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CWU Faculty Senate Minutes - 10/07/1998

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MINUTES

CENTRAL WASHINGTON UNIVERSITY

FACULTY SENATE REGULAR MEETING MINUTES: October 7, 1998

<http://www.cwu.edu/~fsenate>

Presiding Officer: John Alsoszatai-Petheo

Recording Secretary: Marsha Brandt

Meeting was called to order at 3:10 p.m.

ROLL CALL: Senators: All Senators or their Alternates were present except Sara Amato, Leo D'Acquisto, Webster Hood, Wendy Mustain, Patrick O'Shaughnessy
Visitors: Glen Bach, David Dauwalder, Barney Erickson, Beverly Heckart, Charles McGehee, Abdul Nasser, Robert Perkins, Barbara Radke, Lisa Weyandt, Carolyn Wells, Rex Wirth

CHANGES TO AND APPROVAL OF AGENDA: MOTION NO. 3169 (Passed) Robert Blackett moved and Jean Soliz seconded a motion to approve the agenda as changed to allow the President's Report by 4:15 p.m.

APPROVAL OF MINUTES: The minutes of the June 3, 1998, Faculty Senate meeting were approved as distributed.

COMMUNICATIONS: Alsoszatai-Petheo: 10/6/98, To: Dauwalder, Re: Faculty Senate Committees
Dauwalder: 7/9/98, Re: Promotion Decisions
The Faculty of the Department of Psychology: 10/7/98, Re: Response to Draft Documents, "The Themes" and "Vision, Mission, and Goals"
Various Faculty: e-mail comments on Theme 5 (Folder in Senate Office)

REPORTS:

A. ACTION ITEMS:

1. CHAIR

MOTION NO. 3170 (Passed): 1998/99 Faculty Senate Operating Procedures
Jim Hawkins moved, Walter Kaminski seconded

1. Robert's Rules of Order, THE MODERN EDITION (ISBN 0-425-11690-5), will be the accepted authority for procedural operations. The Senate's Bylaws take precedence over Robert's Rules of Order.
2. Committee reports will be automatically accepted. If there is an action item that a committee desires to submit with any report, it is to be separately stated as a motion and the motion will then come before the Senate for discussion and debate. The committee will be asked to submit a report and written copies of any motion or action that it would like to have taken.
3. Committee reports and motions shall be submitted to the Faculty Senate office by noon on the Tuesday of the week preceding the Senate meeting in which action is expected. This policy allows for the timely mailing of the meeting's agenda. All committee motions submitted for action by the Senate must be accompanied by an abstract-size plain English summary stating the content, reason for the proposal, and intended effect of the motion. This summary will be sent to the faculty prior to the initial Senate meeting in which the motion will be considered for adoption. As a general rule, substantive committee motions that do not accompany the agenda will not be discussed and voted on until a subsequent meeting. An extended agenda will be sent to all Senators, who shall give it to their Alternate if they are unable to attend the meeting.
4. Concerning discussion rules, Senators will use the procedure of seeking recognition from the Chair if they want to speak to an issue. Speaking without Chair recognition is out of order. Discussion on arguments for and against the issue will be alternated. A visitor will be given recognition if the floor is yielded by a Senator. If no Senator desires to speak and a visitor would like to make a point, the Chair will recognize the person. A visitor will be recognized if a preliminary request is made to the Senate office for an opportunity to speak or if the Chair invites a person to speak.
5. No smoking is allowed in Barge Hall.

MOTION NO. 3171 (Passed): Parliamentarian

Cindy Emmans moved and Louetta Monson seconded a motion to approve Robert Perkins as 1998/99 Faculty Senate Parliamentarian and Marla Wyatt as backup.

MOTION NO. 3172 (Passed): Grievance Committee

Ken Gamon moved and Terry DeVietti seconded a motion to approve Teresa Martin, English Department, as alternate to the 1998/99 Faculty Senate Grievance Committee instead of Michael Chinn, Art Department Chair.

BALLOT MOTION NO. 3173 (Passed): Executive Committee Replacement

The Faculty Senate accepted the resulting vote to have Lynn Richmond replace Michelle Kidwell as At-Large Member on the 1998/99 faculty Senate Executive Committee.

BALLOT MOTION NO. 3174 (Passed): Faculty Senate Resolution

The Faculty Senate voted 31 Yea, 1 Nay to accept the following resolution:

"In light of the Board of Trustees's stated readiness to act on the issues of morale identified under Theme 5 of the Board's document (dated 1 September 1998), and in light of the Board's desire to act proactively and to engage in university-wide team building, the Faculty Senate of Central Washington University urges the Board of Trustees to explicitly adopt and actively support the following six positions without further qualifications:

- 1) The Board of Trustees commits all its energies and powers to achieve faculty compensation parity for Central's faculty with Central's peer institutions in Washington State.
- 2) The Board of Trustees commits itself to meaningfully and expediently address and resolve the equity differences in faculty salaries at Central Washington University.
- 3) The Board of Trustees commits itself to work with the State Legislature to secure funding in support of the University, its programs, employee needs, and student needs.
- 4) The Board of Trustees commits itself to positively address the issue of part-time faculty pay, status and participation of part-time faculty in the academic affairs of the University.
- 5) The Board of Trustees commits itself to achieving and maintaining a fair and equitable allocation of resources to faculty, staff, and students which is reflective of the University's standing obligations, the mission of the University, and which reflects proportionally the responsibilities imposed upon each (faculty, staff, and students) by the State's agencies external to the University.
- 6) The Board of Trustees commits itself to engage and continue to engage in a meaningful, positive, and good faith dialog with the representatives of Central's faculty based on the principles of real, shared governance, in a collaborative partnership aimed at addressing faculty and the Board's concerns in achieving the many disparate and shared goals directed at the success of Central Washington University.

The Faculty Senate views the adoption of these six position statements in toto by the Board of Trustees as separate, and taking precedence over the Board's legitimate interests in addressing the critical faculty governance issues contained in the three options listed under Theme 5."

Comment (Pro): In all of the flap about the union issue, one thing that may have gotten lost a little and which this resolution attempts to address is that regardless of the outcome of the attempts for unionization, this resolution takes some good faith -- the chair of the Board of Trustees comments at the Faculty Forum a couple of weeks ago that the trustees are very interested in an active, engaged interaction with the faculty about a whole range of issues that affect the institution and not just the personnel-related issues that any union arrangement would relate to. So I would say that in a sense these values spread a wider blanket or a wider set of possibilities than any particular discussion about the union. I think it is especially important as the union issue is being discussed to pass these resolutions because they affirm a number of areas where the Faculty Senate will have an enhanced role and a more active role if the union thing should pass and, if not, nonetheless they affirm some agreements between the Trustees and the faculty to work together actively on a wide range of issues.

There were no comments against the resolution.

BALLOT MOTION NO. 3175 (Passed): Adopt Option 2 of Theme 5

The Faculty Senate voted 26 Yea, 7 Nay to accept the following resolution:

"The Faculty Senate, in considering the three options presented by the Trustees in response to theme 5, and in light of the clear desire of the Faculty for collective bargaining, urges the Trustees to reject option 1, which does not acknowledge that desire. Further, the Faculty Senate strongly urges the Trustees to support option 2 which respects and recognizes the faculty wishes without preconditions that can be better dealt with collaboratively. Some of the preconditions in option 3 may be moot as a matter of labor law."

Comment (Pro): It seems that what we are looking at in the three options that the Board has given us is: Option 1 is the status quo, Option 3 puts pre-conditions on collective bargaining that should be made at the time we start collective bargaining, that should be done in a collaborative way and not the administration saying, "these are the conditions." So it seems like the only option that is truly addressing what the faculty vote said last year is Option 2 and Option 2 does a pretty good job of it.

There were no comments against the motion.

Comment (Pro): I would like to start by applauding the Trustees for actually creating a document which has some specific areas where we can all start a discussion. Because this issued did come out in the form of these three options, I think it is important to remind ourselves that the possibilities implicit in Option 2 are actually the result of a number of years of faculty effort to see that option come on the table in a conclusive way. It is evidence of support and willingness of faculty to take that if the Trustees agree to that and use it and work with it and deal with it in good faith. It actually requires enormous work on the part of the faculty, administration, and the Senate to find the new arrangement of powers, authority and interactions that will allow it to work. To me the vote was very clear - this is the option that the faculty as a whole want. The vote explicitly stated something very akin to Option 2. So I see the faculty supporting it, but as we consider voting on it as senators, we need to understand that it means taking on a lot of responsibility which a lot of us in our own voices have been asking for and I applaud the institution for reaching the point where we can actively seek those opportunities.

B. DISCUSSION ITEMS:**1. CHAIR**

Robert's Rules of Order: Chair Alsoszatai-Petheo briefly mentioned the workshop of mid-September attended by about sixteen to seventeen senators having to do with Robert's Rules of Order. John thanked past chair, Robert Perkins, for his assistance in the workshop. Forty copies of Robert's Rules of Order were ordered and the Operating Procedures of the Senate specified this particular edition as our copy so we could all be synchronized. If a senator needs a copy, they can be signed out from the Senate Office.

Senate Binder: Contains summaries of the Robert's Rules of Order precedents of motions, and various criteria that apply to it in a table format. In addition to that there is a section entitled "Notes" which contains the Faculty Senate Standing Committees list, the Faculty Senate ByLaws, and a current copy of the Faculty Code. On the back cover is a list of senators. There is a section for minutes and agenda so that alternates may be kept up to date. Chair Alsoszatai-Petheo encouraged senators to communicate with their constituents. The degree of communication is what will make the Senate as a body work. The Senate Office is sending e-mail messages out to all faculty with a brief summary of what is happening at each Senate meeting a week in advance so constituents can keep in touch with their Senate representatives.

Senate Chair Plaques: Chair Alsoszatai-Petheo presented the three plaques honoring past Senate Chairs and encouraged senators to advise him if they have preferences as to where they feel the plaques would best be displayed.

