Haenicke extends deadline for unions, 'reluctantly' imposes hiring freeze

President Haenicke has extended the deadline for employee unions to respond to his request for reconsideration of negotiated salary offers made for the current fiscal year 1992-93.

However, in the absence of a decision and with the beginning of a new fiscal year only two weeks away, apparently 'imposed a hiring freeze on all new hiring, effective immediately. "We must prepare for a responsible budget and service curtailments. I must reluctantly impose a freeze on all new hiring," he continued. "This means that, as a first step, all currently authorized searches are to be suspended and that no offers of employment, oral or written, are to be made to anyone. As soon as our fiscal situation becomes clear again and we know what to expect for next year, these sanctions will be lifted," he said.

Hofer, the University's four employee unions on June 3 requesting a reconsideration of the negotiated salary increases due to the anticipated budget shortfall in 1992-93. President Haenicke proposed one of two options: to forego half of their negotiated salary increases or to postpone their salary and wage increases until Jan. 1, 1993. He asked each union for a final response by Friday, June 12.

"I had good preliminary meetings about the situation with the leadership of the American Association of University Professors and the Michigan Council of State Colleges and Municipal Employees in which they informed me that more time was needed to consult with their membership in preparation for an answer," Haenicke confirmed Monday, June 15. "The Association of Language Specialists advised us to delay any letter to the effect. The Police Officers Association did not respond by the June 12 deadline. "The options I posed are difficult and complex, and it is understandable that our unions need time to arrive at a reasoned decision," he continued. "For this reason, we must extend the deadline until the union deliberation process is properly concluded. I remain quite hopeful that the unions will arrive at a solution that takes into account the bleak financial outlook for the state and for our university." Negotiated salary increases for 1992-93 are: AAUP-6.75 percent; AFSCME, Local 1668-5.5 percent; Police Officers Association-approximately 6 percent; and the Association of Language Specialists-5.5 percent.

Nearly 3,200 to receive degrees at commencement

Nearly 3,200 students and Congressman Howard Wolpe will receive degrees during commencement ceremonies at the University Saturday, June 27. The ceremonies will take place at 10 a.m. and 1 p.m. in Miller Auditorium. The University will confer an honorary doctor of public service degree on Wolpe during the morning ceremony. The representative of the Michigan's 15 public universities by the Board of Education of the St. Joseph Public Schools. The WMU board is expected to act on the agreement at its June 26 meeting. "We are faced with the happy dilemma that LMC has successfully raised funds to complete its Mendel Center for Arts and Technology, which, combined with growth in other areas, has resulted in insufficient comparable space for WMU at LMC," said Richard T. Burke, vice president for regional education and economic development.

WMU has occupied space in the building housing the Mendel Center at LMC since 1979. "We appreciate the many years of valued cooperation we have had with LMC and we look forward to continued close cooperation with LMC in areas of mutual interest in the future," Burke said. "We are pleased to have found such suitable space at St. Joseph High School, where more than 70 percent of our classes already are being offered." "This new location will allow us to continue to effectively serve our students and the community at large," he said.

"We are very pleased that the St. Joseph Public Schools will be a higher education center for the community," said Fred A. Richardson, superintendent of the St. Joseph Public Schools. "This arrangement allows us to plan ways to offer more options to our students, including computerized learning, exhaustive research opportunities and the possibility of acquiring college credit for certain courses as well as the benefits to the community."
Cudney co-writes book on self-defeating behaviors

On her first visit to the Counseling Center this past December, Lynn said she was 57. Of course, she said she had no life.

When the psychology major got sent around in another room, however, he found out there was no single, no family and spent her weekends alone. On Friday nights, she usually stopped at a convenience store to load up on enough candy, snacks and cigarettes to get her through an evening in front of the television set.

What was Lynn's problem? Like many people, she was cliquing to a set of self-defeating behaviors that were considerably diminishing her quality of life. These behaviors, along with a new program for coming together, are explored in a recent book co-written by a retired WMU faculty member.

Milan R. Cudney, who retired from the Counseling Center this past December, is also the author of "Self-Defeating Behaviors." The book was published by Harper-SanFrancisco and is being marketed in the United States, Canada, New Zealand and Australia.

Cudney wrote the book with Robert E. Hardy, who earned a doctoral degree in counselor education and counseling psychology from WMU. Hardy, currently a licensed psychologist affiliated with the Golden Valley Health Center in Minneapolis.

Cudney says the 248-page hardcover volume is designed for both the general public and counselors. It is based on a theory dealing with self-defeating behaviors. Cudney began developing the program about two years ago. "I haven't seen many other books on self-defeating behaviors," he says. "The few I've seen mostly about people who have tendencies to self-defeating behaviors. This book tells people what they can do — it provides an actual program."

Cudney and Hardy have successfully applied the theory in their counseling prac- tices. In fact, the authors have had experiences like Lynn's — from their experiences to illustrate points.

