

SRU ORAL HISTORY

"SLIPPERY ROCK UNIVERSITY IN THE SIXTIES"

INTERVIEWEE: MS. WILMA CAVILL

INTERVIEWERS: DR. JOSEPH RIGGS AND LEAH BROWN

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R: Our first question generally is how did you get here?

C: You might be interested in the insight that occurred to me while I was standing in line for the convocation for the hundredth anniversary and being so thrilled to be a part of that. Looking around and seeing visitors back and people here and everybody in their academic regalia. Thinking, I'm really glad that I'm teaching at Slippery Rock now so that I can celebrate this hundredth anniversary. Then I started to think back and realized that of the hundred years of Slippery Rock's existence, I had about 40 of those years. Either in teaching or as a student here, an undergrad, or as a citizen in New Castle when my father was ill and we were coming over to Slippery Rock for him to see the doctor. We'd go past the front of the campus and even though I was quite young, I knew about the fire in 1937. The North Hall fire. Came here with every intention of becoming a health and physical education teacher in 1948 after I graduated from New Castle Senior High School. I did my undergraduate work. I went back to New Castle and taught

C: there for six years and served as cooperating teacher for the then state teacher's college. Dr. Weisenfluh, who had been my ethics professor, was then President of the college. He made a contact with me and suggested that I might like to join the faculty. I wasn't sure that I wanted to do that because I really enjoyed my public school teaching. Then the offer was repeated in another year. So in 1958, I came to Slippery Rock to begin my employment here as a member of the Health, Physical Education and Recreation Department. I left a junior high school that had a faculty larger than the college. Our first meeting was held in the old library, now Maltby Center, in the left hand wing, and the entire faculty sat at the library tables. That took care of that. There weren't that many of us. There were less than 50 at the time. We've been here for a very long time and have seen a lot of changes.

B: What was it like being a student?

C: Wonderful. Wonderful. Of course, that was a period of time when girls had to be very carefully restricted. Now they didn't put restrictions on the men. That was the idea that if they locked up the women at night, then the men would go home to their dormitories and study. So we had restrictions. At 8:15 we had to be into our dormitory. We only had one. North Hall. You had privileges based upon your class standing,

C: freshmen, sophomore, junior, senior. Limited by your Q.P.A. So that a freshman who had an appropriate Q.P.A. had one ten-thirty privilege a week, which meant Monday through Friday. Then you were allowed out until 11:00 on Saturday night and 10:00 on Sunday night. If you were in the dormitory, and they were called dormitories then and not residence halls, you were in your room for quiet hours until 10:30. From 10:30 until 11:00 you could make noise. You could visit and talk and actually make noise. Eleven o'clock, everyone in her room. Quiet time. Twelve o'clock lights out. I think today's students would just marvel at the idea that at 12:00 people turned their lights out and went to bed. We had a night watchman who patrolled the interior of the building. There are lots of stories about that. She had a talent for always knowing when you were out of your room inappropriately. Of course, there was activity after midnight or after 11:00, too. There are stories told of people moving around to get safely back to their room so that they couldn't get caught by Gummy. Get in the room. Breathe a sigh of relief and have Gummy step out from behind the closet door and say, yes?

B: Gummy was a female?

C: Yes. Gumshoes. The idea that she was very quiet. Crepe-soled shoes. Now that was my freshman year that the original Gummy, that I'm aware of, worked. She didn't return after my freshman

C: year and they hired a lady who was also known as Soup and Cereal because she had worked in the cafeteria in the dining hall down in North Hall where she dished out cereal in the morning and soup at lunch. So she affectionately became known as Soup and Cereal at first because she didn't wear gum-soled shoes. She wore heavy, hard leather. You could hear her coming through the halls. She really had a difficult time. She eventually changed that and then became known as Gummy and worked here, I think, until the 1960's keeping order in the dormitory. Making sure people were doing the things that they were supposed to do.

B: Weren't there any rebels?

C: Of course. I roomed with them all. Of course, people who needed to be out of the dormitory beyond hours. People who felt that during quiet hours they needed to bowl down the hall. I remember one occasion. I was sitting in my room. It was after 11:00. My roommate was in the closet doing something, maybe getting clothes ready for the next day. I was sitting at my desk reading. I heard this terrible, terrible sound and I thought that she, Janet Campbell, otherwise known as Soupy, of course, was throwing hangers on the floor. That was what it sounded like. Well, we didn't have that much room in our closet so I couldn't imagine. She jumped backwards out of the closet and

- C: said, what are you doing? When I turned to her and said, what are you doing? We realized that neither of us were doing anything. Raced outside and someone had thrown thousands of marbles down the upstairs hallway and they were cascading down the steps and out on to the second floor. And, of course, when we went running out into the halls it was slip and slide and roll and try to get our balance.
- B: Kind of harmless compared to later on.
- C: Much different.
- R: No panty raids?
- C: Yes. Sure. As a matter of fact, my first year here as a student we were playing Westminster College in football, and the Westminster students decided they wanted to come over and burn a W on the Slippery Rock campus. That was a common activity apparently back in those days. Throw gasoline down in the form of a letter and then burn it. Our people got word of that. Apparently some of our students had been over in New Wilmington and sitting in Isaly's and they heard some of the Westminster students plotting. So they came back and it wasn't hard to mobilize. We had maybe 700 students in Slippery Rock at that time. Everybody knew everyone so it wasn't hard to mobilize. So on Friday night, they sent the football team to bed. After all, they had a major game

C: the next day. The rest of the men who were resident students organized themselves to prepare to receive the folks coming in from Westminster. Sure enough, the folks from Westminster arrived. The next thing that we knew in the women's dormitory was that the men were asking for women's clothing outside the windows. Please throw us down some women's clothing. They had caught the Westminster fellows, maybe eight or ten of them, secured them, tied them to trees. They came in and begged women's clothing. They shaved the guys' heads and the next day they paraded them in front of the band down on the football field. The unfortunate part of this is that some of those fellows were predivinity students and they were serving as lay pastors in some of the churches in the rural areas around New Wilmington. Again all in good fun but the panty raids sort of fun. They didn't come through the dorm for that one but were asking for things from outside. I think there is a picture in one of the yearbooks about it.

R: Were there fraternities and sororities?

