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Editor's Note

The Faculty Senate Newsletter is a publication of the Faculty Senate, of and by WKU faculty. It serves the double purpose of communicating the Senate's deliberations to the faculty and providing a vehicle for discussing issues relating to the common good of the university, and, somewhat less altruistically but no less legitimately, of the faculty as a whole.

The second function is an extension of the first, the deliberative function of the Senate itself. By giving all faculty a chance to express their ideas on appropriate issues, the Newsletter extends the dialogue which otherwise is limited to the few hours per month of the Senate meeting and the smaller meetings of Senate Committees.

The Newsletter is funded by the university because the Senate is so funded and the Newsletter is an organ of the Senate; but opinions expressed in the Newsletter are no more official university positions than are opinions expressed on the floor at Senate meetings. Unless designated as such, they need not even be opinions of the Senate or any of its committees.

The Communications Committee currently consists of myself (chair), Lou-Ann Crouther, Mary Cobb and Alan Yungbluth. Our main task is to solicit contributions from faculty.

We urge non-Senate faculty as well as Senators to contribute to the Newsletter. Any member of the Committee would be happy to discuss your ideas for articles and to give you feedback on drafts of articles if you wish. Contact me for physical specifications regarding your submissions. A tentative deadline for submissions for the next issue is October 10.

The Table of Contents is an innovation with this issue. Most articles bear titles transparently descriptive of their contents. Joan Krenzin's creatively titled article deals with the ethics of selling textbooks to book buyers.

This issue also contains two pieces dealing with the university's environmental impact. Dean Kupchella's is based on his remarks presented to a university forum last April. Some of the other participants in that forum were invited to write up their remarks but declined to do so at this time. Partly in lieu of submitting an article, V. P. Paul Cook invited me to attend a July meeting of the university recycling committee. This issue contains my reflections on two issues discussed at that meeting. The judgments expressed in my signed articles are my own, of course, and not those of the Communications Committee.

The smoking ban material was included at the suggestion of Senator Mike Klein. The Tom Jefferson quote is from my personal copy of Thomas Jefferson on Democracy, a 1946 collection edited by Saul K. Padover. Perhaps Jefferson is a source of that populist tradition to which Regent Evans referred in his address to the Senate September 12.

Jan Garrett
FROM THE CHAIR

As chair of the Faculty Senate, I wish to welcome all faculty back to campus and hope that this academic year will be a rewarding one for each of you. The Senate is your representative body. I hope that you will make your concerns known to your department or at-large senators, or call me directly if that seems more appropriate.

As the new chair, I wish to thank Bart White for his excellent leadership the past two years. Bart served with energy and he gave the Senate a level of visibility that it had not had before. He has been most helpful making the transition to the new Senate. Learning the ropes as a new chair has been much less painful for me than it would have been otherwise. I am very grateful for his assistance.

The purpose of the Senate is to provide a forum for faculty concerns, to furnish advice on policies relating to faculty, and to make faculty expertise available to the university on appropriate matters (Cf. Constitution). I hope that you will help with your expertise when called upon. Again, please make your concerns known. To be the voice of the faculty, the Senate needs the input and support of all faculty members. I and the other members of the Executive Committee need your support.

Arvin Vos
Are Faculty Serving As IDI Role Models

Last January Moira Bailey, writing in the Courier Journal, suggested that we may be producing a generation of IDIs (I - Deserve - Its) to replace the yuppies. I thought of this when a student in my office asked me about my response to a book buyer: "I do not sell books because I consider the practice unethical." It occurred to me, at that time, that not many people will barge into my office when I am talking with a student. Book buyers will. Possibly because they are so firmly convinced that they offer a service that I desperately want.

Has money such a high position in our value system that we are willing to overlook some of the following ethical considerations?