2. CHAIR ELECT

Linda Beath commented that she was crafting a response to the Missions Statement and some other areas which will have a great impact on Central. She quoted John F. Kennedy in that "Change is the law of life and those who look only to the past or to the present are certain

to miss the future." She commented that we are at a place at Central where the future is going to be an exciting, positive one that we all can help to craft for our colleagues and for our students. She stated that, like the chair of the Senate, she is in a service position to help faculty and students to craft a university and institution and community that will be positive for all people and not a bunch of number on pages, but real people. She concurred with Chair Alsoszatai-Petheo to encourage the faculty to communicate and be active in establishing a faculty presence on this campus that is positive, active and engaged in promoting the kind of environment in which we want to work and play.

Ad Hoc Senate Advisory Committee Report:

Members are Linda Beath, Minerva Caples, Terri DeVietti and Keith Lewis.

The committee has met twice over the summer to review areas of the Faculty Code, think about the Faculty Senate and begin discussions about how we envision the future. Also, with the potential of recommendations coming out of this committee, going to the Code Committee, coming to the Faculty Senate about what we would like to do. At our meetings we have discussed the need for the Senate to be more proactive rather than reactive and, to that end, she presented two handouts: 1) University Organization Chart, dated August 1998, depicting the Faculty Senate's organizational relationships, and 2) Letter of 10/7/98 from the Ad Hoc Senate Advisory Committee to All Faculty Senators and Senator Alternates:

"Since we have a fairly large number of new Senators, we thought it might be helpful to our deliberations this year if we shared the following information.

First, The role and responsibilities of the Faculty Senate are outlined in the Faculty Code, Section 3.10. Specifically, the Code states:

3.10 The Faculty Senate shall have the following powers and Duties:

- A. to review and approve changes that the president, other administrators, departments and their chairs, and committees wish to initiate regarding educational policy, curricula, academic programs, and academic regulations and standards;
- B. to initiate action recommending studies and changes relating to educational policy, curricula, academic programs, and academic regulations and standards;
- C. to recommend to the president and to the faculty on matters relating to faculty welfare or morale, personnel policy and procedures, student affairs, business and budgetary affairs, and other matters of professional interest to faculty.

Second, the Code defines the role of the individual faculty member and his or her contributions to the Senate's proceedings. Section 3.15.D

"Individual faculty senators are the uninstructed representatives of their constituents. Senators have the responsibility to act in a fiduciary capacity in relation to the constituents and to seek their opinions. However, having exercised such responsibility, individual faculty senators shall be free to make their own decisions, to speak and vote on matters according to their own reasoned judgments."

Third, we ask that you engage your colleagues in discussions concerning the actions and considerations of the Senate. For example, some departments have a report from the Faculty Senator as a regular part of their meeting agendas. Others make use of technology, including email and the Faculty Senate Home page www.cwu.edu/~fsenate/ to keep current on issues facing us and sharing that information with their colleagues."

3. PRESIDENT

Central's Budget Request

(will be on the President's Home Page soon: <http://www.cwu.edu/~pres/>).

Operating Priorities (\$124M): 1) Faculty Salaries, 2) Enrollment, 3) Academic Support System, 4) ADA Compliance

Capital Priorities (\$40M): 1) Music Facility, 2) Highline Facility, 3) Edmonds Facility, 4) Yakima Valley Facility, and other priorities.

Higher Education Coordinating Board Letter: September 25, 1998, signed by the presidents of all the institutions, the chairs of the Board of Trustees at Central Washington University and Western Washington University, and the entire Board of Regents at the University of Washington and Eastern Washington University. In support of joint request as relates to faculty salaries. (Handout)

CWU Faculty Salary System**Opportunities for Full-Time, Tenured Faculty Salary Increases (Handout)**

President Nelson commented that the mechanism in the Code to move full professors to a higher step involves review of performance and the reward for merit. There is no other mechanism in the Code, when you are placed on a step as a full professor to move from the step. There is no mechanism in the Code to identify what specifically constitutes an inequity or a process to address that inequity. There is no mechanism, that is in the Faculty Code, that defines compression or a process to address compression. When we get the faculty study, how will the results be applied? How do we go about funding it? It can be funded from a portion of the legislative appropriations. We can use additional dollars at the university. If we use additional dollars, we create a university bow wave for continuous funding. We also need to know the legal ability to use additional dollars to fund salary study needs.

"Changes in Part-time Faculty Pay," David Dauwalder, October 7, 1998

Environmental Scan (Handout)

- Question: I don't think the Assistant Attorney General has any right to not give you an answer for four months. Secondly, can you tell us what's going on with the planning of the budget cuts that the Governor's Office has requested and how we can be involved in that?
- Nelson: Central's response to the Governor was we would participate when he wants more specifics. Higher Education is all united on this. We have not provided the Governor anything specific or particular for a 7% cut.
- Question: I understand that the letter that came out of the Office of Financial Management (OFM) suggested that the cuts not come out of the instructional budget?
- Question: What happened last June? I was at the Board of Trustees meeting and I was expecting to hear something about the motions and tenure and usually you look in the newspaper two or three days later and there are names. But there were no names, nothing was mentioned. Then later in the summer, I saw an e-mail mention that there were several promotions (maybe 15 promotions and 2 tenures).
- Nelson: The promotion and tenure was probably a part of the consent agenda which contains a whole list of action items. A disc is sent to the newspaper with all that material on it.
- Comment: We've seen in the paper what's happening at other institutions in the state, but I haven't heard word one as to where we stand this Fall as far as enrollment is concerned.
- Nelson: Right now we are holding our own. If we have a good retention for Fall and Spring, we will make our targeted numbers. We will release the numbers as soon as they come up. If anyone wants it, there is a report in the President's Office.
- Comment ReOpened (See New Business: Motion No. 3176):

The Senate passed a motion earlier about working collaboratively. It is true that every university has been asked to plan for cuts up to 7%. It is also true that the university was asked to take those cuts out of the non-instructional budget which may or may not be feasible. I feel that if we are to be working collaboratively on budget issues, we should know that. We should know that there was a position taken by this university to take those cuts out of instructional as well as non-instructional money. I'm not saying it's not a right decision. I'm just saying that if we are to work collaboratively, those are the kind of things we should be involved in. Also, if there is a position taken which I think I laud, of saying, "we're not mapping out these cuts for you because we don't want to take them," that's a risky business because they may take them without our input. On the other hand, it's also a good strategy. I just think that we should know about that. I am also concerned now with the larger issue because -- does it mean that in the future we are going to listen but not respond? I feel that if we want to really work collaboratively on major issues -- the fact that the State is perhaps going to cut our budgets by 7% means that maybe there is a process where we can help with the administration - be involved in that.

Nelson: Ever since I've been president, preparing these budgets, the state has asked us for cuts. We have resisted immensely the details of the cuts. And we have told them to send our faculty and staff, because of the way we operate through this process of trying to identify programs to cuts - we have not done it. All the institutions have all sent virtually the same letter to OFM which says, generally, "we recognize what the governor is asking, but we are not proposing any particular areas of cutting." We also say that it is almost impossible

whether you define as instructional budget you say, "don't cut instruction." For example, only \$1.2M of state money goes into student affairs. Less than \$700,000 goes into development. Business Operations (including Facilities Management) is about \$10M. There is approximately \$10M in the central account which pays for the university benefits. The bulk of the state money appropriated at Central is all in academic affairs. So, if I tried to take 7% of the money, which turns out to be \$3.2M over the biennium (\$1.6M/year), from any of the other areas, they would collapse. So, it's almost impossible to say, "if the budget is in academic affairs that we wouldn't do something about it." Please know that we have not even approached any thought about how we are going to do this. We have not initiated any operations to do this. The governor has said that higher education would be protected and we believe that. If anything serious came forth, I would have everyone involved. We are not at that stage and I would not put you through all that work unnecessarily.

Comment: In terms of peer comparison and faculty salaries, what this essentially does is condemn Central faculty to the status quo. What effort is there to make to address salary inequities within the state?

Nelson: Part of it is because we have had a significant number of retirements. We have recruited since I have been here over 75 to 80 new faculty. The higher salaries left. The Faculty Senate Chair knows the politics that I have been in as a resolve some of these issues and my colleagues. I had a choice - in the recruitment and retention pool - I made every effort to argue that Central's salary situation needed recognition in the recruitment and retention pool. I argued with all of my presidential colleagues. They would not agree with me. So I had two choices: 1) saying this is what I will work with, 2) or standing alone. The political reality is that Central has no political influence in the state legislature. Standing alone to get nothing is suicide. The position we are in is the best given the situation. If you look at my presentation at the Higher Education Coordinating Board, you will see in big, bold, red letters Central Washington University. I talked about that; it's in my presentation as to where we are and what is happening with out faculty salaries.

Chair Alsoszatai-Petheo suggested the discussion might better be served at a separate meeting.

4. FACULTY SENATE STANDING COMMITTEE REPORTS:

ACADEMIC AFFAIRS COMMITTEE: Meets every Thursday, 3:00-5:00, Barge 201

Chair Charles McGehee gave a brief overview of the Academic Affairs Committee (AAC), stating that it is one of the oldest committee's of the Senate. In 1962 the position of dean of undergraduate studies and the Academic Council which had the primary responsibility for developing and maintaining academic policy on campus, were abolished. After a couple of years, it became clear that there wasn't any mechanism for addressing policy issues and so the Senate charged the AAC come up with a plan whereby the it would take over that previous function. He then read the committee's powers and duties as stated in the Senate Bylaws for the Senate's benefit. The first task the committee undertook was to work closely with the Registrar's Office, the Director of Admissions and others to compile all of the academic policy on campus there never having been one single document encompassing all policy which resided in various departments. Two years ago, the first compilation was completed and adopted by the Senate and exists today as the primary statement of academic policy on campus. Since then the document has been refined and within the next few months modifications will be recommended.