C: Not at that time. Fraternities and sororities didn't begin at Slippery Rock until probably around 1961 to 1963. That's a curious commentary. As I recall, we'd had a major student government meeting with a lot of representatives from a lot of universities and colleges here at Slippery Rock. The question

C: came up about the need for fraternities and sororities at Slippery Rock. Most of the students who were attending from other colleges and universities, not just our state system people, were members of fraternities and sororities, and they listened to people talk about what was available at Slippery Rock for students to do. What kind of clubs? What kind of activities? Their recommendation was that we didn't need, apparently, to have fraternities and sororities at Slippery Rock because there were so many different kinds of activities that we had. I should mention this. Intramurals, which has always been a big program here at Slippery Rock, has a long history. We probably have had a higher percentage of our student body involved in intramurals than any other college of comparable size, smaller or larger, because our students seem to enjoy activities. So those intramural programs have always been essential and that was one of the major things that they could do. They could have teams and participate without having to have a relationship through a fraternity or a sorority. There were academic related clubs. I recall one used to be called the Open Road Club which was sponsored by the Biology Department and there were a few biology majors here, but the Open Road Club drew folks from all of the majors who were interested in the out-of-doors and in nature. They helped to take care of the nature trail which is now defunct.

C: It doesn't exist any longer. They helped to make sure that all of the different species of trees on the campus had their markings on them so that when people were sent out to do leaf collections by their botany class they could identify what the tree was. They did a lot of good service projects like that but had a lot of fun in the process, and that is just one of the many academic related clubs that we had. So their recommendation was that they really didn't think we needed them. However, we had students who felt that there was a need for them and they wanted them. The student referendum that was done at that time as I recall, passed, but only with a very, very small percentage of students voting, those people who were interested in the fraternities and sororities. A lot of students said, well, we're not interested but we don't care. If they want to have them, fine. So they didn't bother to vote. So we initiated fraternities and sororities. I think it was around 1963. Originally it was to be on a trial basis. There were certain restrictions placed on them. For example, they were expected to support all of the University sponsored functions, such as homecoming and the homecoming dance. Well, we no longer have a homecoming dance. Homecoming has really become an activity that the sororities and fraternities seem to focus on, but to the extent that sometimes we don't see the other clubs and activities getting involved

C: in the homecoming parade or the displays that are done.

R: Was drinking somewhat of a problem?

C: Alcohol has always been a problem. It's only a bigger one today than it was then.

R: Lots more folks.

C: Lots more folks and a lot more being consumed. The big deal, if you talk to the folks who were in school back in those early days, if the fellows went out and had a couple of six packs with the four or six of them in the car why that was a big deal, or a couple of quarts of beer, that was a big deal. Today four or six people need a quarter keg. That's one of the problems that we have today, or I think that we have, and as you know I have an interest in the drug and alcohol problem. We have people here in this generational gap who remember that when they were in college everybody drank and everybody was okay and most people were fine and they overcame the problem. They forget that our students today are drinking more and drinking with a different idea in mind. If you ask our students today why they drink to excess, it's to get high. Why are you drinking? To get drunk. Whereas that was not, as I recall, that was not the idea. Alcohol was a part of the social scene in those days. I was surprised when I came to college. I came at 17. Many of my friends from New Castle, who also came, had already been drinking for a few years. I didn't know that when I was home but

C: I found it out when I got over here.

B: At that time they didn't have cars.

C: Not as many. There were a few cars, and you're right, that's one of the things that would keep them restricted. Although when I came to college in 1948 a large number of veterans were here. As a matter of fact, where Patterson Hall is now there was a trailer camp, a trailer park for the veterans and their families because many of the married veterans had children. So there were trailers parked in there and a lot of those fellows worked at Cooper-Bessemer or at ARMCO or at Pullman Standard and went to school here on the G. I. Bill. So those folks all had cars.

B: They were a different kind of non-traditional student.

C: Oh, indeed. It contributed, I think, a great deal to the quality of the social scene and the academic scene. These folks were very interested in their education. These were folks who prior to World War II probably would have been denied access to higher education and now because of their service in the military and because of the G. I. Bill, they now had that privilege of going to school. It was a different scene there than what we found later on in the Vietnam era where the students were using college to provide deferments to avoid service. Therefore, they were

- C: not necessarily as committed to the academic work at the University as those earlier veterans were. They were a great addition to Slippery Rock campus.
- B: Tell us about the kind of instruction and the things that you learned and the curriculum at that time. What do you think of it looking back on it?
- C: The curriculum for the Health, Physical Education and Recreation major was, of course, pretty well designed and designated. We had approximately a 60 hour liberal arts or general education program which required, and there was very little choice. Writing, literature, psychology, sociology, history, geography. All the traditional liberal arts program. I think I got an excellent education. I think that that liberal tradition was very well in place at Slippery Rock. We had two semesters of the history of civilization required. We had United States history required. We had American national government required. We had economic geography required. All of the things that you could possibly need in the liberal tradition were there. Then beyond that you had professional education which was the teacher education. The student teaching experience in education psychology and then the specialized program which was your professional program. For me it was in health, physical education and recreation. I was able to take enough course work to become a history minor, and most people did

C: have a minor of some sort. We had a very strong science background. I had general chemistry and chemistry of nutrition. I had anatomy and physiology. I had botany and zoology. We had enough work in all of those courses that a few additional classes and you could qualify for a minor. When I finished my education here, my certificate was not only to teach and supervise health and physical education, K through 12, but also to teach history in the secondary grades. It didn't require that many extra courses. Dr. Duncan, who came during my tenure here as a student, had a large influence on those history courses because he taught a great many of them. I've told Dr. Aebersold so many times when we go up to the third floor of Old Main to meet with him that it was a lot easier to get up to Dr. Duncan's history class that was in the same place that the president's office is now. A lot easier back in those days to go up those three flights of stairs. It's curious knowing that we've just come through this change of liberal studies program. I'm not really sure how I feel about it because I don't know that it's solved any of the problems that we thought we had. I'm not sure what the problems were that we thought we had in liberal studies with our general education program. I'm in favor of a core, and what we got back in those days was a very large established core. You will take all of these things. I don't think there were very many doubts in

- C: anyone's mind about what Slippery Rock was graduating. They knew exactly what their educational program had been.
- B: Solid.
- C: Very. I would say, having had the privilege of working with so many folks who came from different kinds of backgrounds to teach at Slippery Rock and who were not necessarily in education colleges but who came from the liberal arts college and became teachers, that I think the education that I received at Slippery Rock was every bit as solid as what folks were receiving at some of the fine liberal arts colleges.
- B: Do you remember any other professors besides Dr. Duncan that were particularly memorable?
- C: Dr. Weisenfluh, who I mentioned, had been my philosophy and ethics professor. He was a fine teacher. Miss Pletz was freshman physical education specialist and she had been here for a while and was here for a great many years after I left. Mr. Eiler who was my gymnastics coach and coach of the soccer team. Ford Hess who was the anatomy teacher. A lot of the men who were teaching here at the time. Archie Dodds, who was head of the health and physical education program. A lot of them were men who had been in the military service and then either returned to Slippery Rock or had come here out of the