1. It isn't fair to the authors. Complimentary copies are considered part of the marketing costs. Authors get no royalties on those books even though the books eventually are sold to students.
2. It isn't fair to students. When professors, instead of book companies, receive the profit on book sales, the company must raise the price of books that are not funneled into bookstores through sale by professors.
3. It isn't fair to your profession. It has become more difficult to receive complimentary copies for the legitimate purpose of examination. Many publishers require us to return examination copies not selected within 60 days. It would seem that publishers might be more willing to send examination copies to schools with a reputation for not selling to book buyers.
4. It isn't fair to the publisher. Publishing companies, like all other businesses, are entitled to make a profit.
5. It isn't the kind of example we want to set for our students.

Although I generally oppose attempts to legislate morality, I believe that both ethics and morality should be taught by precept and example. In the formal and informal setting of higher education ethics seem to be a reasonable segment of the professor's domain. Is it any worse for a student to see a professor shoplifting from a grocery store or walking home with university office supplies than it is to see him/her receiving money for something that was given only for the purpose of professional use? Publishing companies have gone far past merely implying their intent. They have: 1) enclosed notices requesting return of the book if you don't plan to use it; 2) enclosed return address labels and occasionally packing envelopes; 3) stamped Complimentary Copy or Not for Resale on the book; 4) printed FREE COPY as the cover design; 5) deleted selected pages; 6) printed special "teacher's edition" copies which are inappropriate for student use; 7) sent out mailings to professors stating their case; and 8) stopped sending any new texts on an automatic basis. It is hard to believe that any excuse that any professor has ever used to rationalize book-selling behavior has not been countered by the publishing companies.

Moira Bailey closed her IDI article with this comment: "We owe our young people better than we've given them. We owe them to stand by our own values by holding ourselves and them accountable.

Joan Krenzin
Another Angle on a Current Concern:
The Credit Union Termination and Academic Freedom

The Regents' action regarding the Credit Union comes close to violating, if not actually violating, the spirit of academic freedom. I say this because it plausibly appears as an attempt to punish the faculty because of an editorial in the October 1990 Newsletter by Georg Bluhm, then chair of the Senate Communications Committee. This editorial supported the Credit Union's stand in a nationwide campaign to prevent Congress from altering the legislation governing credit unions.

These alterations would have merged the federal insurance corporation associated with credit unions (NCUSIF) with the FDIC, its counterpart protecting investors in banks. Bluhm quoted the London Economist to the effect that banks ought to look to credit unions as models for their own behavior and invoked the images of George Bailey and his nemesis, the banker Potter, of It's a Wonderful Life, as suggestive of the comparison between credit unions and banks today. Perhaps he did not realize then that our Board of Regents had become a nest of bankers.

It was undeniably this editorial which prompted the regents to "review" the relationship of WKU with the WKU Credit Union. Up till that moment, so far as I know, there had been no significant move to review it. More specifically, what prompted the review, I suggest, was the fact that Bluhm's editorial reflected the affection of many Western faculty and students for the credit union, which we think of as ours, in ways that we do not think of banks with whom we may have dealings as ours.

That this affection exists is easily explained, first, by the greater degree of control that members have over credit unions than depositors or borrowers have over banks and S&L's and, secondly, by the fact that credit unions are local institutions in ways that banks and S&L's no longer are. The attitude is reinforced by reading about the S&L debacle and a growing number of studies calling into question the financial soundness of the for-profit banking system.

Our banker-regents took umbrage, I suspect, at the Newsletter's "one-sided" expression of affection. This first surfaced when one of them attacked the Newsletter's use of university funds to provide space for this opinion. This objection went nowhere because it was too clearly an attack on the faculty's right of self-expression. So the banker-regents' wrath was diverted into an "investigation" of the Credit Union-university relationship, the result of which we now know.

The Regents' decision is defended by obscure references to the Kentucky constitution and the general drift of juridical interpretation. We are told that, though nobody before now was able to find legal fault with moves by the Credit Union to expand
its clientele while it enjoyed a certain relationship to the University, now that it has done so, the relationship is in violation of the law. It is as if one has been told that she may move from point A to point B, from B to C, and from C to D, and then she is told that she should never have gone from A to D.