BUDGET COMMITTEE: Chair Barney Erickson was unable to stay to give the report.
(Rescheduled for next regular meeting)

CODE COMMITTEE: (Meets every Tuesday, 10:00-Noon, Science 311)

Chair Beverly Heckart commented that the duties of the committee are spelled out in the Faculty Code, Section 3.25.A. A charge is received annually from the Faculty Senate Executive Committee. The committee itself also receives and welcomes suggestions from various faculty members and, as the Code indicates, the committee is authorized to act on that. From time to time, the administration also sends suggestions and the committee is authorized to consider and act on those. The committee works under a very strenuous deadline which no other committee with the exception of the Budget Committee faces. The practice has been to send the Code amendments to the Board of Trustees at its very last

meeting of the academic year. Now the Board of Trustees wants to have Code amendments the meeting before its last meeting to take it under consideration and to vote on the proposals at the end of the academic year. That means any Code amendments must be brought before the Senate early in the Spring Quarter. Backing up, that means we will have to be finished with the committee's work by the end of February in order to hold required public hearings. Every faculty member must receive a notice of the amendment(s) ten calendar days in advance of the hearing. The Code Committee may have more than one hearing. Past practice has been to hold the public hearing, the committee then reconsiders the amendments based on faculty input at the hearing(s). Since 1984/85, the committee then goes, like any bargaining committee, and negotiates with the President and the Provost. Many things they accept, some things they reject, on some things there are compromises. That is the way, actually, a union bargaining committee works. After having fought for these achievements, the proposals are presented to the Senate.

Last year the Code Committee spent a great deal of time recasting the merit system. If faculty want to correct the President's report, there is a way a tenured, promoted professor can get a salary increase. He or she can get merit. It's not going to be as many steps, given the action of the Faculty Senate last year as it was in the past, but that's what you all wanted. Concerning the evaluation of all faculty members, we tried to do certain things to protect the faculty under distance education, but the Faculty Senate didn't want that. This year we have a charge to examine certain things having to do with thesis written during summer school, the consistency of the recording of prior service, and several other charges making it a very busy year.

In connection with the Code Committee, Chair Alsoszatai-Petheo read the Code Committee's response to a request for Interpretation of the Code as follows:

"The Faculty Senate Code Committee met on October 7, 1998 to consider your request for a code interpretation concerning the voting rights of a probationary faculty member who is on full-time, unpaid leave for the academic year, 1998-99. According to Faculty Code Section 2.15.B:

Faculty members who are normally regular full-time employees, who are on part-time or full-time leave of any kind as authorized by this code, or who have a part-time assignment, shall retain the same employment status as accorded to all full-time faculty as defined in Section 2.10, except as otherwise provided in this code.

Thus a(sic) probationary faculty members on unpaid leave of absence retain the right to vote as if they were not on leave."

CURRICULUM COMMITTEE:

Chair Louetta Monson reported that the Curriculum Committee meets every 1st and 3rd Thursday in Barge 304 and all are welcome to visit. The major charges of the committee are first of all to receive curriculum and program proposals and review them for academic integrity and intellectual quality, clarity of descriptions, inclusion of student-learner outcomes and assessment plans. The committee screens curriculum proposals to assure they comply with the Curriculum Policies and Procedures Manual which is maintained and revised as needed. The committee reports to the Senate and makes recommendations. Last year's major undertaking was to revise the Curriculum Policies and Procedures Manual (currently at press). The committee also considered the issue of who makes the deadlines decision for submission of proposals for catalog inclusion. The Academic Affairs Committee makes the due dates, whereas the Curriculum Committee deals with proposals as they come in.

PERSONNEL COMMITTEE: Committee member, Rob Perkins, was unable to stay to give the report. (Rescheduled for next regular meeting)

PUBLIC AFFAIRS COMMITTEE:

Chair Linda Beath commented that it is part of the responsibilities of the Chair Elect to chair this committee and the Public Affairs Committee will be meeting soon. An informative report will be presented at the November 4th meeting of the Senate.

5. **Ad Hoc Committee for Grade Inflation:** Robert Fordan presented the Final Report: Highlights of survey results as follows:

Grade inflation and related concerns raised in the questionnaire are emotionally charged issues. Many feel strongly the issues deserve attention, while others feel strongly that doing so may interfere with academic freedom.

Based on the questionnaire results, faculty favor establishing a mechanism to better measure student performance than only course grades.

Fifty-one of 102 respondents believe a relationship exists between Student Evaluation of Instruction (SEOI) ratings and student grades at Central Washington University. Fifty-six of 102 respondents support research into the subject.

Although 93 respondents of 102 said they have never graded their classes with an intent to obtain high Student Evaluation of Instruction (SEOI) ratings, to improve their chance to obtain merit, promotion or tenure, 49 respondents believe other faculty have done this.

Forty-five respondents--a plurality, but not a majority--believe further research should be conducted to determine whether there is a relationship between departmental major entrance requirements and grades.

A plurality, but not a majority of faculty, support the development of department wide course requirements and grading process for multiple offerings of the same course taught by different instructors.

Committee recommendations:

The questionnaire results and this report be made available to all at the university by posting them on the university's web site, and printed copies of the documents be sent to department chairs for circulation among faculty.

Reason: widespread dissemination of the results will encourage further discussion of the issues raised in the questionnaire.

A student's quarterly grade report include the measure of central tendency for each class, with the measurement being the mean score. This inclusion should be a part of the grade report for a period of two years. At the end of the two years a committee shall study its effects, to determine whether the practice be continued, discontinued, or expanded to include student transcripts.

Reason: Although 51 of 102 respondents supported the inclusion of a measure of central tendency in the reporting of class grades on a Central Washington University student's transcripts, this is strong action. Without other colleges and universities also including this measurement, CWU might put itself at disadvantage compared to those other four-year institutions. The committee feels that although action is warranted, the university approach should be incremental, rather than "root-and-branch."

The Senate Executive Committee dissolve the Faculty Senate Ad Hoc Committee on Grade Inflation, and create a new ad hoc committee, with new members, to conduct or gather research to determine the relationship between Student Evaluation of Instruction (SEOI) ratings and student grades at Central Washington University.

Reason: 51 respondents of 102 believe such a relationship between rating and grades exists, and 56 of 102 respondents support research into the matter. A new committee should be established because, having accomplished its charge, the Faculty Senate Ad Hoc Committee on Grade Inflation's work has been completed. The committee believes new members, possessing new energies, should carry on the work.

The newly formed Faculty Senate ad hoc committee should determine if other action is necessary.

Reason: 45 respondents, a high number, but not a majority, believe further research should be conducted to determine whether there is a relationship between departmental major entrance requirements and grades. Thirty-eighty respondents (again, a plurality, but not a majority of faculty members) support the development of department wide course requirements and grading process for multiple offerings of the same course taught by different instructors.

Results of the 5/6/98 Grade Inflation Questionnaire - From a total of 102 responses

1. Do you support the inclusion of a measure of central tendency in the reporting of class grades on a CWU student's transcript?

 51 Yes 43 No 8 Undecided

If you answered "Yes," please go to question #2. If you answered "No" or "Undecided," please go to question #4.

2. Would you prefer the mean or the median score as the measure of central tendency?

24 Mean 18 Median 18 Undecided

3. Why do you support the inclusion of a measure of central tendency on a CWU student's transcript? (please check all that apply).

- 45 It would be helpful to evaluators, such as graduate school reviewers or job interviewers.
- 28 It would be helpful to academic advisors.
- 25 It would be an effective tool to curb grade inflation.
- 45 It would more clearly identify student performance within a discipline.
- 35 It would more clearly identify student performance across academic departments.
- Other. (please state)

"It would allow for comparisons of instructors by students. Such information could be published by student advocacy groups. If students are consumers, this information would assist them in planning programs."

"We must do something about the problem or we will have all our students graduating with A's and B's eventually, but who cannot read or write."

"It's helpful to students to know where they stand with regard to other students in the class."

"It would more clearly identify student performance across colleges."

"It would identify "easy" courses."

4. Do you support the inclusion of a measure of central tendency for each class on a student's quarterly grade report?

46 Yes 42 No 14 Undecided

5. If yes, why do you support the inclusion of a measure of central tendency on a CWU student's quarterly grade report? (please check all that apply).

18 Unlike the idea of including the information on transcripts, it would provide useful information without putting CWU students at a disadvantage to students of other universities which do not provide it on transcripts.

30 It would be helpful to academic advisors.

21 It would be an effective tool to curb grade inflation.

39 It would more clearly identify student performance within a discipline.

30 It would more clearly identify student performance across academic departments.

5 Other. (please state)

"Identify performance across colleges."

"I think it should be on transcripts and quarterly grade reports."

"If you are including a measure of C.T. it should be both the median and the mean!! One w/o the other is not helpful. The mode would be nice too. It just occurred to me that doing this on A,B,C etc. grades rather than raw scores is no so useful."

"Perhaps we could start at the quarterly report and later make it a part of transcripts."

"The mean or median will provide students with a better idea of how well they are performing in the class."

6. What additional information do you think the university should provide on transcripts that would enable evaluators to better interpret student grades?

"None. Grades are given by qualified professionals and should be taken at face value, not "interpreted" by anyone. Said "interpretation" implies that professors are not able to assess the students in their own classes and that someone outside, looking at grades is better qualified to give a grade. Ridiculous!"

"None."

"Historical record of grades in field (e.g. English, math, business)."

"If we continue using letter grades, add the standard deviation along with the mean, median, and mode for each class. I know--major recording and statistical analysis."

"The student's GPA"

"Undecided--want to hear from faculty and administrators who care about the problem."

"Nothing--encourage students to create portfolios of their work in college with examples of writing, achievements, faculty evaluations (qualitative)etc."

"Evaluators who use transcripts alone as a measurement deserve what they get--students should have portfolios of academic work--and evaluators should request them."

"Number of students in the class."

"This is B.S. We don't need nor do employers want additional information on the transcripts. More data isn't going to change things!"

"Grades are what anyone will make of them. It is fruitless to attempt to systematize what a wholly subjective process."

"None. I mean including mean/more information might be better but seriously doubt many people would look at it. (more paperwork--unless registrar already computes this stuff)."

"I think there's too much variability across courses to add new information that has a consistent interpretation."

"The statement Dartmouth has at the bottom which tells how many classes a student has scored above the mean, how many at, and how many below the mean."

"IQ"

"Using a scale derived from the university catalog definitions of letter grades, each student's placement (by the instructor) on that scale could be recorded. The numerical base for the scale could be the same as for letter grade (I'll be glad to discuss/describe this further, if you'd like."

Average GPA for the Department of graduates.

"Profiles of outcomes mastered."

"CWU should provide no information which has a possible spurious quality. Transcripts are public information if a student so chooses. We have no business sending any implicit messages along."