- C: military to continue their professional work. Morrison Brown taught English and English literature and he, I believe, still lives in Indiana. I was at a banquet a year ago with AAUW (American Association of University Women) and I met his wife and daughter.
- R: Indiana, Pennsylvania?
- C: Indiana, PA, yes. Harold Wieand who taught American National Government. I had him for introduction to economics, I believe. Dr. Book taught history. I believe he did the sociology. If I looked at a yearbook it wouldn't be hard to remember all the people that we had. They were good folks and they were very interested. Martha Gault taught here. She was my introduction to appreciation of art teacher. Gladys Arnold was the music teacher. They were wonderful folks. They really loved Slippery Rock and loved the students who were here because they gave of themselves so much. There was never any question about being able to go and talk to somebody about a need in the class. Of course, Maree McKay was the registrar. Maree McKay as the registrar ruled the college with an iron hand. I can recall sitting at lunch, because some of the faculty and staff ate in the dining hall which is now the staff center, the University Club, sitting there knowing that we had registered collectively for 21 and 20 hours and knew that we were not supposed to do that and had gotten away with it or about a week and a half.

C: Every time Miss McKay walked by, we just sort of buried ourselves in our soup or our salad. She was very tall. She seemed very tall to me. I don't really know how tall she was but she seemed to be at least six feet tall when she appeared at the side of the table and asked for Miss Hudacek and Miss Cavill. You will speak to me in my office following lunch. It was, oh, darn, because you knew you were going to have to drop a class to get back to the recommended number of hours and credits as opposed to today where you can take those extra hours if you have recommendations. Twenty hours was just far too many. Miss Harner was the Dean of Women. Lois Harner. She came my first year and then she was here for a long time afterwards.

R: She checked students down at North Hall?

C: Not personally. Although on occasion she might be down in the hallway. Mrs. Tomb was our assistant dean but they had upper class students who had the responsibility at the desk. We signed in and signed out anytime we left the dormitory in the evening with an indication of where we were going and what time we left. We had to sign back in and, of course, they were there at check-in time including Gummy, to see if any of us happened to smell of alcohol. As far as I know that was immediate expulsion at that time. I don't know of anyone who got caught and I, therefore, don't know of anyone who was expelled, but I know that that was

C: the concern and the fear.

R: Classroom attendance. Was it just plumb mandatory?

C: I think there was that expectation that you were here at school and you should be in class. I know that still governs my attendance policy. I do expect you to show up. On the other hand, we understand the reasons why people don't. I can recall skiing. One day, there was an old water tower up behind Rhoads Hall, and we'd had a wonderful snowfall and we had, like our common hour, we had a 10:00 hour on Tuesdays when no classes met. We had full university assemblies at that time in the old chapel. Occasionally there wasn't anything to do. If there was a full assembly, you were expected to be there, too. But, if there wasn't anything to do, you were free during that hour of time. So we had checked out some ski equipment, and it was one of my first experiences in skiing. It was take the skis off and trudge up the hill and put the skis on and hope you didn't kill yourself on your way down. I was just so enthralled with it. I just kept skiing down that hill. Down from the water tower. Down to where Rhoads is and then across the road toward North Hall with Old Main in full view. I was skiing and skiing and skiing and all of a sudden I thought, oh, wonder what time it is? I looked at my watch. I was missing my history class and I could see my professor standing in the window. He probably could see me skiing down the hill but

C: no repercussions from that kind of an absence. The same problem then that we have today with athletic teams and the fact that the University schedules their program and then takes the students away. I had the privilege of being on the gymnastic team. It was the only varsity team that women could participate in. It was an exhibition team, so starting sometime in November and following through until March, we were going out to the public schools in the area of Ohio and Pennsylvania to do these wonderful gymnastic exhibitions. It was one of the best things that Slippery Rock ever did. It was a wonderful public relations arm because that team was so good. There was so much skill there and the high school students would fall in love, the girls with these magnificent bodies of the men and the young guys with all the girls who were in their leotards and providing all kinds of wonderful activities. It was a way for people to learn about Slippery Rock who previously didn't know about us. But they took us out of class and away we went. Of course, that continues to be a problem today as we have students who are obliged to miss because the University is using their services in some other way. Sometimes, I think, that some of our colleagues forget that someone has made a decision that those activities are very important and significant to the University and that we need to give some thought and consideration to the

- C: fact that those absences are a little different than the youngster who sleeps in or chooses just to blow off a class.
- R: Of course, there was debate and dance and glee clubs. We have a lot of stuff on the road.
- C: Exactly. Over the years, we always had a very active student body. That's always been one of the things that I believed. I've heard people talk about the apathy of Slippery Rock students. I think I've learned that it's more because they are so involved in what they are interested in that they may not be necessarily interested in what we would like them to be interested in. But we still have them very active and very involved, doing a wide variety of things. Our students who leave this campus to go out and carry the Slippery Rock story do such a wonderful job. They are such good ambassadors. They really are great. I'm reminded of something else as we talk. This is from way back in the dark ages when I was a student at Slippery Rock. I mentioned the veterans who were here. I was also here at the beginning of the Korean War. That was a sad time because then many of those veterans who had seen and survived combat were being called back. We had to my knowledge at that time the first of those men who was killed. He arrived in Korea and ten days later he was killed. He had been in the Air Force and had survived bombing raids during World War II. That was Paul Clawson. He was an upperclassman at the time. Paul was called

- C: back. I think he was a senior when he was recalled. Then we began to see some of our young men leaving because of the draft. Because of the demand for that police action in Korea. It was a sad time. As a youngster growing up during World War II, yes, I knew friends and I had an older brother and sister who had friends who were into the service, but when you were of the age during that period of time it was a different experience.
- B: So you came back to Slippery Rock on the faculty?
- C: Yes.
- B: Tell us about those experiences.
- C: At the time I was teaching in New Castle. I had been a gymnast when I was in college. There's not a great demand for gymnasts after you graduate, in spite of the fact that I was able to continue teaching gymnastics. One of the things that happened to me in my teaching was that I became more of an aquatic specialist. I began to focus on that, working with the Red Cross, devising some new programs and new techniques. Also served as a supervisor for student teachers from Slippery Rock which allowed me to keep my contacts over here and to know what was going on with the professional programs. When Dr. Weisenfluh invited me to join the faculty, it was shortly after Middle States had been here. Sounds familiar? And Middle States had said, my goodness, you have so many people student teaching in health and physical education, and you don't have any supervi-