The authors define self-defeating behav- iors as actions or attitudes that once worked to help people cope with harmful experiences but now prevent them from re- sponding to life in healthy ways. These behaviors include such things as procrastination, defensiveness, alcohol or other substance abuse, depression, worrisome, compulsive/ ritualistic actions, alienation, shyness, anger, smoking, hostility, suspicious- ness, impotence/frigidity and perfectionism.

The authors' approach is based on the idea that at each juncture in life, people choose paths that lead either to self-defeat or healthy growth.

"Belief here is that all people ... have within themselves an undamaged and fully operational set of mechanisms that, if al- lowed to function, would provide them with the good chance of achieving health, happiness and fulfillment," they say. "At each new moment of life, people choose to be in one of two ways: They opt for either a self- defeating or a life-enhancing behavior."

People often try to simplify this process in order to understand where things went wrong in their lives — "If only I hadn't married Harold." Cudney and Hardy maintain that difficulties result not from single occurrences or situ- ations, but "from a sequence of events and reactions linked together that form a path that leads to frustration and defeat.""
Schmidt wins Fulbright Scholar Award to study mountain region in north central Argentina

A WMU expert on the formation of the Rocky Mountains has received a Fulbright Scholar Award to study a region of mountains in north central Argentina known as the Sierra Pampeanas. The region is believed to be a modern analogue of the Rocky Mountains. Schmidt, who has spent 25 years studying faults and folds in the Rocky Mountains, says that like the Rockies, the Sierra Pampeanas are comprised of many individual mountain ranges with wide valleys between them. Like the Rockies, these ranges are bounded by great faults along which old crystalline "basement" rocks have been uplifted and exposed at the surface. "Unlike the Rockies," Schmidt says, "these ranges are still being built, uplifted by the forces related to the collision of two great plates. The attraction of studying the Pampean ranges is that the processes that we think built the Rockies are going on today." Schmidt will be on sabbatical for the 1992-93 academic year and will prepare for his trip to Argentina by spending the fall semester at Cornell University, which has the largest library of South American geology in the world and is home to a large group of geologists who specialize in that area. He also is studying Spanish.

He will be in Argentina from January through June 1993. The Universidad Nacional de Cordoba, one of the easternmost universities in the Pampeanas ranges, will be his field research base for the first four months. He then will move his base of operations to the Universidad Nacional de San Luis, which is located to the south of the region.

In addition to conducting research, Schmidt will be sharing his expertise on Rocky Mountain geology by giving seminars at both Cordoba and San Luis and by lecturing at several other schools around the country. Schmidt has published more than 30 papers on Rocky Mountain geology and is currently editing his second book on the Rockies with Ronald B. Chase, geology. Schmidt was elected in 1990 to Fellowship in the Geological Society of America for his significant contribution to the science of geology.

A 1966 graduate of Oberlin College, Schmidt earned both his master's and doctoral degrees from Indiana University in 1968 and 1975, respectively. He joined the faculty at WMU in 1975 after teaching at Albion College and Knox College.

The Fulbright Program, established in 1946 under legislation introduced by former Sen. J. William Fulbright of Arkansas, is designed "to increase mutual understanding between the people of the United States and the people of other countries." The program is administered by the U.S. Information Agency.

This year, about 1,800 U.S. award winners will travel abroad under the program. Individual grantees are selected on the basis of academic and professional qualifications and their ability and willingness to share ideas and experiences with people of diverse cultures. Since the program began, more than 64,000 U.S. scholars have traveled to other countries and 117,000 scholars from abroad have come to the United States to share their expertise.

During the 1991-92 academic year, WMU was host to two Fulbright scholars from abroad. Donald G. Wilson, professor of education at the University of the West Indies in Kingston, Jamaica, was a visiting scholar in the Department of Human Resource Development. William R. Wiener, chairperson of blind studies at the State University of New York at New Paltz, was a visiting scholar in the Department of Human Resource Development at WMU.

The ITA was formed more than 20 years ago to promote communication among trombonists around the world; to improve the artistic level of performance, teaching and arranging for trombone-related ideas and information. It is believed to be a modern analogue of the Rocky Mountains.

Human Resources

Human resources announces reduction of office hours

Effective immediately, due to current staff vacancies, the Department of Human Resources will be closed during the lunch hour from noon to 1 p.m. every day. The employment services office of the Department of Human Resources will be open from 9 to 11 a.m. and 3 to 5 p.m. only.

According to Barbara S. Liggett, associate vice president for human resources, these changes will enable all units of human resources to continue to serve and represent the University's work force, while realistically dealing with the fact of fewer persons to share the work load. "We've lost several people in key service positions," she said.

Jobs

There will be no jobs posted through the Job Opportunity Program until further notice, due to President Haenicke's freeze on University hiring. Effective immediately, all currently authorized searches are suspended, and no offers of employment, oral or written, will be made.