To this it may be said that if the legal culture bearing on the credit union's relation to the university is in such a state of confusion, it is time to appeal beyond the law to a consideration of what is good for the university and society, and if the issue comes to a judicial battle, to argue our case partly on moral grounds. That would have been the rational thing to do. (And while the topic is rationality: how rational is it for a governing board of an institution to deprive, at one fell swoop, 95 percent of its employees of one of their perks?)

Two hypotheses might explain this irrational behavior: (i) the banker-regents' material interests and (ii) their wounded pride, leading to a wish to punish faculty. Evidence for (i) lies in the fact that between 1985 and 1990 credit union assets have risen from $9.8 million to $27.7 million. Obviously, much of this increase would have gone to commercial banks had the credit union not been there.

The regents, however, deny such a conflict of interest. If we take them at their word, we are forced to give consideration to hypothesis (ii). Since the altered status of the credit union will pose at least an inconvenience for the university community, it is hard to avoid thinking that we are being punished for thinking and having the temerity to express thoughts more favorable to credit unions than to for-profit bankers.

If there is a grain of truth in this account, it implies that the regents' action is in part an attempt to stifle free discourse within the academic community. If this is the case, we should register the most vigorous protest.

Jan Garrett
September 16, 1991
Western is well positioned to take a leadership role in environmental protection. Many key pieces of what could become a highly-credible, highly-visible, comprehensive environmental program are already in place. With a little institutional will and commitment, these existing pieces, and some additional pieces, could be forged into a complete program that could propel Western into the forefront of environmental protection among colleges and universities.

A comprehensive university's involvement in environmental protection should have four basic elements: ecological/environmental education, environmental research and development, public environmental service, and standing as a model of how institutions should behave toward the environment. In the area of environmental education, we have a nice array of programs designed to prepare graduates for the environmental protection work force. We have strong, traditional majors in many environmentally relevant areas. We have an environmental studies minor designed to complement majors in the sciences and other areas. We have a Center for Math Science and Environmental Education. This fall we will be introducing a revamped bachelor's degree program in environmental science with a new array of options including industrial hygiene, environmental health, and ecosystems analysis. Soon we will begin developing an environmental science master's degree program.

We badly need an environmental component in our general education program. One of the objectives generally agreed upon in our discussions about a new general education program was that students should understand the dependence of humankind on a healthy environment. Yet we never decided just how this objective would be accomplished. The solution may lie in the fact that during our general-education discussions, there was considerable support for increasing the science requirement from 9 to 12 hours, particularly if the additional course would address the application of science and the connection between science and other disciplines. Perhaps we should develop a senior capstone course called, "Contemporary Environmental Issues." Such a course could be taught by faculty, individually or in teams, in any of a dozen or more departments, including some outside of Ogden College. Such a required, general education course could serve as a finishing off experience in which our seniors would not only be introduced to key environmental principles and helped to place these into the context of contemporary environmental problems, but also would be helped to sharpen their writing, speaking, thinking, and citizenship skills. With this and our already-existing environmental programs in place, it would round things out nicely to have an annual environmental lecture series on our campus.

In the area of environmentally-related public service, WKU already has 1) the Ogden Environmental Lab, 2) the Coal Testing Laboratory, 3) the Kentucky Climate Center, 4) the Center for Cave and Karst
Studies, 5) the asbestos testing program in the Department of Biology, 6) the leaf composting project in the Department of Agriculture, and 7) the Institute for Economic Development, among others. Most of these already have a long history of providing specific, quality environmental services to public and private agencies. All of these could be developed further.

Research and development activities at WKU are many and varied. Some of the organizational entities mentioned above are deeply involved in environmental research activities and there are also individual faculty doing environmental research in other areas. A key research limitation is the chronic low level of support for graduate programs at Western. We need to increase both the number of graduate assistantships and the size of teaching assistantship stipends in order to extend our capacity for high-quality graduate level research in all areas, including the environment.

