

Chair Rudy Martin convened the meeting at 3:13 and introduced Myron Jones, visiting Woodrow Wilson scholar.

AGENDA ITEMS

1. Minutes of the previous meeting

An error in last month's minutes was corrected to read that decisions made in faculty meetings would be printed and distributed serially rather than annually.

2. Provost/Deans' response

P. Hill - I can't respond to diverse needs re: communications in a single meeting. The deans are distressed at the difficulty of communicating with the faculty. We are searching for structures through which we can work.

B. Smith - The Deans' groups didn't work. Faculty see only snippets of dean's work. Deans' meetings can be used for reporting and information. Council of conveners isn't suitable either.

Diffendal - Seems to be a structural question.

Perkins - Ron and I endorse what Smith and Diffendal have said.

3. Structure of the faculty-to-faculty and faculty-to-dean relationships

Hunt - Liked the old deans' meetings.

Pougiales & Gribskov - Enjoy speciality area meetings.

Kahan - Communications is not a structural but a quality problem needing better organization.

Woodbury - Groups need commonality of purpose.

Cellarius, Finkel, Aikin, Barlow, Guttman, and Simon agreed to work on the problem of faculty communication.

Knapp The date and time of the next faculty meeting is changed to
RMS B. Smith December 7, from 3:00 - 5:00 so that it won't conflict with
Gribskov speciality area meetings; the election of the Council of
 Faculty Representatives is moved to today's agenda.

4. Elections

Chair - Betty Estes.

Agenda Committee - Simon, Rainey, Barlow, Hunt, Pougiales, Colfax, Kelly.

Council of Faculty Representatives - Taylor and M. Smith agree to serve; Rainey to be an alternate later in the year.

5. The Evergreen mediation process

Stenberg - The Agenda Committee felt that faculty need to know more about the mediation process. The process has been protected after various revisions in COG IV. The feeling is that we're all in it together until we don't want to be, and that we all want a humane environment that supports learning. Before mediation begins the parties are encouraged to resolve the conflict between themselves. Then we guide them through informal mediation. The Evergreen Council can be the third party. The process may lead to an all-campus

Page two

hearing board. I will suggest that the Evergreen Council evolve a body of precedent for what can and can't go to the hearing board. There is a difference between mediation and adjudication. Mediation can take place between student and faculty, faculty and faculty, administrator and faculty, administrator and administrator. Know the process is there for you to use as you choose. I handle mediation, Richard Jones handles adjudication, i.e., tough cases.

Jones - Adjudication enforces the social contract (found on page 29 of the Advising Handbook) and is mostly preventative. When a student seriously breaches the social contract he/she is called in and confronted, and may be put on probation. If there is a second problem, the student is absented. Usually the student suffers from a mental health problem. The Counseling Center does excellent work but is absolutely inadequately understaffed. Most counseling is done by para-professionals and we only have two professional counselors on staff. It is illegal to screen mentally ill students out during the admissions process. Few complaints are received about or by Native American students. We have a third-world coalition that does a lot of counseling and Stone Thomas is very helpful. Sometimes the student's seminar leader can be mobilized to help.

Colfax - Native Americans would not come to Stenberg or Jones. There are two distinct kinds of Native Americans - urban and reservation. Reservation parents are concerned about their values being displaced once their children have made the transition to college.

Stenberg - If we err, it is that we wait too long. If you have a student with a problem, don't wait. Refer them first to the counseling center, unless their behavior is such that counseling won't make an immediate difference.

Jones - I will follow up this discussion with more information about our counseling services soon.

6. Summer School (initial discussion of the topic)

Perkins - We have invested revenues from the last two summer schools into this year's summer school. That money will generate jobs for faculty this summer.

Barlow - Faculty want equal pay for equal work. Staff and administration get their regular salary in the summer, but faculty at Evergreen are paid the regional university rate. The faculty members are making the investment, not the administration. Faculty are asked to teach extra courses at no charge, while administrators are paid for teaching courses. What is the position of the faculty? Will the administration fight for bigger salaries for the faculty?

Perkins - Keep in mind that work in the summer is not the same as work during the school year. Administrative duties are fewer. When the State did summer school, faculty were paid a percentage of their regular salary. When we went to a self-supporting summer school, we went off the salary schedule because of uncertainty about revenues.

Page three

B. Smith - There is an increasing demand among faculty to teach.

Kelly - Communication is a problem. No one said there were any profits to be spent. I was told I had \$1.50 per student. When do we know?

Perkins - We don't know until the tenth day of the quarter.

Woodbury - I've never heard the \$1.50 figure.

Daugherty - Why not be self-sustaining all year long? I worry about the legislature looking at it this way.

Perkins - That would be terrifying, but we have no choice. We will request an allocation for summer teaching in the next biennium.

Rainey - I am insulted by the idea that it is a privilege to teach in summer school. I was not invited, in summer school memos, to give input.

Perkins - As long as summer quarter is small compared to the rest of the year, it is a privilege to teach in summer school. Do I hear a proposal for consultation.

Hill - I have been watching the deans try to communicate with the faculty. The Agenda Committee should get a sense from the faculty of what should be discussed. What are the most important things?

RMS Knapp That the rules be suspended for five minutes so that the meeting
Martin can continue past five o'clock.