"Without a reader of the transcript knowing what the content of the course was, I don't think any other information would be worthwhile."

"Central tendency for all sections of same course."

The Faculty Senate recently adopted an Academic Affairs Committee recommendation urging all departments to re-evaluate their current course offerings to ensure that all courses for which letter grades are given be based on substantive evaluation, and that all other courses be changed to S/U.

7. Are there courses offered in your department which you believe should be taught as Satisfactory/Unsatisfactory (S/U) which are currently evaluated on a letter grade basis?

Yes 25 No 73

8. If you answered "yes" to question #7, how many courses? Please check one.

1 course 3 2 courses 10 3 courses 2 4 courses 3 5 or more 3

9. If you answered "yes" to question #7, is your department taking action to convert these courses to an S/U basis?

Yes 4 No 20

[The following comments were made about this question:

"Yes, Will discuss it"

"I am individually."

"Maybe, but I'm not aware of it."

"Action was taken long since."

"Some"

"No, not that I am aware of."

"I don't know that we all agree."]

Your perception of the relationship between Student Evaluation of Instruction (SEOI's) and student grades is of interest.

10. Do you think a positive correlation exists between SEOI ratings and grades students expect to receive?

51 Yes 25 No 24 Undecided

[The following comments were made about Question #10: (the question) does not indicate a cause or effect...Students rate classes well, if they enjoy the class and find it valuable. If they find a class valuable they will work harder to earn a high grade.

Marked "yes," and wrote, "What they report, no, what they receive, yes."

Left is blank and wrote "In some cases."

Marked undecided and wrote, "research suggests there is--but it is weak."

Wrote "Small"

Wrote "Badly worded question. Not really what you want to know."

"This is a research question that should be easy to answer from the SEOI data"

11. Have you ever graded your classes with an intent to obtain high SEOI's to improve your chance

to obtain merit, promotion or tenure?

 10 Yes 93 No

[The following comments were made about Question #11.

Marked "yes" and wrote, "How else to compete."

Marked "Yes," and wrote "Always!"

Marked "Yes," and wrote "but rarely."

Marked "no," and wrote, "Absolutely not!!!"

Marked "no" and wrote "Merit, promotion and tenure remain unavailable to me (nor is my job in jeopardy-)

"How do you determine an overall SEOI rating? Each question is compared, but not an overall."

Left blank and wrote "I don't use SEOI's]"

12. Do you believe other faculty have done this?

 49 Yes 10 No 39 Undecided

[The following comments were made about Question #12.

One person wrote "Probably"

One person wrote "Few"

13. Do you think SEOI's are used by students to extract higher grades from non tenured faculty?

 28 Yes 45 No 29 Undecided

[The following comments were made about Question #13.

Marked "Yes," and wrote "Also from tenured faculty"

Marked "Yes," and wrote "All faculty, not just non-tenured people."

Marked "Yes," and wrote "I doubt they--students-- pay much attention to tenure.

One person left it blank and wrote "Seldom"

Another wrote "Why is there no question about students using evaluations to penalize bad grades from a professor? Shouldn't ask such a slanted question without a balance(d) question."

Another wrote "I don't see how they could be used w/out faculty "buy in,"and that's unlikely."]

14. Do you believe further research should be conducted to determine the relationship between Student Evaluation of Instruction (SEOI's) ratings and student grades?

 56 Yes 32 No 13 Undecided

[The following comments were made about Question 14:

There is already lots of research--why not act on it?

Marked "No," and then wrote, "Depends upon the perspective you are taking. why do it--examine validity of SEOI in general not this relationship alone."

Marked both "yes" and No" and wrote, "For some classes."]

It has been suggested that one way to curb grade inflation is for departments offering multiple courses taught by more than one instructor, to develop similar criteria for grading. This might reduce "student shopping" for classes that are less rigorous.

15. Does your department have multiple offerings of the same course being taught by different instructors?

 94 Yes 8 No

[The following comment was made about Question #15:

Some]

16. If so, has your department developed a course requirement and grading process that is consistent for the multiple offering of the same course?

 15 Yes 77 No

[The following comments were made about Question #16

We have to follow the WAC and NCATE Standards.

Left blank and wrote "Nothing formal, however we influence one another all the time."]

17. If "No," would you support such efforts by departments?

 38 Yes 35 No 13 Undecided

18. Why or why not?

Comments from those who marked "Yes" for #17:

"Because grade inflation is rampant, grading criterion uneven, and students have no standard or fair set of criteria in place according to which they might judge their performance."

"I think the rigor required varies greatly between instructors teaching the same course--grading varies as well"

"Would mean that the student learning outcomes were equivalent."

"Consistency in requirements and grading would reduce the tendency of students to shop around for easy courses."

"Discussing uniform course requirements would work, in general, improve the courses by faculty deciding what is really important for student learning."

"The same course requirements should be a goal that faculty can achieve through better communication with each other, and I support that goal."

"Because I'm the "hard" teacher and some others teach the students little and let them coast in the GE courses."

"Consistency is important. There should probably be a common syllabus and assignments, too."

"It would improve the student's opportunity to learn and encourage them to take the sections, with better teachers, rather than easier teachers."

"I believe that this would result in more consistent coverage of desired topics."

"Makes sense"

"In order to better evaluate the student outcomes there must be consistency in grading as well as testing."

"Consistency and fairness to the students."

"Consistency and fairness."

"We need consistency and higher standards."

"To standardize expectations in the course."

"Why not? It just makes sense that if classroom and teachers are available--go for it."

"I have asked my department chair to schedule a meeting with me to discuss this very issue--but so far he has ignored my request."

"Some faculty especially part time faculty grade way too high."

"Collaboration across instructors is generally beneficial. I don't think we should require consistent grading practices but I think conversations among instructors would lead in that direction."

"Primarily because it would support dialogue among colleagues; secondarily because it would help increase consistency in content and assessment across multiple sections of the same course."

"We are providing a service. We must do anything/everything we can to maintain our credibility with public."

"Ours seems to work well and I recommend such standardization of course objectives and grading rubrics."

"Students taking the same courses should have the same experiences and evaluation criteria."

"Students get the wrong message about a teacher's role from SEOI's."

It is a personality contest and everyone knows it."

"Instructors who give all or nearly all A's in introductory class sections severely disadvantage those who have standards."

"Similar measures for course requirements standardize the curricula and give students a better quality of instruction, hopefully not subject to the moods/whims of instructors."

Comments from those who marked "No" for #17:

"Measures of central tendency don't help describe small numbers of students."

"Leave it up to the individual instructor."

"Discussion between faculty teaching the same course is important, but to require the same criteria...would impinge on academic freedom."

"As long as the same learner outcomes are achieved, I see no purpose in limiting academic freedom. Assigning grades is totally subjective anyway."

"There needs to be some academic freedom left at our university."

"Shared outcomes and syllabi are essential, but grading procedures are (and must remain) individual."

"I believe faculty have the right to set their own expectations as part of academic freedom. To say that we should all grade exactly the same is not possible."

"Our department is already pretty consistent in its expectations."

"Academic freedom."

"Pushes the edge of infringement of academic freedom."

"Because different instructors emphasize different elements and actually have differing criteria."

"(1) Too difficult, esp. given that we employ different evaluation strategies (2) I seriously doubt

most students "shop around" for "easier" sections--I think biggest determination. of which sect. they take is probably time of day it's offered not who is offering/teaching it."

"Do not agree with "shopping" premise for our courses."

"Grading in a free academic society is up to the instructor. Consistency and consensus to grading are to be hoped for, not legislated or imposed."

"Faculty teach best when allowed freedom to teach as they believe best."

"It would infringe on academic freedom. Each professor should decide how to grade their class-- not the department."

"Impairs academic freedom."

"Within the content of academic profession this is the discretion of the instructor."

"If one instructor is perceived as more interesting than another he might acquire students what are qualitatively different from other instructor's To require a consistent grading process would not make sense in this circumstances."

"Sounds like infringement on academic freedom to me. Also a bureaucratic unworkable mess."

"Different instructor have differing approaches to a given course and differing philosophies of education, It is good for students to be aware of and encounter this diversity."

"Because the faculty would not support common exams, which would be necessary if we develop similar grading criteria. Also, faculty would never agree on grading criteria. Also, faculty would probably teach for the exam in order to get higher evaluations."

"There is only one course offered per quarter, otherwise it would be a good idea."

"Why?"

"Different instructors have different styles that may each be effective for them but are not necessarily compatible or easily standardized."

"Given the idiosyncratic nature of teaching (and learning) there is no credible way of developing such criteria!!!"

"I firmly believe in encouraging then trusting, faculty to be professional in all aspects of their work. Capabilities/performance styles may vary; in any human population, this is to be expected. But anything which comes the scent of "Big Brother/Sister is looking over your shoulder not trusting you to do your job" is thoroughly repugnant to me. What then are SEOI's worth? They should be taken as rough indicators, nothing more "Really high scores" mean this person is probably doing a good job in the classroom." Really low...:"probably not doing to well in the classroom." Comparing each department, school university "means" is not helpful. In no case should we invest tens of thousands of dollars in "researching" this question. perhaps departments/schools/university discussion would be helpful."

One person wrote "See attached." However, no attachment came in the mailing from the Faculty Senate Office.

Comment from one person who marked "undecided," for #17:
If adopted, I would be concerned about academic freedom.

Other issues regarding the subject of grade inflation:

19. Do you believe further research should be conducted to determine whether there is a relationship between departmental major entrance requirements and grades?

45 Yes 26 No 24 Undecided

[The following comments were made about Question #19:

"I would like to know what this would show us?"

"I don't know of any studies that have determined a relationship between departmental major entrance requirements and grades. In fact, I don't know what that means. I would like to know if there is a correlation (+1-) between learning and grades. Do those getting A's learn more than those getting C's. How do you determine a correlation?"

"What would be the goal of (further research conducted to determine whether there is a relationship between departmental major entrance requirements and grades? Would it just turn out to be an administrative exercise.

'Justify' your decision."

"Undecided: I'm not sure what you're getting at."

"Not a clear question."

"God bless you for your investigation! Finally, someone cares!"]