WMU Fact File

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**FUND DRIVE KICK-OFF** — A fund drive to raise $170,000 for a building at Kanley Field was announced June 14 during a gathering of alumni and friends in the Bernhard Center. The building would supplement the lighted 400-meter Olympic model, pole vault track being constructed as part of the $59 million renovation and expansion of WMU's facilities for student recreation and intercollegiate athletics. The 50-by-50-foot square, two-story structure would provide storage and work areas for coaches, officials and trainers, according to George G. Daley, WMU's track and cross country coach from 1953 through 1970 and chairperson of the project. About $45,000 already has been collected in private donations. If the group raises $100,000, an anonymous donor has agreed to provide a matching gift of $50,000. Pictured around an artist's rendering of the building are, from left: Jack Shaw, men's track coach; Thomas E. Coyne, vice president emeritus for student services and a volunteer fund-raiser; Dale L. Michael Moskovis, vice president for institutional advancement; Ira Murchison of Chicago, 1956 Olympic gold medal winning sprinter and 1957 NCAA champion as a member of the Bronco track team; and Russell L. Gabler, retired assistant vice president for alumni affairs and a volunteer fund-raiser.

**Weaver contributes to new volume on whole language**

The roadblocks faced by teachers and administrators when they try to implement a "whole language" philosophy of literacy in their classrooms and schools is the focus of a new book co-edited by a WMU English faculty member.

"Supporting Whole Language: Stories of Teacher and Institutional Change" chronicles the successes and struggles of educators and their institutions as they strive to transform their traditional approach to learning and make the practice of whole language a classroom reality.

Co-edited by WMU's Constance S. Weaver, a specialist in whole language education, and Linda Henke, assistant superintendent of the Clayton, Mo., school district, the text features a cross-section of perspectives by school administrators, teachers and language arts specialists on their personal experiences with whole language.

"Whole language is a belief system — a philosophy of learning and teaching," Weaver explains. "A whole language teacher is someone who recognizes that we all construct literacy through and across the entire curriculum. The acquisition of word and phonics knowledge is developed within the context of children's literature and subject matter that is meaningful to the children. Their interest is piqued by the use of stories, songs and poems with strong literary appeal.

"The book is a reservoir within the classroom in how to foster whole language learning and teaching most effectively," Weaver says. "It's not enough to put a whole language philosophy into a classroom space from 3 p.m. to end. "Whole language support groups," she says. "While the individual stories depict somewhat different vantage points, there are several common threads in the articles that clarify what works and what doesn't work when attempting to put a whole language philosophy into practice.

"Putting whole language into practice is a very slow process, because it involves examination and change of a belief system," Weaver continues. "You can't mandate whole language; it just won't happen unless its principles have been internalized by the teacher and accepted at an institutional level.

The 336-page book was published by Heinemann Educational Publishers of Portsmouth, N.H. It is available through the publishers for $18.50.

A WMU faculty member for more than 25 years, Weaver is the past director of the Commission on Reading of the National Council of Teachers of English. She is the author of two other books on the subject of reading, "Understanding Whole Language," published in 1990, and "Growing Into Whole Language: An Odyssey in Theme Exploration," scheduled to be released in late 1992.

**Regional center**

(Continued from page one)

WMU currently offers nine degree programs in Southwest Michigan. They include four bachelor's degrees in computer science, communication studies, applied liberal studies, health studies and production technology; and five master's degree programs in adult and continuing education, educational leadership, reading, mechanical engineering and business administration. In addition, the center offers coursework for teacher certification.

Courses are offered at night and on weekends. Classes also are offered for free to teachers and administrators who are offered during the day during the summer session.

WMU established its center in Southwest Michigan in 1966, when it was located in an annex to offices of the Chamber of Commerce at 777 Riverside Drive in Benton Harbor. Some 750 persons take courses through the center each year; students come primarily from Allegan, Berrien, Cass and Van Buren counties as well as southern Indiana.

*Weaver contributes to new volume on whole language*

**Rudimentary**

*Continued from page two*

worry or anguish from your life," they say. "We're encouraged to practice self-defeating behaviors so you can stay on what we call 'a life road.'" he says.

Cudney was a faculty member in the WMU Counseling Center for nearly 28 years.

**Teachers of disabled learn to use computing technology**

More than 40 teachers from Southwest Michigan are helping WMU special education experts develop ways to make computing technology an effective part of the learning experience for youngsters with disabilities.

A $148,810 grant has been awarded by the U.S. Department of Education's Office of Special Education Programs to fund the "Computers and Special Education" Regional Computer Integration Preparation (ICP) for Teachers of Handicapped Learners: A Comparative Study.

The three-year project is aimed at developing a successful model for training special education teachers to make computing technology an effective part of their instruction.

The project is under the direction of Daniel D. Lichtenheld, Kalamazoo artist, Department of Human Resources, 1240 Seibert Administration Building, weekdays, 8 a.m.-noon:

**Calendar**

**(Continued from page one)**

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