- C: sors in that field. We really think you should have some people to do that. That was one of the reasons I was invited to join. Bob Smiley, who was already on the faculty, and I were assigned to supervise all of the student teachers that were in health and physical education that Slippery Rock sent out. That was from Erie to south of Pittsburgh. It was quite a task. In addition to that, I was hired as an aquatic specialist. Then, of course, with everything else that had to be taught, I taught physical activities to the freshmen majors and I taught health and I taught what we called the service classes to the non-majors which made for a very full teaching level. Obviously, many years pre-collective bargaining! I had probably 27, 28 contact hours, clock hours, that I taught. Then on top of that, Bob and I had to go out and travel and visit these student teachers.
- B: So there was no limit on the number of hours? Whatever they told you to do, you did?
- C: Whatever was needed. There were four women who taught activities when I came back here to teach. I was the aquatic specialist. There was a dance specialist. Marie Wheaton was here as an activity specialist and Nancy Barthelémy as an activity specialist. Then we had Mary Margaret Heffernan who had been here when I was an undergraduate, who was still here as the health person. We didn't have that many people and we had a lot of students. So, therefore, they expanded the assignments

C: until they were covered, unlike where we are today. I had been here for approximately two weeks and really busy. Very busy. I got a call to report to the President's office. Because I knew Dr. Weisenfluh and admired and respected him so much, it was not one of those oh, oh, what did I do wrong. It was just oh, okay. I'm a new faculty member here. He wants to talk to me. So I went over, and Dr. Weisenfluh was a very soft spoken man, and he began to talk to me about gymnastics. Eventually in the conversation, it appeared to me that he was asking me if I thought I might like to coach. Well, no. I didn't have any desire to coach. Never had. Didn't want to. We talked for a while and he became a little more insistent and it suddenly dawned on me. You know, the little electric light bulb goes on. He wasn't asking, he was telling me that I was going to be assigned to coach the women's gymnastics team. And I really had no choice in the matter. This was an assignment from the President. So we corrected our understanding of that and I accepted the responsibility and went off to coach gymnastics. Wally Rose was the men's gymnastics coach at the time. As I had said earlier, gymnastics was an exhibition sport. We took our people out and toured. We continued to do that, but we began to change some the activities into the Olympic activities, such as the uneven parallel bars and the balance beam, in addition to the other things that we were doing. By the next

C: year, we had begun to look at gymnastics as a competitive sport. Now one of the problems with that was that there weren't a lot of schools around us who had gymnastic teams. Pitt did, but they didn't have women. They only had men. Kent State had both men and women, and it was a result probably of their relationship to the Sokols or the Turners that they had the team over there. So we began a competitive team. My first experience with the women in competition was at West Chester at an invitational meet where there were West Chester, East Stroudsburg, Slippery Rock, Trenton State, Montclair State from New Jersey. It was the first time we had ever competed. Of course, we won. What would you expect? We were Slippery Rock. We had some fine gymnasts. Some wonderful gymnasts. We came back and continued with the possibility for competition. Looking for places where we could go to have competition. Each year I would go back to Dr. Weisenfluh, at first, and say, do I have to coach next year? He'd say, yes, Miss Cavill. I'd say, yes, sir. Then I would return. Do I have to coach next year? Yes, Miss Cavill. Yes, sir. After about five years of that I went to him and I said, do I have to coach? He said, no, Miss Cavill, you do not have to coach gymnastics. I said, oh, thank you. He said, but you will have to do another sport. Well, there weren't any other sports because we really didn't have that many varsity sports for women. We had a lot of intramurals but not the varsity sports. We had developed

C: a field hockey team and a basketball team. So I thought, well, all right. So we started the women's swimming team. We put out a notice that Slippery Rock is going to establish a women's varsity swim team. Any woman student who is interested, come to a meeting. So we had this group of students and I had a meeting. We talked about the possibilities and we shared what our experience was in varsity swimming. Had they swum for a club? Had they swum for a Y.W.C.A.? Had they done country club swimming? At the end we took all the years of experience that the people had and we divided it by the number of people who were there to see what the average was and we came up a negative number. We were really starting from scratch. I coached swimming for 13 years, every year asking at the end of the season to whoever happened to be president at the time, do I have to coach next year? The answer always came back, yes, Miss Cavill. Yes, sir. Finally in 1976, Dr. Watrel said, no, you really don't have to coach. I waited for the other shoe to fall and it didn't happen. He said, you know, you will have to pick up an extra class because of your release time. Well, you see the first 13 years that I coached, I coached without any compensation. Without any release time. We weren't paid to coach. We had no release time from our teaching schedule. That coaching was added to that schedule that I have already described. In 1971, when collective bargaining came in, it's the first time that the

C: coaches, generally, had any kind of compensation and it came in the form of release time. So that I had quarter release time both semesters because my sport was both semesters. When he said, remember now, you'll have to pick up another class, I was pleased to say, I think I can handle that. That would be another section of first aid, a course that I was already preparing for to teach in two other sections, as opposed to ten hours of practice time a week. Probably another five hours of preparation. Four practices and four meets. We did all of our own scheduling. We had to make the contacts with the coaches of the other schools in order to get the schedule. We contacted the buses. We made all the preparations ourselves. We had a director of athletics but they didn't do that for us.

B: Because it was a women's sport?

C: Probably because they did men's basketball and football and not necessarily just because it was a women's sport. There were many of the men teaching so called less visible or minor sports that also had to do the same things that we did. But certainly there were no women who were getting that kind of assistance for a long time. Actually by the time I was through coaching, we had an associate athletic director. Pat Zimmerman was the first one. She was there to help us with our scheduling and with getting buses and with things like that. Coaching was a lot of extra work on top of an already very busy teaching

C: schedule. Of the 18 years that I coached, only five of them were with release time. So I was very pleased when I was no longer obliged to coach. I had a good time coaching. I just didn't want to coach. I believe that coaching is teaching, but I just didn't want to coach. I had some marvelous athletes. With good times. There were problems. I coached long enough to see what was happening when we began to get sports into the high school. We began to see with some of the women some of the problems that we'd always known existed with some of the star athletes, the boys in high school who always thought that they were privileged because they were stars. I coached long enough to see that phenomenon begin to occur with the girls coming from the high school. We are talking about Title IX which said, if you've got boys' sports, you've got to have girls' sports. Men's sports, women's sports. We were pleased to be able to have the new warmups that Millie would save for us in the equipment room to go with us to the swim meets. I was getting students coming in from the high schools who wanted two practice suits and a swimsuit for the meet. We didn't have that kind of money committed to sports at Slippery Rock. Any kind of sport at Slippery Rock. Limited resources, of course. Of course, they continued to be limited, but I think we're doing a little better job now because we're also able to raise money from the sports in the summertime. Laurel Dagnon