20. Please write additional comments/questions below.

"(I will not support the inclusion of a measure of central tendency in the reporting of class grades on a CWU student's transcript) until it is the norm nationwide."

"Fundamental questions about meaning of grades needs to be addressed. This simply adds more to a bad system."

"This questionnaire is very hard to understand. The questions are so wordy and practically unintelligible. Really not asking for information that would be important for the survey."

"Mastery teaching does not strive for a 'normal' distribution. Not all disciplines are designed to 'weed out' but to train."

"Let's get real about this. Each faculty member has a professional/personal sense of ethics to live with. We cannot legislate morality!"

"Overly simplistic questionnaire."

"So now we're comparing ourselves to Dartmouth? Wake up you idiots!"

"I find it insulting to suggest that SEOIs are used to 'coerce' high grades. SEOI's reflect a student's attitude. Of course high achieving students have good attitudes. Failing students have poor attitudes. I am also insulted by the poorly veiled assumption that untenured faculty are not good instructors, and they are pandering for SEOIs."

"I find the implications regarding untenured faculty insulting and unprofessional. Clearly someone on his committee has an agenda--on which is conducive to the moral(sic) of new professors."

"I know there are faculty and administrators who say grade inflation does not exist. Why then, do we have an academic skills center to teach remedial English?"

"I have heard that English 101 teachers, being adjuncts, fear giving students the grades they really deserve because they believe students would complain about them and they wouldn't be given another teaching contract.

Is this true?"

"Why are the grades given in the Education Dept. so much higher than Business Administration?"

"I believe much of the problem of grade inflation is caused by our own requirements. Having an entrance level that must be maintained, i.e. a 3.0 grade average as in graduate school compresses the range allowed for satisfactory performance. A broader range, i.e. 2.0-4.0 would, I feel, give more choice to instructors."

"My opposition to reporting the central tendency on a student's transcript is this: I have taught upper division classes in which all of the student worked very hard and the majority earned A's because they truly did 'A' work. If the central tendency for these classes were reported as an 'A-' this could lead an outside reviewer to think that a student got an easy A because everyone else did, which would belittle their true effort."

"We are pushing toward competency based, student centered learning. Curriculum based or competency based instruction, requires retention referenced assessment--not norm referenced. Norm referencing student grades detracts from a student centered approach. Which is more important--forcing a normal distribution with 'C' as an average, or making sure students learn competencies and encouraging them to excel beyond a 'C.?'"

"Making students' transcripts etc. would disadvantage Central's students. We have no knowledge of others they would be compared against--have the others received grade inflation? Has it been disclosed? There would be no way to differentiate between CWU students who truly deserved high grades and those who did not. Excellent students could lose important opportunities. I think we should start now, by assigning uniformly quantifiable grades. Please do not jeopardize Central students' futures by penalizing them for the poor judgment of our faculty."

"Forgo all emphasis upon student evaluations. National surveys indicate that where student surveys are given "customer credence," namely great importance, grade inflation becomes a reality. Most students see themselves as very bright! And expect grades to represent this judgment. Substitute peer review. Forget the students. Mastery of the material in the course is all that counts. Peers know about this claim. The Dartmouth proposal does not appear to deal with the problem. As of now, the administration insists on serving the customer in terms of what the customer wants!"

"Instead of grades issue each student a percentile rank in class. Instead of a GPA, the student would have an average % rank score. If a student with a score of 0.75 was on the average at the 75% level one-quarter of students were better, 3/4s were poorer."

"I believe the plus/minus system of grading contributes to grade inflation. Most faculty and instructors, because of student evaluations, will tend to go with the next higher level (B to B+) when a student is on the border between the two grades. Thus the inflated grade. Let's go back to the A, B, C, D, or F system. It is a much clearer system for grading."

"I think that grade inflation is common throughout the campus. Even so some departments are worse than others. You should examine each department and identify those that are excessive. Perhaps the department chairs would hold their faculty accountable. Also the big problem is basing our budget on student credit hours. This puts pressure on deans, chairs and faculty to 'pass all students.'"

"Focusing on 'grade inflation' is asking the wrong questions. We have created the problem because Ds block a student's progress and eventually washes the student out of school. Yet we now are emphasizing retention. You can't have it both ways. Another problem is the way grades are used to assess students. Portfolios of work are better and allow students to improve their grades by continued work. We need to look at what we teach and how we evaluate, not some artificial norming

process."

"Much ado about very little of real consequence."

"I think that this is, overall a great idea. Central can only benefit from having clear, interpretable grading criteria and grade reports."

"I do think there is grade inflation, and there are wide ranges of differences between departments (lesser extent, within as well, but again, probable, w/this). I also think that major entrance requirements influence grading--for ex, in education where they do modular classes where they get to re-do assignments until they get an "A," etc. Also: probably reluctant to."

"While Dartmouth may have a higher concentration of students in the lower 3 point range, I'm not sure the same problem exists at Central. Although there may be some grade inflation, I'm not sure that reporting the mean or median will curb that trend. I already calculate the mean and median for tests and report these to students, along with the grades. I'm not certain the information is as valuable on a transcript as it is internally."

"This is probably a losing battle! But, good luck!"

"There need to be some guidelines developed--the ones in the university catalog seem to no longer apply, and are applied with inconsistency. Students have a desire to do well, not only for their self esteem but also to keep scholarships and financial aid."

"In time what we call 'grade inflation' will be handled, whatever the result, by the action of individual faculty. Only academic bureaucrats with for quick fixes or universal remedies and they care little for academic freedom or a climate of freedom. Such a climate isn't necessarily efficient or particularly desirable at times, but it is preferable to administrative efficiency (or oppression) which is the likelihood if the Nelson crowd have their way. Let things "shake down" in time. For the present, everyone knows that grades are inflated."

"Go examine evolution systems--Compare quantitative grades be qualitative substantive systems--get rid of grades."

"I would like to see a study to determine if there is a relationship between learning as determined by students evaluations of their achievement of stated learning outcomes and grades. Please refer to the sheet enclosed titled Department Assessment activities for 1998-99 which answers to which will be required of all departments in the College of Education and Professional Studies by the spring of 1999."

"It would also help to reduce grade inflation if the general education program remained as a fairly highly integrated core program. Experience at this institution for almost 30 years has taught me a general education program that is a free for all tends toward grade inflation."

"The Ed. program has really messed up students expectations by requiring a 3.00 GPA to graduate. Students believe a C is failing (and it is in a lot of ed. classes) SEOI forms definitely reflect grades in ed. classes."

"I work hard to teach towards our course objectives and to grade towards a firm and high standard. One problem is involving ourselves (through new teaching styles) with those students who work hard but who are troubled and/or unskilled."

"Grade inflation has been a concern for some time. I'd be surprised if there has been much upward creep in the last 10-15 years. If fact, we might have peaked in about 1980 or so. The data would be interesting to see."

"We need more emphasis on helping professors to become better teachers so that all students have a chance to succeed."

"Grade inflation assume(s) all faculty use (a) normative grading system which is not correct. Some department(s) and some faculty use criterion referenced grading. The two systems are mutually exclusive. Neither low nor high grades reflect accurately or consistently what a student learns. I favor (a) criterion references system."

"See attached" (however, no attachment came with the mailing from the Faculty Senate office)

NEW BUSINESS: MOTION NO. 3176 (Passed): Jean Soliz moved and William Benson seconded a motion to reopen the discussion under the President's Report. All faculty meeting to discuss this issue

Steven Hackenberger presented two handouts regarding a University-Wide Faculty Development Program which was funded by the Faculty Senate Faculty Development Fund.

ADJOURNMENT: The meeting adjourned at 5:00 p.m.

NEXT REGULAR FACULTY SENATE MEETING: November 4, 1998

BARGE 412

FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, October 7, 1998
BARGE 412
AGENDA

- I. ROLL CALL**
- II. Motion: CHANGES TO AND APPROVAL OF AGENDA**
- III. APPROVAL OF MINUTES**
- IV. COMMUNICATIONS**
- V. REPORTS/ACTION ITEMS**
 - Chair: Motion: Operating Procedures**
 - Motion: Election of Parliamentarian(s)**
 - Motion: Grievance Committee correction**
 - Ballot Motion: Executive Committee Replacement (~~Kidwell~~)**
 - Ballot Motion: Faculty Senate Resolution**
 - Gamon: Motion: Adopt Option 2 of Theme 5**
- VI. REPORTS/DISCUSSION ITEMS**
 - 1. CHAIR (15 min.)**
 - Faculty Senate Roster/Binder**
 - 2. CHAIR ELECT (15 min.)**
 - Ad Hoc Senate Advisory Committee Report**
 - 3. PRESIDENT (15 min.)**
 - 4. COMMITTEES (Purpose/History/Charge) (35 min.)**
 - 5. Ad Hoc Committee for Grade Inflation: Robert Fordan**
- VII. NEW BUSINESS**
- VIII. OLD BUSINESS**
- IX. ADJOURNMENT**

*****NEXT REGULAR SENATE MEETING: November 4, 1998*****
BARGE 412

MOTION: 1997-98 FACULTY SENATE OPERATING PROCEDURES

1. Robert's Rules of Order , THE MODERN EDITION (ISBN 0-425-11690-5), will be the accepted authority for procedural operations. The Senate's Bylaws take precedence over Robert's Rules of Order.

2. Committee reports will be automatically accepted. If there is an action item that a committee desires to submit with any report, it is to be separately stated as a motion and the motion will then come before the Senate for discussion and debate. The committee will be asked to submit a report and written copies of any motion or action that it would like to have taken.

3. Committee reports and motions shall be submitted to the Faculty Senate office by noon on the Tuesday of the week preceding the Senate meeting in which action is expected. This policy allows for the timely mailing of the meeting's agenda. All committee motions submitted for action by the Senate must be accompanied by an abstract-size plain English summary stating the content, reason for the proposal, and intended effect of the motion. This summary will be sent to the faculty prior to the initial Senate meeting in which the motion will be considered for adoption. As a general rule, substantive committee motions that do not accompany the agenda will not be discussed and voted on until a subsequent meeting. An extended agenda will be sent to all Senators, who shall give it to their Alternate if they are unable to attend the meeting.