The general, acute need for increased support for graduate programs notwithstanding, our most profound environmental challenge as an institution is to position WKU as a model of good institutional environmental stewardship. We need to be practicing what we teach. We need to establish highly visible, highly effective programs of waste reduction, waste management, and energy conservation. The latter should include short-range and long-range strategies for more energy-efficient heating, cooling and transportation. Our new shuttle service is a good beginning and is something we can build upon. We should also have a comprehensive recycling program and we should be involved more than we are in demonstrating sustainable agriculture (building on our composting program) and techniques for minimizing hazardous waste. The Department of Chemistry is now deep into microscale chemistry—a form of teaching laboratory chemistry using chemicals on a much smaller scale than in the past. Microscale is designed to make chemistry safer and to minimize the generation of hazardous waste material.

I suggest that we form a university-wide, Earth Care Council made up of students, faculty and staff to develop and coordinate every aspect of the program outlined above. For this to work as it should, the task of overall coordination will have to be made a substantial part of the responsibility of at least a few people. There are campuses with several full-time employees who look after such things and these appear to pay for themselves with the energy and other costs saved. It costs us more than $25,000 annually to dispose of hazardous wastes. Because it will soon cost nearly $100 per ton to put our solid wastes in landfills, within a few years we will be spending more than $250,000 to dispose of the campus solid wastes each year. The overall potential for savings in other areas is also very large. Western Kentucky University is a comprehensive university with a mission encompassing education, research and public services. No area of society is in greater need of education, research and public service than the area of environmental protection. We need to get on with it.

Charles E. Kupchella
Out of State Garbage Incineration and Styrofoam at WKU
by Jan Garrett

I

The university is considering burning out of state garbage in its heating plant. Granted, the garbage has already been precooked at a Springfield, TN, plant. It is now labeled refuse-derived fuel (RDF) and takes the form of pellets. But garbage precooked is still garbage.

The deal looks attractive economically because the university hopes to send its paper trash to Springfield (thus saving on landfill space in Kentucky and keeping the trucks filled both ways between Bowling Green and Springfield). The deal sounds environmentally responsible when one focuses only on the fact that RDF fuel is much lower on sulphur content than coal.

But it is not true that this process of garbage-to-energy conversion is without difficulties.

(1) It undermines efforts at recycling, including composting. If, as Dr. Luther Hughes thinks, based on research done by the Agriculture Department, composting of paper waste is a promising minimum-impact way to recycle paper, diverting paper to supply RDF-production will reduce inputs that could otherwise go into paper-composting. The kinds of paper that are least compostable (because they contain greater concentration of environmentally dangerous chemicals) are, I suspect, also the kinds that, when burned, produce most toxic contributions to air pollution and/or ash.

(2) Toxic emissions are produced both in the production of the RDF pellets and in the incineration of the pellets for fuel. They may not include sulphur compounds but they do include dioxins, furans and heavy metals. These will be emitted into the air in Bowling Green.

(3) The ash produced in the incineration process is itself a hazardous waste which must be landfilled. What pollutants do not go up in smoke go are concentrated in the ash.

(4) The Springfield RDF facility shreds its mixed-waste garbage stream. It processes garbage which has not been sorted at the source (household or business or public institution), with the result that household toxics, such as flashlight batteries and household cleaning agents, may already have contaminated the paper and food wastes which provide the bulk of the RDF. When the waste stream is shredded, plastics and glass of various sorts which are uneconomical to recycle or have been missed in the sorting process at the plant are ground up into the RDF.

(5) RDF is not very kind to burning systems. For this reason RDF plants have often found it difficult to market RDF. Robert Cox, who researched the RDF issue for the latest issue of a local environmental magazine, Our Backyard, informs me that TVA told the Springfield plant that it would only accept RDF if it were given away free.