C: does these and they bring in money for scholarships and additional money for the athletic programs. We didn't even have the capacity to do those things in those days. There's no doubt the focus was on the men's football and men's basketball. There was no doubt about it. We went through a period of time here even in the early 1980's. I had a sabbatical in 1980-81. I thought I'd been very clever and avoided appointment and election to any committees during the year that I was on sabbatical. When I come back it will be an easier year. Faculty Council forgot to elect in the spring, so they elected in the fall and one of the positions they were electing to, I think, Leah, you were a part of this, was Athletic Council which was sort of new to Slippery Rock at that time. I can recall being lobbied at the Faculty Council meeting. I think, Mrs. Brown, you were a part of that lobbying group. Certainly, Dr. McKeag and Dr. Knierim and Dr. Zimmerman and Dr. Griffiths all put on their best efforts to lobby me to go for election to the Athletic Council. I didn't realize what was going on. I doubt that you did either. It was just one of those things that somebody thought Wilma ought to do. There was a new President, Dr. Reinhard. And what was happening was, there was talk about visible sports and less visible sports and money going to support the visible sports which would detract from the less visible sports. This debate was about to begin, and I think that the Athletic Council at that time was significant in

C: pointing out to Dr. Reinhard that that was a grievous error. That as far as students were concerned, major, minor, visible, less visible, whatever the activity that the student is involved in, whether it's drama or music or sport, it's as significant to them as the sport that they would call a visible sport, football, basketball, and wrestling at the time. It was unfair to handicap those other sports in order to encourage these sports for the limited possibility of greater exposure and greater success. We were a Division II school. It would be nice to have the kind of money that television brings in, but in order to do that you have to be involved in winning regional, district and larger contests. We were sort of making a suggestion that we would handicap a large number of our students to support a very small number of students in an athletic program. I can recall the meeting when Dr. Reinhard met with the Athletic Council and he accepted the arguments that were made that said, this is not a good idea. Whatever you do, you are already committing additional moneys. For example, we have a Sports Information Director. That Sports Information Director is charged primarily with public information about the major sports. So we are already supporting those, in addition. A lot of our coaches, if they want publicity, they have to do it themselves. If they want stories done, they still have to do it themselves. I wouldn't want to have to do that. I didn't like doing it when I was coaching. I wouldn't want to have

C: to do it now when I think that coaching has become more complex with recruitment and the year round programs that they have going on here. He accepted all those arguments and agreed that he would not initiate this visible, less visible sports program. It felt like a great victory to those of us who had been coaching in the so called less visible or minor sports. I was already out of coaching by then, but it was still a thing that I was very much interested in. It's curious to note that within the semester, Indiana University of Pennsylvania did initiate support for a visible, less visible sports program, and received a great deal of negative notoriety as a result of that, because the faculty responded in the same way that the Athletic Council at Slippery Rock had responded, saying that's not fair and that's not right. The press carried a lot of those stories from IUP and it got to be broader than sport. It got into summer school and a lot of other things. But it was the kind of thing that Slippery Rock was therefore protected from as a result of people looking and thinking and dealing with the President who was willing to listen. I think I know that there are a lot of folks who would say that they were surprised that Dr. Reinhard listened, because he was such a strong president and was interested many times in doing things the way he thought that they ought to be done regardless of what other people might advise. In this instance, he listened. I think he was well rewarded for it.

R: Were you AAUP before?

C: No. I was a member of PSEA and NEA. Typical public school teacher coming from the public schools. That was our professional affiliation in addition to the state association and the American Association of Health, Physical Education, Recreation and Dance. So that when the question came up for collective bargaining and APSCUF wished to be the bargaining agent, the next question was an agent with an affiliation. That, as you know, won across the state with PSEA and NEA. That lasted for about five years, then ended because we didn't believe that PSEA was providing the additional services that we felt needed to be provided that we were paying for. So we went through a period of time of independence until we then affiliated with AAUP and the AFT. That was some kind of a coup at that time, to bring together the prestigious professional association of AAUP with the politically powerful AFT who had an affiliation with the AFL-CIO. I believe that what is now the state system, APSCUF, was the first of the various bargaining agents around the country to be able to get that alliance done. Subsequently, we've discovered that the AAUP was not able to provide the services either, and so we are currently now just affiliated with AFT. Collective bargaining was an interesting experience, I think, here. For so many of us coming from the public schools there was that attitude that you didn't join a

C: union. Let's face it, we were professionals. Yet we had all taught under circumstances where we had seen people treated less well than they should have been treated. We saw good young faculty disappear because somebody didn't like the way they parted their hair or the way they dressed or because some management-appointed chair saw that new young faculty as a threat to their position of power. I sincerely believe as a very strong unionist that when management or the administration does what they ought to do in terms of treating their workers properly, fairly, equitably, there is no need for collective bargaining. Collective bargaining gives those workers the strength they need to be able to deal with the inequities that inevitably seem to appear when management and administration make mistakes or don't pay attention to the fairness of the treatment of their employees. At that time I recognized that, and was very happy to see collective bargaining come after I understood a little bit more about it. Then I got involved in the leadership of the union. But I had not previously been involved. I had been involved in the leadership of the faculty having served on the Faculty Council, but not through APSCUF or AAUP, and somehow ended up being elected secretary to the Faculty Council the same year I was elected secretary of APSCUF. Tony Pagano was chairperson of the Faculty Council and Irv Kuhr was the president of APSCUF. He was our first president. My memory of all of that is that we were so

C: unaccustomed to collective bargaining or unionism that none of us really knew how to behave, including the administration. I can remember at Faculty Council meetings a question would be asked. Dr. Watrel would stand up to respond to it and his administrative aide, Vicky Fox, would tug at him and say, you can't say that, that's Meet and Discuss. Then he would sit down and not say anything. Then faculty would get very upset. Irv, who I don't think had ever been seen by anybody on this campus as a militant, began to sound like a militant in his position as APSCUF president. He'd be obliged to say things like, well, if you can't talk to us then we'll grieve it. Everyone would go, oh my goodness. When either Irv's term ended or when it was changed, he served for a year, the faculty instead of re-electing what they perceived to be a militant attitude, elected Don Voss, and I think Don was perceived as a much milder person. That was the year, I guess, that I recall being secretary of APSCUF. So I was in the Meet and Discuss meetings and I was in the executive committee meetings. Now we're a year into collective bargaining. Now they wanted Don to be a little stronger than what he seemed to be to some folks. So we got to the end of Don's term and during that year when I served as secretary, Lou Razzano, who had been our delegate, moved to administration. So suddenly I was a delegate at the state level. I was really getting involved in the union and because the