4. Concerning discussion rules, Senators will use the procedure of seeking recognition from the Chair if they want to speak to an issue. Speaking without Chair recognition is out of order. Discussion on arguments for and against the issue will be alternated. A visitor will be given recognition if the floor is yielded by a Senator. If no Senator desires to speak and a visitor would like to make a point, the Chair will recognize the person. A visitor will be recognized if a preliminary request is made to the Senate office for an opportunity to speak or if the Chair invites a person to speak.

5. No smoking is allowed in Barge Hall.

MOTION: 1998/99 Faculty Senate Grievance Committee Membership

Reports to: President

Contact: Jill Orcutt, President's Office

Purpose: Resolve, by informal means, specific grievances, disputes or conflicts of faculty members and recommends action to the President. (Members appointed by the Faculty Senate Executive Committee and ratified by the Faculty Senate.)

Membership: 6 faculty (3 regular members and 3 alternates):

Regular Members:

- Robert Jacobs, Political Science 3 Years
- Patrick O'Shaughnessy, Accounting 2 Years
- Steve Schepman, Psychology ~~Jim Brown~~ (Chair)* 1 Year

Alternate Members:

- Teresa Martin, English 3 Years
- Vacant (~~Brenda Hubbard~~, Theatre Arts Chair 7/98) 2 Years
- Vacant (~~Jim Brown~~, Poli Sci Chair 9/97) 1 Year

MOTION: Faculty Senate Resolution

In light of the Board of Trustees's stated readiness to act on the issues of morale identified under Theme 5 of the Board's document (dated 1 September 1998), and in light of the Board's desire to act proactively and to engage in university-wide team building, the Faculty Senate of Central Washington University urges the Board of Trustees to explicitly adopt and actively support the following six positions without further qualifications:

- 1) The Board of Trustees commits all its energies and powers to achieve faculty compensation parity for Central's faculty with Central's peer institutions in Washington State.
- 2) The Board of Trustees commits itself to meaningfully and expediently address and resolve the equity differences in faculty salaries at Central Washington University.
- 3) The Board of Trustees commits itself to work with the State Legislature to secure funding in support of the University, its programs, employee needs, and student needs.
- 4) The Board of Trustees commits itself to positively address the issue of part-time faculty pay, status and participation of part-time faculty in the academic affairs of the University.
- 5) The Board of Trustees commits itself to achieving and maintaining a fair and equitable allocation of resources to faculty, staff, and students which is reflective of the University's standing obligations, the mission of the University, and which reflects proportionally the responsibilities imposed upon each (faculty, staff, and students) by the State's agencies external to the University.
- 6) The Board of Trustees commits itself to engage and continue to engage in a meaningful, positive, and good faith dialog with the representatives of Central's faculty based on the principles of real, shared governance, in a collaborative partnership aimed at addressing faculty and the Board's concerns in achieving the many disparate and shared goals directed at the success of Central Washington University.

The Faculty Senate views the adoption of these six position statements in toto by the Board of Trustees as separate, and taking precedence over the Board's legitimate interests in addressing the critical faculty governance issues contained in the three options listed under Theme 5.

MOTION: Adopt Option 2 of Theme 5

"The Faculty Senate, in considering the three options presented by the Trustees in response to theme 5, and in light of the clear desire of the Faculty for collective bargaining, urges the Trustees to reject option 1, which does not acknowledge that desire. Further, the Faculty Senate strongly urges the Trustees to support option 2 which respects and recognizes the faculty wishes without preconditions that can be better dealt with collaboratively. Some of the preconditions in option 3 may be moot as a matter of labor law."

Date: Tue, 13 Oct 1998 13:19:22 +0000
From: "Faculty Senate (Marsha Brandt)" <senate@cwu.edu>
Subject: 10/7 Minutes: President Section
To: nelsoni@cwu.EDU
Cc: miller@cwu.EDU
Priority: normal

MINUTES
CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE REGULAR MEETING MINUTES: October 7, 1998

3. PRESIDENT

Central's Budget Request (Web site: <http://www.cwu.edu/~>).
Operating Priorities (\$124M): 1) Faculty Salaries, 2) Enrollment,
3) Academic Support System, 4) ADA Compliance Capital Priorities
(\$40M): 1) Music Facility, 2) Highline Facility, 3) Edmonds
Facility, 4) Yakima Valley Facility *and others.*

Higher Education Coordinating Board Letter: September 25, 1998,
signed by the presidents of all the institutions, the chairs of
the Board of Trustees at Central Washington University and
Western Washington University, and the entire Board of Regents at
the University of Washington and Eastern Washington University.
In support of joint request as relates to faculty salaries.
(Handout)

CWU Faculty Salary System

Opportunities for Full-Time, Tenured Faculty Salary Increases
(Handout) President Nelson commented that the mechanism in the Code
to move full professors to a higher step involves review of
performance and the reward for merit. There is no other mechanism,
~~in the Code~~ *unless you get on a step* as a full professor to
move from the step. There is no mechanism in the Code to identify
what specifically constitutes an inequity or a process to address
that inequity. There is no mechanism, that is in the Faculty Code,
that defines compression or a process to address compression. When
we get the faculty study, how will the results be applied? How do
we go about funding it? It can be funded from a portion of the
legislative appropriations. ~~we can use additional dollars at the~~ *low wave*
university. If we do that, we create a university ~~budget~~ *for*
continuous funding, ~~the legal ability to use additional dollars~~
to fund salary study needs. *We also need to know*

"Changes in Part-time Faculty Pay," David Dauwalder, October 7, 1998
Environmental Scan (Handout)

Question: I don't think the Assistant Attorney General has any right
to not give you an answer for four months. Secondly, can you tell
us what's going on with the planning of the budget cuts that the
Governor's Office has requested and how we can be involved in that?

Nelson: Central's response to the Governor was we would
participate when he wants more specifics. Higher Education is all
united on this. We have not ~~given~~ *provided* the Governor anything specific or
particular for a 7% cut.

Question: I understand that the letter that came out of the
Office of Financial Management (OFM) suggested that the cuts not
come out of the instructional budget?

Question: What happened last June? I was at the Board of Trustees
meeting and I was expecting to hear something about the motions and
tenure and usually you look in the newspaper two or three days later
and there are names. But there were no names, nothing was
mentioned. Then later in the summer, I saw an e-mail mention that
there were several promotions (maybe 15 promotions and 2 tenures).

Nelson: The promotion and tenure was probably a part of the consent agenda which contains a whole list of action items. A disc is sent to the news paper with all that material on it.

Comment: We've seen in the paper what's happening at other institutions in the state, but I haven't heard word one as to where we stand this Fall as far as enrollment is concerned.

Nelson: Right now we are holding our own. If we have a good retention for Fall and Spring, we will make our targeted numbers. We will release the numbers as soon as they come up. If anyone wants it, there is a report in the President's Office.

Comment ReOpened: The Senate passed a motion earlier about working collaboratively. It is true that every university has been asked to plan for cuts up to 7%. It is also true that the university was asked to take those cuts out of the non-instructional budget which may or may not be feasible. I feel that if we are to be working collaboratively on budget issues, we should know that. We should know that there was a position taken by this university to take those cuts out of instructional as well as non-instructional money. I'm not saying it's not a right decision. I'm just saying that if we are to work collaboratively, those are the kind of things we should be involved in. Also, if there is a position taken which I think I laud, of saying, "we're not mapping out these cuts for you because we don't want to take them," that's a risky business because they may take them without our input. On the other hand, it's also a good strategy. I just think that we should know about that. I am also concerned now with the larger issue because does it mean that in the future we are going to listen but not respond. I feel that if we want to really work collaboratively on major issues, the fact that the state is perhaps going to cut our budgets by 7% - maybe there is a process where we can help with the administration - be involved in that.

Nelson: Ever since I've been president, preparing these budgets, the state has asked us for cuts. We have resisted immensely the details of the cuts. And we have told them to send our faculty and staff, because of the way we operate through this process of trying to identify programs to cuts - we have not done it. All the institutions have all sent virtually the same letter to OFM which says, generally, "we recognize what the governor is asking, but we are not proposing any particular areas of cutting." We also say that it is almost impossible ~~when~~ you define as instructional budget you say, "don't cut instruction." For example, only \$1.4M of state money goes into student affairs. Less than \$700,000 goes into development. Business Operations (including Facilities Management) gets about \$10M, ~~out of the central benefits~~. The bulk of the state money appropriated at Central is all in academic affairs. So, if I tried to take 7% of the money, which turns out to be \$3.2M over the biennium (\$1.6M/year), from any of the other areas, they would collapse. So, it's almost impossible to say, "if the budget is in academic affairs that we wouldn't do something about it." Please know that we have not even approached any thought about how we are going to do this. We have not initiated any operations to do this. The governor has said that higher education would be protected and we believe that. If anything serious came forth, I would have everyone involved. We are not at that stage and I would not put you through all that work unnecessarily.

*10.0m is for benefits

ROLL CALL 1998-99
FACULTY SENATE MEETING: 10/7/98

+ 2 binders

- ALSOSZATAI-PETHEO, John
- AMATO, Sara
- BAXTER, Louise
- BEAGHAN, Jim
- BENSON, William
- BLACKETT, Robert
- BRAUNSTEIN, Michael
- BRODERSON, Bret *E tent too*
- BULLOCK, John
- COCHEBA, Don
- D'ACQUISTO, Leo
- DEMOREST, Claire
- DeVIETTI, Terry
- ELY, Lisa
- EMMANS, Cindy
- FORDAN, Robert
- GAMON, Ken
- GRAY, Loretta
- GUNN, Gerald
- HAWKINS, Jim
- HOOD, Webster
- KAMINSKI, Walter
- Vacant
- LEWIS, Keith
- MICHEL, John
- MONSON, Luetta
- MUSTAIN, Wendy
- NELSON, Joshua
- NGALAMULUME, Kalala
- O'SHAUGHNESSY, Patrick
- PRIGGE, Debra
- RICHMOND, Lynn
- SCHAEFER, Todd
- STACY, Gerald
- SOLIZ, Jean
- SPENCER, Andrew *tent*
- THYFAULT, Alberta
- UBELACKER, Morris
- WILLIAMS, Wendy
- WILSON, Blaine
- WYATT, Marla
- ASGWU

- HACKENBERGER, Steven
- OWENS, Patrick
- RAUBESON, Linda
- vacant
- DUGAN, Jack
- PALMQUIST, Bruce
- KURTZ, Martha
- GHOSH, Koushik
- COLLINS, James
- GAZIS, Carey
- BEATH, Linda
- GARRETT, Roger
- HARPER, James
- GIOFFI, Frank
- FAIRBURN, Wayne
- VASEC, Cheri
- BURKHOLDER, Peter
- HOLDEN, Lad
- GELLENBECK, Ed
- BACH, Glen
- GAUSE, Tom
- WOODCOCK, Don
- JEFFERIES, Stephen
- LEFKOWITZ, Natalie
- HECKART, Beverly
- HOLTFRETER, Robert
- CAPLES, Minerva
- BRADLEY, James
- WIRTH, Rex
- OLIVERO, Michael
- Vacant
- BUTTERFIELD, Carol
- ALWIN, John
- WEYANDT, Lisa
- BERTELSON, Cathy
- SCHACTLER, Carolyn

*Erickson
Wells
Peters
Danzon
McGehee
Boch*

*Nelson, Jooy
Heckart
Wirth*

10/7/98
Date

VISITOR SIGN-IN SHEET

Abdul Nassor
Charles McGhee
Marty Bell
Lisa Wuyandt
B. Redke
Lewellyn Hackett
Bob Kubi
Cynthia Weels
~~John Johnson~~

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting.
Thank you.



CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

To: David P. Dauwalder, Provost/Vice President for Academic Affairs

From: John A. Alsoszatai-Petheo, Faculty Senate Chair

Date: October 6, 1998

Re: Faculty Senate Committees

Please accept the following comments as simply a written reaffirmation of the principles which we discussed, and agreed upon during this past Summer.

Faculty Senate committees are established by, and are answerable to the Faculty Senate. The Faculty Senate's Executive Committee initiates committee charges, oversees, facilitates, and directs the work of all other Senate committees on behalf of the Faculty Senate. Senate committees elect their own committee chairs. It is up to each committee chair to set committee agendas according to the committee's charge, and to preside over committee meetings. The phrase "...shall cooperate with other individuals, groups or committees..." [emphasis added] in no way is intended to negate, subvert, or frustrate the established lines of responsibility and protocol described in this paragraph.

This year I have requested of all Senate committees that they make public the committees' anticipated topics of discussion, place, and schedule of dates and times of meetings, so that interested members of the campus community can attend, inform themselves, and provide inputs as permitted by the work of the committee, and at the discretion of the chair of each committee. Additionally, as before, the committee may choose to invite, or agree to requests by individuals to speak or present information and concerns pertinent to the committee's work. All of this results in potentially much more dynamic meetings, and a consequent need to clarify and reestablish the underlying rules and principles. Therefore, I am asking for your help in disseminating this information to all those individuals who answer to your office who might benefit from this clarification.

Let me be clear in stating that none of this is a change in existing policy. The Senate Executive Committee and I look forward to continue addressing the common concerns and tasks shared by your office and the Faculty Senate. This means that Senate committees will continue to "cooperate with other individuals and groups or committees," as established by the Faculty Code and the Senate Bylaws. However, committees must clearly understand to whom they are answerable, and the specific nature and limits of their charges. To achieve these goals, visitors must remember that they are visitors, and request for additions or changes to committee charges should be submitted in writing to the Executive Committee of the Senate for proper disposition.

Once again, the above is in the interest of clarity and broad dissemination.

c: Senate and Senate Committees



CENTRAL WASHINGTON UNIVERSITY

Office of the Provost / Vice President
for Academic Affairs

Please Forward a Copy to Terry Falls
RECEIVED
JUN 16 1998
CWU FACULTY SENATE

MEMORANDUM

Date: July 9, 1998

TO: Jean P. Abel, Linda S. Beath, Ethan A. Bergman, Andrea C. Bowman, David L. Gee, Sharon Elaine, Stephen C. Jeffries, Andrew P. Jenkins, Nancy Jurenka, Erlice Killorn, Patricia Maguire, David Majsterek, Luetta Monson, Vincent M. Nethery, Carolyn Schlactler, Joe Schomer, David N. Shorr, Alberta J. Thyfault, William C. Vance,

FROM: David P. Dauwalder, Provost/Vice President for Academic Affairs *DPD*

COPIES: I. Nelson, L. Douglas, O. Alawiye, J. Bowers, J. Gregor, J. Alsoszatai-Petheo

SUBJECT: PROMOTION DECISIONS

Thank you for forwarding a copy of your concerns to me in the July 6 memo. This response to that memo conveys a more detailed description of the rationale and process for promotion decisions. The accompanying description of efforts currently underway will help clarify where the institution currently stands in its efforts (a) to define the issues and (b) to find appropriate avenues to address those issues. I welcome your support over the coming months as we work to define the appropriate processes to following in reaching the best solutions to the faculty salary issues we face.

Promotion Decision Rationale and Process—The same rationale applied to decisions to recommend promotion was applied to decisions recommending the accompanying salary step increases--faculty performance.

The process followed for promotion decisions in 1997-98 conformed to the policies and procedures outlined in the "Faculty Code of Personnel Policy and Procedure." Consideration regarding promotion decisions occurred at the department level with recommendations being forwarded to the appropriate deans. Deans reviewed professional record files, accompanying documentation, department chair recommendations, department personnel committee recommendations, and individual input received from faculty prior to forwarding their recommendations to me. Deans also forwarded recommended specific step increases for each faculty member recommended for promotion.

In my consideration of each case, I examined the professional record file and accompanying documentation, reviewed the input from the dean regarding the merits of the decision, and reviewed the department chair and department personnel committee recommendations that accompanied the files. These considerations occurred within the context of the criteria for promotion detailed in the "Faculty Code of Personnel Policy and Procedure" and those identified at the college and department levels.

After reaching all of my decisions regarding my promotion recommendations for all of the specific cases, I then reviewed the recommended salary steps in the context of the conclusions I had reached regarding faculty performance for each individual.

Additional factors considered included the following: (a) the current distribution of faculty per rank and per step in each department, (b) the opportunity within our current personnel policy to address faculty salaries at the point of promotion, (c) the growing need within our CWU system to take positive action in support of improving faculty salaries when we can, and (d) the current limitations within our system on addressing faculty salary issues at points other than promotion.

I prepared a list of recommended salary steps for all candidates for promotion, and computed our ability to meet the level of salary increases that would result based on the salary steps on the two lists. In cases where my recommendation differed from the recommendation of the dean, I discussed the difference with the dean. Following that discussion, I prepared my final recommendation to President Nelson for his consideration and for action by the Board of Trustees.

Consideration of Accompanying Salary Adjustments—Under our current process any consideration of such adjustments could not have resulted in specific action to address any inequities that might be present. If it were possible, such a process would require a similar review process to that followed for promotion decisions in order to make comparative decisions. However, there is positive movement in our efforts to clarify what adjustments can be made within the state's laws and regulations.

Current Faculty Salary Efforts in Progress—Questions regarding the degree to which Central Washington University can make other types of salary adjustments within the regulations of the state of Washington were forwarded to the state attorney general's office in Spring 1998. Specific questions regarding the issues of salary, the distribution of legislatively appropriated dollars, and the distribution of all other available dollars for use in the solution of salary-related inequities have been posed. A formal response from the attorney general to these questions will clarify the ability of the university to address such issues within the law. We are awaiting the attorney general's response.

If the result of the formal written opinion permits us greater freedom than we now have, we will need to develop a process to follow in making such decisions. The Faculty Senate through the Faculty Senate Personnel Committee may wish to consider developing such a process.

As you know, the Faculty Senate continues to work through the Ad Hoc Salary Equity Committee toward the identification of an external consultant to conduct a salary equity study. The combined results of the attorney general's response and the salary equity study will allow us to develop appropriate avenues to begin to address our faculty salary concerns.

Continued Discussion—If you wish to discuss these issues further this summer, please work through Dean Lin Douglas in making necessary arrangements.



*For Senate
C. Thyfault*

CENTRAL WASHINGTON UNIVERSITY

Department of Psychology

TO: CWU Board of Trustees
FROM: The Faculty of the Department of Psychology*
DATE: October 7, 1998
SUBJECT: Response to Draft Documents, "The Themes" and "Vision, Mission, and Goals"

Thank you for the opportunity to respond to your draft documents. We are grateful to the Board for initiating efforts to communicate directly with the university community and we are eager to participate as partners in planning the future of Central Washington University. We understand the political and economic climate and we understand that there are some who do not hold universities or the professoriate in high esteem. Given that climate, we particularly appreciate your willingness to listen to us.

Our response is in two sections. In the first, we discuss and react generally to the model that appears to permeate administrative- and board-level conversations. In the second, we respond to specific options in the draft documents.

I. The Model

We believe that the business/marketing model adopted in these documents and in the administration of the university has significant implications for the development of CWU as a quality institution. Currently, the marketing model seems to be all-encompassing. Increasingly, we treat students as "customers" and "consumers". We develop marketing plans and we create a new vice presidency for enrollment management and marketing. We search for a "niche". Instructional support for summer session is treated as a "variable" cost while, strangely, student recreational services are "fixed."

This model has some appeal, of course, in an environment in which we must compete with other institutions for student credit hours and in which constituents refer to "customer satisfaction" in the same breath as university education. We are not so naive as to believe that CWU can survive without effective recruitment efforts. We are painfully aware that other institutions, such as the University of Phoenix and Washington State University are encroaching on what we have assumed to be our territory. We agree that faculty must become partners in recruitment.

However, the marketing metaphor appears to be extended not only to the strategies we employ to attract students to the university but also to the strategies we employ once they have enrolled. Certainly, there is substantial evidence that marketing is sometimes successful despite, or even in spite of, the quality of the merchandise that is sold. The initial take is substantial, but, ultimately, repeat sales are likely to be affected.

We are concerned about where the marketing approach might lead. Already, some of the conversations taking place on campus appear to emphasize spin over quality, salesmanship over learning, winning over losing. Although we are pleased to see that the board documents use the word *quality* from time to time, it often is lacking in many conversations about recruitment. The marketing metaphor also suggests that we may be tempted to sell what the customer wants, despite concern about the quality of what we are selling. We need to be careful; as Beverly Heckart said in her remarks at the 1994 CWU convocation: "students...are not customers, and we,...the faculty, are not academic retail clerks". Learning is a shared responsibility of teachers and learners.