(6) Given these problems it is not surprising that RDF facilities evoke public opposition. Louisville citizens have recently waged a campaign over several months against a plan to build a combined RDF-production and incineration facility. Granted, even if WKU were to become a major RDF user, Western would at most be responsible for half
Incineration and Styrofoam

go on to describe a environmentally unsound waste-reduction system. But surely we can
do better than that.

II

As of the July meeting of the university recycling committee, the
university was trying to contract for a large supply of styrofoam
dishes. Some committee members insisted that styrofoam has wrongly
received a bad reputation, that the science shows that styrofoam is
economically and environmentally superior to paper.

A little help from our science librarians confirmed that this news
derives from a single article, Martin B. Hocking's "Paper Versus
Polystyrene: A Complex Choice," in Science magazine, February 1, 1991. Making various assumptions, including that paper comes largely from
trees harvested by clear-cutting methods (which environmentalists
unanimously oppose) and that the technology now exists to recycle
styrofoam into marketable products, Hocking concludes that for hot
drink cups the styrofoam alternative is probably no worse
environmentally than paper and may even be preferable.

It certainly does not follow from this article (and a literature
search turned up no other reference to a serious study) that styrofoam
is superior to paper for all fast-food applications. What the article
does indirectly underscore is that paper products have their own
enormous environmental externalities.

The obvious environmentally preferable alternative for Western is
to return to using and washing nondisposable dinnerware. I have heard
two reasons (excuses?) why this is not now a feasible alternative: (1)
at Garrett Conference Center the Food Services operation occupies two
levels; in the past there was a conveyor belt system (since removed)
which gathered nondisposable dinnerware from the cafeteria. In going
between the two floors, however, a gap in the conveyor system caused
many china dishes to be broken. (2) If Western were now to return to
dishwashing, it would require a significant investment in dishwashing
equipment, money that is not currently available.

Neither of these problems appear to me to be insurmountable if
Food Service management really wants to solve this problem. Human
beings could be hired and assigned to manually assist the dishes over
the awkward transfer point in the conveyor system—assuming that the
conveyor system could be restored. And human beings could be hired and
assigned to wash dishes by hand. (An additional advantage of the
latter is that more environmentally benign soaps can be used when
objects are washed manually; harsher chemical soaps are required if
machines are to do a thorough job.) Perhaps there would be increased
costs for the additional human labor involved and these costs may not
be entirely offset by the savings involved in landfill space, styrofoam
or paper dinnerware, and machinery. But I see no other general
strategy to avoid dishonestly dumping part of the real cost on the
environment, which is to say on our own future and that of other living
(human and nonhuman) beings. I am confident that our students and
staff would accept slightly increased Food Service prices if it were
explained to them that this increase was necessary so that the Western
community might do what is environmentally right. We would also set an
example which might inspire a demand for environmental responsibility
on the part of other food service enterprises in our region.
In copying [England] we do not seem to consider that like premises induce like consequences. The bank mania is one of the most threatening of these imitations. It is raising up a monied aristocracy in our country which has already set the government at defiance, and although forced at length to yield a little on this first essay of their strength, their principles are unyielded and unyielding. These have taken deep root in the hearts of that class from which our legislators are drawn... thus those whom the constitution had placed as guards to its portals, are sophisticated or suborned from their duties. That paper money has some advantages, is admitted. But that its abuses also are inevitable, and by breaking up the measure of value, makes a lottery of all private property, cannot be denied. Shall we ever be able to put a constitutional veto on it?

Thomas Jefferson, 1817

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**FAYETTE COUNTY SCHOOLS BAN SMOKING!**
**INCLUDED WITHOUT COMMENT**

"The Fayette County Schools prohibits the use of tobacco products in buildings, on grounds, or on a field trip. The exception to the prohibition is the use of tobacco on school grounds during athletic events or other school events. Tobacco products may not be used in any school building at any time."