It was suggested that the summer school discussion should be a part of the regular faculty meeting because it was a regular faculty problem. B. Smith and Woodbury volunteered to draft a summer school proposal to bring before the faculty at its next meeting. In answer to Thompson's question Estes said yes, faculty could draft an alternative proposal. Woodbury was asked to run the proposal by a few concerned faculty before presenting it to the entire group.

RMS Estes That the summer school discussion be continued at the next
Barlow meeting, and that Woodbury spend fifteen minutes discussing
a summer school proposal.

REPORT TO THE FACULTY ON ACTIONS TO DATE

regarding

THE DEANS REORGANIZATION DTF REPORT

At the October 1983 Meeting of the Faculty a request was made to report on the outcomes of the extended discussion which we had last May and June following the report of the Deanery Reorganization DTF. I apologize for my tardiness in making this report to you and suspect that I am still the logical one to do so although I feel a bit out of place doing this so long after leaving office. Here, then, is the status of things as I left the Provost position last June. I will go through the report, item by item, recording the faculty votes at our May 11, 1983 meeting along with my conclusions on each item. These, in turn, constitute my advice to my successor.

Respectfully submitted, Byron L. Youtz
November 28, 1983

1. Among the four Academic Deans, there should be two Deans from the Faculty appointed for two year terms, once renewable. After calling for comments from the faculty, and upon the willingness of the Dean to accept another two year term, the Provost would be empowered, at his or her discretion, to renew the Dean's appointment for one term only.

21 For, 5 Against, 0 Abstain.

Accepted by Provost Youtz

2. We recommend that a newly selected Dean from the Faculty take office at the beginning of Spring Quarter and that the term of the outgoing Dean overlap for at least Spring Quarter. This overlap might extend into Summer Quarter if his/her desk responsibilities included Summer School and if there were funds available to cover the extra salary cost.

26 For, 0 Against, 0 Abstain.

Accepted in principle by Provost Youtz although the realities of budget and of Spring Quarter teaching assignment for the newly selected Dean must be taken into account.

3. In the year before a dean's position will be opened to recruitment, the continuing deans and the Provost should assess both the range of academic expertise and the battery of administrative skills which the three continuing deans possess. The new dean should complement the experience and skills of the continuing deans. The job description should address the needs of the team, much as the addition of a faculty member to a coordinated studies team is made because of the the nature of the problems which the team must handle. In general, the four deans should continually bear in mind the need for the type of teamwork necessary among the faculty members in a coordinated studies program.

For more effective coordination and clearer understanding, each dean's team should draw up and publicize a covenant, along the lines of the covenants required of a

program faculty, indicating individual responsibilities, shared responsibilities, methods of decision-making and consultation, and methods of resolving differences.

To foster continuity in principles and policies, deans should regard their several "desk assignments" as involving not only current decisions and supervision but also the maintenance of the history of that "desk" at Evergreen--how policies have developed and changed, and why-- so that a new dean can take over that desk with a minimum of wasted energy and disruption.

Although one dean should bear the ultimate responsibility for the development of the curriculum, each dean should bear specific responsibility for several specialty areas and make recommendations to the team as a whole and the curriculum dean in particular relating to the strength of these areas.

While retaining responsibility for the development and implementation of major policies, curricular decisions, faculty assignments, and faculty evaluation, the deans should delegate to specialty areas, coordinated-studies teams within those areas, and individual faculty members the carrying out of specific projects-- whenever possible using groups of faculty members and students already working together, rather than proliferating new groupings and diffusing energy.

In the evaluations of the performance of individual deans--by themselves, their teammates, the faculty members sharing evaluations with them, and the Provost-- all concerned should pay attention to how well each dean has lived up to the team's covenant, has carried out desk assignments and maintained the continuity of work in those areas, has helped new deans to develop administrative skills, and has helped faculty members to develop as teachers as well as to improve their abilities to take administrative initiative.

26 For, 1 Against, 0 Abstain

Accepted by Provost Youtz

4. Deans salaries were a subject of much discussion and disagreement.
- a.) All deans should be paid in accordance with the Faculty Salary Scale.
12 For, 10 Against, 7 Abstain
 - b.) All deans should be paid in accordance with the Administrative Salary Scale.
10 For, 14 Against, 5 Abstain
 - c.) All deans should be paid on the same scale.
5 For, 12 Against, 11 Abstain

Not Accepted by Provost Youtz; no change made.

5. All four deans should be titled "Academic Dean".
25 For, 2 Against, 1 Abstain

Accepted in principle by Provost Youtz, except that when distinctions are needed between deans receiving initial 4-year and initial 2-year appointments that they be specified either by this initial period of appointment or by the titles: Academic Dean and Academic Dean from the Faculty respectively.

6. An Assistant to the Deans should be hired. Motion to Table and leave as an administrative reorganization problem. 26 For, 1 Against, 0 Abstain

Accepted by Provost Youtz

7. The DTF recommends against creating a fifth Academic Dean position at this time. 26 For, 0 Against, 2 Abstain

Accepted by Provost Youtz

8. The DTF recommends that the current deans study ways of delegating some of their responsibilities and that an audit of the deans' desk functions be done by a management professional. Motion to Table. 28 For, 0 Against, 0 Abstain

Accepted by Provost Youtz

Our thanks go to Carolyn Dobbs, Chair; Lucia Harrison, Walter Niemiec, Willie Parson, Barbara Smith, Larry Stenberg, Charles Teske, Bill Winden and Ron Woodbury who served as members of the Deanery Reorganization DTF.

B. L. Youtz