturing and test writing. February Fifth, Owen will bring his show to Potter in the morning and the Business College in the afternoon. Owen's appearances are sponsored by the Vice President for Academic Affairs and the Senate. Places for his lectures and workshops will be announced.

Tom also set agenda for the February and March meetings. February's session, on the 14th, will feature a report from the Athletic Committee, and March will see a report from Academic Affairs, currently studying the issue of load reductions and special assignments.

Raises

Finally, Bob Otto introduced a motion on raises. Since salary money will be limited again this year, Bob felt the Senate should go on record as favoring across-the-board raises for everyone judged to be doing an acceptable job:

It is moved that the Faculty Senate recommends to the President that funds available for faculty salaries be distributed as an across the board percentage increase for acceptable performance.

This motion passed by a show of hands.

CONTINUING INTERESTS

Money

Barry Brunson passed along a Chronicle of Higher Education study on 1984-85 salaries. For comprehensive schools (Western is in this class), faculty salary increases this year average seven percent. Here are the Chronicle's average salaries and the increase they represent over 1983-84 figures:

	Current Salary	Increase
Professors	\$34,500	6.4%
Associate Professors	29,000	7.3%
Assistant Professors	24,200	8.3%
All ranks (inc. Instructors)	29,400	7.0%

Purdue II

Jay Sloan sent in a copy of a letter to Margaret Howe correcting the evaluation non-compliance figures in last month's Newsletter. According to Jay, our estimates on the number of faculty either not taking part at all or not returning forms for one or more classes were too high. Here is the relevant paragraph:

Your comments on participation are somewhat misleading, but the fault may be partly mine for passing complicated information to you over the telephone instead of in writing. Our estimate of ten percent non-coverage refers to sections. The number is hard to pin down precisely since a glance at the schedule bulletin will show hundreds of sections devoted to thesis, directed studies, internships, music and art tutorials, etc. Our instruction sheet to the faculty directed that such very small enrollment classes be excluded from the process. Insofar as faculty are concern for Fall, 1984, ninety-four percent of those offering at least one section requested at least one evaluation packet (this rate combines full and part-time faculty). Of the packets prepared for Fall, 1984, ninety-five and one-half percent were returned to Academic Computing for scoring (this is a section-based rate, the faculty rate is not yet available).

Grades

Because grading and grade inflation have been much discussed recently, the following figures may be of interest. They especially address the distribution of A's and B's in various programs and across the university. Western's grading system defines an A as an indication of "excellent" work, while B means "good." C's show "average" success, a mathematical anomaly, since the university awards about 54% A's and B's and only about 21% C's.

Like any statistics, these cannot be taken simplistically. Some of the "programs" reported have only one or two courses; in some, enrollments are small; some classes covered are essentially practica, not academic courses; and graduate grades are included in the totals. Still, the figures are relatively recent and give an overall picture of the university's grading practices.

Notice that these percentages take drops into account: that is, they are not percentages of just those students who finish a course, but of all the students who enrolled. If we base the calculations on only those students who finish, the percentages go up. Thus, of those students who completed a course at Western in the fall of 1983, 30%, not 26%, got A's, while 32% got B's.

The last time grade inflation was a burning issue was 1981, when the Herald printed a similar study. As these figures show, things haven't changed a great deal since then.

GRADING BY DEPARTMENT, FALL 1983

POTTER COLLEGE

Dept./Program	%A	%B	Combined
Art	21	29	50
Broadcasting	18	34	52
Dance	40	24	64
Speech	32	35	67
Theatre	22	28	50
English	19	30	49
Government	16	26	42
History	17	31	48
Humanities	20	33	53
Journalism	13	30	43
Afro-American	14	35	49
Folk Studies	46	29	75
French	33	22	57
German	28	23	51
Russian	45	24	69
Spanish	24	24	48
Music	45	26	71
Philosophy	20	23	43
Religion	22	29	51
Anthropology	35	22	57
Social Work	32	33	65
Sociology	19	29	48
College Totals	23	29	52
Univ. Totals	26	28	54

OGDEN COLLEGE

Dept./Program	%A	%B	Combined
Agriculture	19	27	46
Agronomy	23	28	51
Animal Sci.	24	27	51
Agri. Econ.	29	31	60
Agri. Ed.	40	0	40
Agri. Mech.	25	40	65
Horticulture	21	44	65
Allied Health	10	39	49
Dental Hygiene	8	62	70
Medical Records	47	33	80
Biology	17	26	43
Chemistry	17	28	45

OGDEN COLLEGE

Dept./Program	%A	%B	Combined
Computer Sci.	17	24	41
Geography	16	28	44
Geology	21	27	48
Health & Sfty	19	33	52
Occup. Safety	58	26	84
Architect T.	21	32	53
Civil Eng. T.	22	33	55
Elec. Eng. T.	25	27	52
Env. Eng. T.	25	33	58
Graphics Com.	30	32	62
Indus. Ed.	41	28	69
Manufac. T.	35	34	69
Mech. Eng. T.	29	28	57
Math	16	21	37
Nursing	30	41	71
Phys./Astron.	24	25	49
College Tot.	20	28	48
Univ. Totals	26	28	54

BUSINESS

Dept./Program	%A	%B	Combined
Accounting	10	22	32
Sec. Admin.	9	25	36
Off. Admin.	16	35	51
Bus. Ed.	100	0	100
Economics	13	27	40
Finance	19	28	47
QBA	22	37	59
Banking	19	36	55
Inf. Systems	14	27	41
Real Estate	41	38	79
Management	10	33	43
Marketing	9	37	46
Sm. Bus. Adm.	12	38	50
College Tot.	13	29	42
Univ. Totals	26	28	54

GRADING BY DEPARTMENT, continued

EDUCATION

Dept./Program	%A	%B	Combined				
Couns. Ed.	71	16	87	Elementary Ed.	50	30	80
Ed. Foundations	48	35	83	Excep. Ed.	52	24	76
School Admin.	75	15	90	Lib. Media Ed.	56	26	82
HE FL	36	32	68	Reading Ed.	65	18	83
Military Sci.	39	29	68	Secondary Ed.	43	36	79
Phys. Ed.	54	22	76				
Recreation	39	33	72				
Psychology	23	27	50				
Career & Voc.	84	5	89				
Dev. Studies	47	11	58	College Tot.	44	26	70
Early Education	27	47	74	Univ. Totals	26	28	54



FACULTY SENATE
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