C: president hadn't gone to the Delegate Assemblies. I may be off a year here because it seems to me that maybe I was a delegate when Irv was president, it might have been in 1972 or 1973. I would come back and give reports at the faculty meetings about what was going on at the state level. I was really into this business and enjoying it, and we were learning so much about what was happening at the other schools that the next thing I knew, in the spring of 1974, somebody nominated me to run for president of APSCUF. At the same time John Don Wink from the Art Department, who had also been a delegate, was nominated. I thought that was great. I thought he would make a good president of APSCUF and I didn't care if he won. Apparently Don told folks the same thing that he thought I'd be okay and he didn't care. It was years later that we seemed to discover that Dick Hunkler and Bob Aebersold had something to do with those nominations. The conclusion was reached that what they wanted was a reasonable bastard to be president of APSCUF. Someone who would bring a meld of the militancy of Irv and the quiet, gentleness of Don Voss. I won and was subsequently re-elected and I served four years as the reasonable president of the union. It was an interesting time.

B: Those dates?

C: 1974 to 1978. The first year was really interesting for me because I was doing something in a role that I had never

C: truly played before, but I had such good experiences at the state Legislative Assembly. Pat Johnson had been the president the first year I was there. Bob Winters followed and they were very different in their style, and I had learned some techniques to handle large group meetings and found that we had a lot of information to share back here at Slippery Rock. So most of our faculty meetings were very large and there was always a lot of information. As a matter of fact, around 1975 was the first effort at retrenchment. One of the first things that happened was Dr. Watrel called me to his office to tell me that they had been ordered to retrench 5%, and he said we don't need to do this because we are fiscally sound, but I have been ordered to reduce faculty by 5%. Of course, the first move was to call Harrisburg and ask if the state people knew that this was happening. I was maybe the third or fourth call. So as soon as APSCUF learned that the then SCUD [State College and University Directors] board had issued this 5% reduction, they went to work to see what they could do and they got an injunction to stop it because the SCUD board had acted illegally. So that first threat of retrenchment got handled immediately by the union, and had we not had collective bargaining we would have reduced staff by 5%.

R: A lot of folks.

- C: That's right. That's right and that was across the 14 institutions. As Dr. Watrel said, we were fiscally sound, we had no reason to reduce, except the order had come from the board. So it wasn't hard for our faculty then to very quickly see the value of having a state union who could act on their behalf.
- B: It seems to me that there was one crisis after another during your tenure?
- C: That's how it looks to me too when I look back. Retrenchment was one of them. The PSEA conflict occurred then, and then we had some local problems. We had a President who was, I think, learning, as all of the presidents at the 14 institutions were learning to deal with collective bargaining. I sincerely believe in those first two years that Dr. Watrel was having a better way of handling and dealing with collective bargaining and with the faculty. We worked more directly with him. Leah, you were chairperson of the promotions committee at that time. I can recall many times when I would bring information to the promotions committee that we had talked with the President and he had agreed to certain things. We were trying to establish guidelines and then they would get into a meeting and it would fall apart. Generally, that meeting was with the then Vice-president of Academic Affairs.
- B: That was Jim Roberts.
- C: Yes. And the original agreement would fall apart, and then Leah

C: would come to me and say, what happened? We thought we had this all squared away. Then I would march upstairs to Dr. Watrel and I would say, I thought we had agreed to this and this, and he would say, yes. I would say, that's not what's happening in the meeting. He would say, go tell them. I would say, I can't tell them. You tell them. Then he would go and tell them. We got what faculty really were interested in, if I recall correctly. Then there was an effort to apparently, I'm sorry to say, to undermine the President's relationship to the faculty. When we worked more directly with him, and he discovered that the faculty were not the monsters that he had been told they were, and we were finding out that he was not the inept administrator that we had been told that he was, then we began to make some real progress. There was a statewide effort to establish promotion guidelines, but we made some real progress locally here because of the relationship that was slowly developing with the President. That culminated, as everybody knows, in the conflict between Jim Roberts and Al Watrel when Al decided to remove Jim as his Vice-president for Academic Affairs and offered him either the opportunity to go on sabbatical or to be returned to the faculty. What Jim Roberts did was phone Harrisburg and tell them that he had been fired. And there had been so many things going on with the Auditor General's office, nothing that was proven to be wrong, but

C: questions that had been raised and reports that had disappeared in the Auditor General's office, to where there were folks in Harrisburg who thought that maybe Al was not as competent as he truly was. Questions, allegations and inferences that caused John Pittinger (Secretary of Education) to tell Shapp, and Shapp picked up the phone and fired Watrel. Then, I think looking back, made a very serious error in putting in the other person who was part of the controversy, naming him as Acting President. Our understanding at that time, with the searches that had gone on at the other colleges, was that if a person was given the privilege of becoming the Acting President, then they would not be a candidate. If they wanted to be a candidate, they could not have the obviously preferred position of being the Acting President. Jim (Roberts) accepted the Acting Presidency and then applied for the Presidency. That was a year of terrible turmoil with a lot of problems here at the University. With people being charged with ridiculous things. With investigations going on. I can recall finally sitting in the Trustees' meeting when a deputy attorney general announced to the Trustees and anyone else who was in the room that the Justice Department's investigation had been completed and there was no evidence of wrongdoing by Al Watrel. And that it was her advice to this college that we stop the negative publicity because everything that came out reiterated all of the allegations and the inferences

C: and really cost us in that period of time in student enrollment. And she said we had to stop this negative publicity, that we were having a detrimental effect that would have a long lasting effect on the University and that there was nothing, no proof, that he had done anything wrong. The only thing he may have been guilty of was bad judgement. I don't know that there was a single person sitting in that room who could have claimed that they had never been guilty of bad judgement, nor anyone at the University for that matter. At that very meeting Dr. Roberts announced that he had called in the State Police to investigate the theater department which was non-existent, it was a program within the communication department, for misuse of funds. Of course, that hit the papers that night and made the headlines, as opposed to the fact that Watrel was found innocent of all charges. So we went through another period of time of negative publicity. Of course, the fact that one of the theater professors was on the search committee, probably had nothing to do with that investigation, but there was, of course, nothing found. At that time, I think the cash that may have been available at the theater department or at the shows might have accumulated \$20. Students got in free of charge. I don't think we were charging faculty at the time. There was an occasional \$1 fee. And what was happening with that money was that it was regarded as petty cash, and sometimes when they needed something, like a couple