Q. What happens if an employee is cited for use of tobacco products in violation of the Tobacco Free Policy?

A. The following consequences have been established:

**Staff:**
- **1st violation** - Verbal warning and recommended cessation classes
- **2nd violation** - Written warning and reminder of available cessation classes
- **3rd violation** - Required attendance at cessation classes or suspension without pay for one day
- **4th violation** - Suspension without pay for five days
- **5th violation** - Suspension without pay for ten days
- **6th violation** - Recommendation for termination

**Q.** How will students who violate the Tobacco Free Policy be disciplined?

A. The following procedures will be followed for students who are in violation of the Tobacco Free Policy:

**Students:**
- **1st violation** - written warning or in-school action by principal
- **2nd violation** - One (1) day suspension and referred to Student Assistance Team
- **3rd violation** - Three (3) day suspension and referred to Student Assistance Team
- **4th violation** - Five (5) day suspension and assignment to smoking cessation program
- **5th violation** - Referred to area assistant superintendent for alternative placement

**Visitors:**
- **1st violation** - Presented with Tobacco Free Policy Card
- **2nd violation** - Written notification outlining Tobacco Free Policy
- **3rd violation** - Written notification of denial access to school property

**A.** What are the penalties for visitors who use tobacco products in violation of the established policy?

Visitors:
- **1st violation** - Presented with Tobacco Free Policy Card
- **2nd violation** - Written notification outlining Tobacco Free Policy
- **3rd violation** - Written notification of denial access to school property
The first meeting of Senate XV was called to order by Chair White at 3:35 p.m. The minutes of the March 14 and April 11 meetings were approved as submitted. Senators absent without representation were: Phil Duff, William Howard, Linda Brown, James Bingham, Donna Blackburn, John Crenshaw, Rita Hessley, Gary McKercher, and Larry Caillouet.

Chair's Address to the Senate: Chair White made some parting comments as outgoing Senate Chair. He expressed appreciation to his executive committee, committee chairs, faculty regent, vice president, and president for their attendance and efforts this past year. Communications have been open and useful with the administration. The "bread and butter" issues need to be kept in the forefront and the 8% available funds for salary increases is laudable. We need to keep in mind that cost of living increases for satisfactory performance are subsistence and amounts above that percentage are the only progress forward.

The President's Address to the Senate: Chair White asked President Meredith if he would respond to the recently announced salary figures for next year. The university budget committee, which has Senate representation, discussed long and hard the issue of salary increases. For those faculty performing satisfactorily, a 5% increase is given with 3% available for meritorious performance. No one is owed anything; those who perform will receive various amounts based upon their performance. Last year, a large majority of faculty received satisfactory performance raises with only a few faculty falling below that figure. Those who are performing exceptionally, will receive amounts of merit above the satisfactory level.

This past year the president asked the vice president to request departments to revisit departmental standards relative to promotion, tenure, and merit. Evaluation of teaching was to be included. This request was made so that the evaluation process and salary could be tied to performance standards.

Election of Officers

The following senators were elected for 1991-92, Senate XV:

Chair: Arvin Vos, Philosophy & Religion
Vice Chair: Robert Otto, Teacher Education
Secretary: Gabe Buntzman, Management & Marketing
Parliamentarian: Joan Krenzin, Sociology/Anthropology/Social Wk.
Announcements

The newly elected chair, Arvin Vos, presided over the remainder of the meeting. He commented on the fine work done by Senate XIV and feels that communication of Senate activities has been widespread. The voice of the Senate will continue under the Chair of Arvin Vos.

For information purposes, a calculation of part-time faculty by Senator Wesolowski was handed out and referred to the Professional Responsibilities and Concerns Committee.

On behalf of the Senate body, Senator Otto presented past chair, Bart White, with a memento gavel for his two year service as chair.

Senator Murphy encouraged all faculty to consider seriously attendance at commencement as a professional responsibility toward students, parents, and the university.

Following adjournment, college caucus meetings will be held for appointment to committees.

Adjournment was at 4:10 p.m.