C: of screws or bolts to hold a set together, they went down and bought them. Hardly a misuse of funds. It was a bad period of time, and it continued on until the summer of 1977 when the promotion list came out. In that year we had been struggling to try to get a fair search for a president. The search process was tampered with. Some faculty felt one way. Some faculty felt another way, and then, as always occurs, the large majority of faculty weren't sure what they believed or how they felt until that promotion list came out. That was sufficient to send a night letter to Governor Shapp with about 85% of the faculty's signatures on it saying, you cannot name Jim Roberts to the Presidency. With that, Governor Shapp scrapped the search, assigned Dr. Larry Park from Mansfield to be the Interim President at Slippery Rock until such time as Dr. Park and the people in Harrisburg agreed that Slippery Rock was ready to run a search. The promotion list went out in July. Dr. Park didn't arrive until just before school started. His two years here, I think, marked a real high point and turning point for Slippery Rock University. He, again, was a man who had trouble as a new president at Mansfield dealing with collective bargaining, but those folks at Mansfield did their job. They taught him how to be a president when there was collective bargaining, because I don't know that when he came here that he made any mistakes. He was so geared in to working with the union leadership, working with the faculty and understanding the col-

- C: lective bargaining agreement that to my knowledge during the one year when I was President (of APSCUF) and the following year when Bob Macoskey was President, I don't think that man made any major mistakes.
- B: Of course, he wasn't a candidate for President.
- C: Of course not.
- B: Before we leave it, explain what you mean about the promotion list.
- C: In 1977, the promotion list, which was supposed to be a process which would have been established in 1975, that our faculty knew and which we assumed our administration knew, required certain things to be done. When the promotion list was issued, it was very clear that there were people promoted who did not meet the generally accepted requirements for promotion. There were people promoted who had not even applied for promotion. They had not even gone through the process. It was seen, I believe, by the faculty as a payoff for support for Jim Roberts' candidacy for the presidency. It was one of the curious things that I was called to Harrisburg by John Pittinger (Secretary of Education) . In 1975, Dr. Roberts had been out of school with heart surgery, I believe in 1974 or 1975, part of that school year. I was called by Pittinger into a meeting where the so-called question was raised about the then 1975 promotion list because Jim Roberts had claimed that Watrel had changed Dr. Roberts' recom-

C: mendations for promotion. I sat and listened to this charge and I had already been called to Dr. Roberts' farm for him to tell me this had happened. There many things that happened when I was President that worked out okay because I kept my mouth shut and listened very hard and then tried to ask a couple of questions that helped to resolve issues and when Dr. Roberts spoke to me about this promotions list, I wasn't that swift. It sounded to me terrible that these things had happened. So I asked him if he could give me evidence of the original list and the change list. Well, I never heard anything more from him, but it obviously was a thing that he used as he talked about why Dr. Watrel ought not be President. So John Pittinger said to me, how do you feel about this? By this time, I was a little more experienced, the President of APSCUF and much more knowledgeable about the promotion process. He said, don't you think that that is strange and wrong for him to have done that? I said at that time, no, our process at Slippery Rock is that the candidates for promotion apply through their departments to the college-wide promotion committee. The recommendation from the college-wide promotion committee goes straight to the President. He makes the promotions. Now today, our President chooses to involve his vice-presidents and deans in the process. He still makes the final decision. In 1975, Dr. Watrel was not involving the deans and his vice-president in his decision. The vice-president might take it upon himself to

C: present a list, but the process had changed with this new procedure that we had in place. So when they asked me in 1976, didn't I think it was wrong? The answer was that the President had the full authority to promote, if he chooses to promote. He also denies promotion. There was this long pause with the Secretary of Education, John Pittinger, and his deputy secretary, Dave Hornfeck, and there was this long pause because they were both very much concerned about this fact that Dr. Watrel had not followed Jim Roberts' recommendations. I got through saying what I had to say about the process here, and they looked at one another in this long pause and then looked at me and said, she's right. The President has the full authority. They had been co-opted into believing that there was something wrong with the fact that Dr. Watrel had made his own promotion list. About a year later, Dr. Roberts made his own promotion list, but he violated virtually every rule in the book. Turning down, refusing, denying promotion, to one of the persons who this University has felt has made some of the greatest contributions, Robert Macoskey. Jim Roberts denied him promotion while promoting lots of other people, many of whom hadn't even followed the usual process. That upset faculty sufficiently to send their night letter to the governor. That stopped that nonsense right there. It was two years before Dr. Parks said we were ready to do another search. Jim Roberts was a candidate the second time. He even

C: probably was considered a finalist. But the two real candidates that we had were Herb Reinhard from Florida and Dr. Kraus who came from either North or South Dakota and was Chancellor of Higher Ed. out there. I think the faculty here were perhaps evenly split on which of those two persons they thought would make the better president. I think that Harrisburg, well I won't say I think this, this is what I was told in Harrisburg, that they thought that Slippery Rock was in such an uproar, and we weren't, really. We were very quiet and very calm through all of this. But they perceived that we needed a very strong person to be president and Dr. Kraus and Dr. Reinhard were two very different people. Dr. Kraus was a very quiet, soft-spoken man, and Dr. Reinhard was a very articulate and vigorous kind of individual. Someone described him to me in Harrisburg as sort of like a street fighter. They thought that was what we needed to bring us out of our doldrums of having been through these very serious problems and so we got hurt. Herb F. Period. Reinhard. As we look back at that period of time, there were several wrongs that were corrected. One, we got a search stopped that might have produced an inappropriate president for the institution. We had two years with Dr. Park that, I think, were very good years. Dr. Macoskey was subsequently promoted as most of the faculty thought that he ought to be. Of course, all you have to do is look at what he's done as a full professor

C: to know that that promotion was more than deserved at that time when you consider his ALTER project. We haven't mentioned his Futures class which was a real innovative thing that he was doing at that time. So we went through a period of calm. It might also be interesting to note here that Dr. Roberts was returned to his position as Vice-president of Academic Affairs during Dr. Park's first year. Then Dr. Park removed him and this time the removal stayed. He returned him to the faculty, and interestingly enough, to a department of his own where he became his own chair. You must remember that faculty had the right to say who would be admitted to their department. Therefore, rather than subject him to the questionable experience of being voted in or out of a department, he was established as his own department. It's also interesting to note that at that time Dr. Bob Aebersold became the Acting Vice-president of Academic Affairs, subsequently becoming in a nationwide search the Vice-president of Academic Affairs, ultimately to be named as the Acting President and then after a nationwide search, becoming President of the University. All the players were very interesting at that time. Bob Aebersold was, I believe, on sabbatical leave during 1976 and 1977 when all the upheaval was taking place around here. He really was, aside from his competencies, he was also a person who was not involved in the controversy on either side. So his appointment as Acting Vice-president was probably a very smart move by

C: Dr. Park at that time. Carol Matteson was identified as the person who might serve Dr. Park well as an administrative assistant, and so she moved into that position. Dr. Park brought with him Steve Hulbert as Vice-president for Administration and Fiscal Affairs. Then Carol became a very significant person, I think, in those couple of years because she had a special feeling for the University, for the College then. She had been a graduate and she had been teaching here for some time. She had a sense of where things were and what was going on at the University, sufficient that when Dr. Reinhard came, I believe, he was advised perhaps by Dr. Park, perhaps by Dr. Macoskey, to retain Carol as his administrative assistant for that first year, the transition year. It was felt she might be able to provide pretty fine assistance to him as he became familiar with Slippery Rock State College. It is curious to note that later on Carol herself got involved in some controversy. She had originally started her teaching in the Physical Education Department and then decided because she was a businesswoman to pursue retraining under our Educational Services Trust Program in business. She earned an M.B.A. and was in the process of working toward a doctorate at Pitt in business, and in the meantime, had been assigned to the Marketing and Management Department to teach marketing and management courses. Here she is a businesswoman in her own right, an M.B.A. and well on her way toward her doctorate

C: and it was time to elect chairpeople. The department had a hard time with the idea of a woman becoming their chair. It created some very serious conflict personally for Carol and a lot of conflict around the campus, particularly from the women's view that these men were simply rejecting the idea that it should be possible for this woman to be chair. One of the statements that was made was that one of the reasons they didn't think she would be good for them to be a chairperson is that she had such a close working relationship with the administration, which many of us found to be rather amusing. I mean everyone wants a chairperson who can't get along well with the president and vice-president. Right? You're talking about allocations and limited resources. It would be nice to have a chairperson who has a good working relationship with the administration. But that department, Management and Marketing, didn't see it that way. It ended up with Carol taking a leave of absence. She was very distraught. Many of us were, over the way she was treated. She asked for a leave of absence, and management granted her that. Although we lost her services for those two years, she went to Maine and had some marvelous experiences up there in management and marketing, and curiously enough never returned to Slippery Rock because she was named Dean of Management and Marketing at Bloomsburg University.

R: I had forgotten that.

B: The Management and Marketing supposed excuse that they didn't want a chair allied with the president, that was cover-up probably for some other real reasons.

C: Sure. Surely. Carol finished up her doctorate that summer. There were many people who were claiming that she was not sufficiently qualified even to be in the department, even though many of those people there at that time did not have their doctorates and had less experience in the business world than she had. They were, of course, looking at health and physical education as her background and saying, well, she's not a business person. But she was.

B: And she's a woman.

C: Oh, yes. I think that had a lot to do with it. Probably if you bothered to check now, you'd find that a large number of grievances that the University is still managing or are working with come from an individual in that department. One of the things that was pointed out to us about a year ago concerns the grievances that are filed at Slippery Rock, that get to the filing stage. A lot of our grievances are worked out by dealing directly with the person who can resolve the problem, the dean, the vice-president, the president. A lot of our things don't even get to the paper filing stage. That's been our past practice. That's a mark, I think, of the collegiality that exists at Slippery Rock between the union and the

C: management. It's not because just that it happens. We work at it. Of the grievances that do get filed, a large percentage of the grievances filed are by two or three people. It suggests that we have some folks that have serious problems. That they can't seem to take no for an answer.

B: This is their hobby.

C: Yes. It has become their avocation to file grievances. I recently heard that one of our faculty members has decided to file a grievance based on gender discrimination for failure to promote to full professor. I don't know what kind of an argument he will be able to make specifically, but when you look at the fact that 85% of the full professors are male and 15% of them are female, I think you'd have a hard time suggesting gender discrimination.

R: Bad figures.

C: Yes. I don't think the statistics are going to be very helpful.

B: How about the composition of the promotion committees? Is that overwhelmingly male or female?

C: Matter of fact I think that's interesting because I think as with most of our committees, you run, you get elected. If you want to run, there's not going to be too much conflict because those jobs take a lot of time and everybody knows that. It's really a matter of saying to people, won't you please serve on the promotion committee. It will be good

- C: for the University and it will be good for you, if you would do this. Then people say, okay, put my name in. Curiously enough, I think, if you look back you'd see a balance of male, female on the promotion committee. Of course, the attitude of the promotion committee has evolved. It has to be really bad for the promotion committee of faculty not to support your application. You either have to be ineligible for legal reasons or there has to be some major flaw before they would fail to support, because the union sees their responsibility as supporting faculty in achieving promotion. I don't know that anybody who is grieving is going to have an easy time of it in that sense. The President still retains the final authority to grant promotions based on his professional judgement. It is very hard to challenge professional judgement.
- R: But the whole procedure is wonderfully professional, it seems to me, for promotion particularly, and sabbaticals as well.
- C: I think so. I think there has been an effort to try to do that. I think we can improve upon it. I think there are lots of things that we could do. For example, the fact that Dr. Aebersold has included the deans in the promotion process. That's not in our official process. That's because he has chosen to do that. If we got a new president tomorrow, that president could decide to eliminate the deans and the vice-presidents and handle the

- C: responsibility himself. If we are going to have the deans involved, I for one would perhaps like to see the deans involved more in an advocacy position and make it a part of the established process, the written procedure. That allows a faculty member to work with a dean so that a dean is in the position to be able to say, here are things you really need to do before I'm able to support you. Then once you had the dean's support, you ought to be able to plan, hopefully, to be promoted.
- R: There are some cases where that is happening informally. Where the dean is keeping track of their resume and the stuff that they are putting in print and all that kind of thing.
- C: Right. One of the things that has changed is that APSCUF has insisted that when a person is recommended for promotion and not promoted, that management talk to them about what they need to do to correct their deficiencies. In the past, if you weren't recommended by the University committee, the University committee talked with the candidate telling them where they thought the deficiencies were. If the person is recommended, it's not up to the University committee to say, you're deficient here. No. They recommended. So, therefore, we've asked management and Dr. Aebersold has agreed, and so therefore, unsuccessful candidates have the opportunity to meet with the Vice-president and

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C: their dean in order to discuss what their needs are to improve their deficiencies. I think we are slowly improving upon it but I think we could probably even do a better job.

R: Thank you very much.

C: I'm more than willing to come back. There are so many things. My goodness. I look at your list here and we haven't talked about very much.