In a 1993 article in the *Christian Science Monitor*, "Why not run a business like a good university?", Robert Woodbury, chancellor of the University of Maine system reminds us that "higher education is one of the few United States 'industries' universally recognized as the best in the world. He notes that *successful* universities "depend on creativity, energy, and commitment in a particular classroom or laboratory... The basic assumption is that management's job is to provide the tools, the encouragement, and security for faculty to use their creativity and imagination". He concludes that the true measures of institutional success involve institutional reputation, successes of graduates, and accomplishments of faculty".

The faculty of the psychology department have had serious discussions about alternative metaphors that might provide a basis for university strategic planning. Our department has struggled to maintain a loosely structured identity as an intellectual discipline, and we think of ourselves as a "community." Communities thrive on diversity of ideas and perspectives, and they rely on reciprocal responsibilities among all their citizens. Communities invite tension and individual reflection. Done well, communities nurture students through exposure to a rich array of ideas which maximize their exposure to the discipline and increase their capacity for informed opinion and action. Done well, they foster an institutional reputation for caring and competent educational opportunities, successful graduates, and an intellectually stimulated and motivated faculty.

The metaphor of "community" does not disregard the question of allocating resources, but it is a cooperative model rather than a competitive one. While the values of "community" may seem idealistic, they are the very values that we despair of losing. Universities should preserve and strengthen these values, not willingly join in their elimination. Indeed, it seems to us that an important challenge of the 21st century may be to understand how we may perpetuate this notion of community in the face of increasing pressure to deliver information "any time, just in time". Already, some of our faculty are implementing strategies in the electronic environment of distance education that preserve community. It is not impossible, but it does take commitment.

The present organizational climate at CWU will not foster the level of commitment among faculty and staff that will be necessary to develop the kind of healthy community of which we are capable. We are told that we are decentralizing decision making when clearly the top-down CEO model is being strengthened. Decisions are made under a guise of communication, but that communication is too often one-sided. Data is confused with information. The faculty are blamed for our relatively low salaries and see little evidence of effective advocacy. We are moving toward ever-increasing competition for resources, with criteria that often seem arbitrary, if known at all. Morale on campus is dreadful. It is little wonder that a large majority of faculty have joined in an endorsement of the union; this is what workers in a market economy do when their interests are not being met and when administrative support seems to be wanting. The cause of faculty discontent is no secret; it is *not* the legislative or social climate in which universities operate. The climate is worse at CWU than prevailing conditions would warrant. What we observe as a decline in the

level of devotion of recent retirees is a particularly disturbing kind of evidence that we have abandoned community at this university. Indeed, it has been suggested that our current way of operating is very similar to what we see in dysfunctional families: one-way communication, confused boundaries, and roles that are inappropriately defined.

We believe that the board may be moving toward an organizing metaphor that exacerbates the problem. The marketing model does not address the issues that are seriously eroding faculty/staff morale and which threaten the long-term health of the university. Rather, it likely will make matters worse. It is clear that in a healthy university the faculty and staff have a role in defining the mission of the university. It is clear that faculty and staff commitment and energy are necessary to bring meaning to that mission. It is clear that something like the "community" metaphor should be made explicit as reflecting institutional values and direction.

We realize that you represent the community of citizens of the State of Washington and that you have legal and ethical obligations to ensure that the resources of the state are used wisely and in conformance with legislative mandates. But also, as you wisely have noted, the Board should lead, rather than follow. We think that by your recent actions you have demonstrated a commitment to rebuild trust and a willingness to listen to those of us entrusted with the day-to-day work of the university. Utopias are rarely realized. Yet higher education and CWU in particular will continue to erode if we fail to see the necessity of a very active and committed university community to respond to the many increasing external pressures. Words matter, metaphors matter: they frame our actions. We ask you to consider the community metaphor. The health and survival of the university may depend on it.

II. Specific Comments

A. What student market should CWU serve?

(1) Department of Psychology Option

We prefer a modified option #1 (our suggested additions are highlighted):

Central Washington University should continue to serve primarily undergraduate students from the state of Washington, specifically the diverse college-age and college-interested people in central Washington and west of the Cascades. Concurrently, the university should place equally high priority on accessibility, affordability and capability. Recognizing that some students have academic potential to be successful in higher education but lack adequate preparation for higher education, the university will enhance its efforts to clarify and ensure preparatory skills of all students before they enter the higher education curriculum. The university will work collaboratively in the 2+2 model to ensure that community colleges establish similarly rigorous requirements for student preparatory skills. The university should maintain a highly selective commitment to a selective number of graduate level programs focusing on the strengths and areas of the undergraduate programs.

(2) Rationale

The evidence seems to suggest that of the state universities, CWU has a greater share of students who are underprepared for college-level instruction. We must address this issue directly. Option #2, which addresses only student capability seems unrealistic.

B. What is our niche?

(1) Department of Psychology Option

We support option #2, but recommend inserting the words "in quality programs" after the words "small classes" in the second line.

(2) Rationale

There is some evidence that the areas that are identified in options 1 and 3 are based only on the size of the programs and not on program quality. Size of program should not be the only way in which we decide what we will support. Already we are overtraining (according to the state) in the area of elementary education. Eventually the 50% or so placement rate will come back to haunt us. We should be reducing this professional training commitment and moving to others that might be more sustainable.

We have done little to understand why students come to Central. Do they come here because of the low student/faculty ratio? Do they come to become teachers? Do they come because certain disciplines are very strong and the faculty are excellent? For some, is teacher education the reason or a by-product (e.g., music education.)?

In biological/ecological terms, a critter that becomes too specialized is less sustainable than one that has a broader niche. We must be careful to avoid this problem.

C. How shall we streamline our operations?

(1) **Department of Psychology Option**

Central Washington University continuously will review all programs of the university, academic and non-academic, using a process in which program parameters are developed collaboratively and recognizing that one parameter alone rarely can be the reason for elimination of a program. Some departments may be combined to form academic divisions, thus allowing streamlined administrative oversight while maintaining disciplinary autonomy. In other cases, departments may be further subdivided thus allowing greater disciplinary autonomy and appropriate administrative representation. Alternative academic program delivery systems will be reviewed by the university faculty in relation to their influence on access and their ability to maintain and enhance academic and intellectual values.

In the evaluation of academic programs under review, criteria should include program quality (based on definable criteria such as performance on valid and reliable measures), definable learner outcomes, currency of course content, student performance on program outcomes, stringency of graduation requirements, affordability, accessibility, number of graduates, employer satisfaction, time to degree, cost per student, and effectiveness of linkage to community colleges' and/or other universities' preparatory programs.

(2) **Rationale**

We agree that the university should be involved in cyclic program review, and that this review should extend to both academic and non-academic programs of the university. We also agree that costs associated with administrative function should be reduced. However, we strongly support maintaining some semblance of **disciplinary autonomy** for major disciplines that rightly belong on a university campus. We thus prefer that we find a way to streamline **administrative function**, while retaining the disciplinary autonomy that often is instrumental to attracting high quality students and faculty. It might be more productive to talk about merging certain small majors into interdisciplinary majors as opposed to talking about eliminating disciplines .

To our knowledge, accreditation requirements do not impose a 180 credit **maximum** for the baccalaureate degree. The requirement is for a 180 credit **minimum**. However, we do agree with the basic point that programs should be close to the 180 credit number. We also believe that the determination about minimum size of a department should be based on a combination of number of faculty and number of majors. So, for example, special education is a small division within Teacher Education Programs in terms of number of faculty, but based on the large number of graduates and the reputation of the program it should perhaps have department status.

We believe that the university is wise to consider alternative delivery methods, including electronic ones, but we recommend that a rigorous program of assessment be brought to bear on these methods.

D. What configuration will make CWU more competitive?

(1) Department of Psychology Option

Central Washington University will provide undergraduate and selected graduate programs in a continuous lifelong learning configuration through its Ellensburg campus, its university centers, and its technology links with community colleges and to remote sites. The university will develop alternative delivery systems that meet the needs of time and place bound students. Each year, the university will set yearly goals for alternative delivery that are consistent with identified needs of students. The university will develop and maintain technology links to serve the needs of students in remote areas that are separated both from the Ellensburg campus and from the centers. It will develop partnerships and linkages with other universities and/or providers using current electronically mediated technologies.

(2) Rationale

The proposals from the board are troublesome for three reasons: 1) The use of "anytime and just in time" will surely date the statement. It is the jargon of the day, but rarely should jargon be used in an official document. 2) The percentage of courses delivered electronically should derive out of a needs assessment. This number appears to have been picked somewhat arbitrarily. This statement should identify the importance of alternative delivery systems. The percent increase should be part of a yearly objective. 3) We agree that electronically mediated instruction is one kind of alternative delivery that appears to be improving access. Right now, however, it is extremely costly per student credit hour generated for some departments; and it threatens to interfere with departments' abilities to meet other important goals, particularly given that funding DOES NOT follow student credit hours. Thus we believe that more conversation is required to identify the circumstances under which electronically mediated approaches will be beneficial to the overall mission of the university and the ways in which departments can maintain other important functions while pursuing this one.

E. How shall we admit students to Central?

(1) Department of Psychology Option

Central Washington University should review and affirm its freshman class and transfer enrollment requirements, and should select both highly qualified students and a group of students who fail to meet the enrollment requirements but who show potential for college level work. The latter group should enter the university curriculum only after completing the necessary work to meet the minimum enrollment requirements. The university should work collaboratively with community colleges to ensure that transfer students meet the minimum enrollment requirements.

(2) Rationale

Our major concern is that we agree to, communicate, and enforce a set of standards that enable a student to profit from university level instruction. GPA and AA completion historically have not been sufficient evidence of student ability.

F. How shall we respond to the State of Washington Accountability Measures

(1) Department of Psychology Option

Central Washington University will work cooperatively with the legislature and the Higher Education Coordinating Board to identify performance measures and accountability targets that are consistent with the university's student population and with the mission and goals of the university. At each administrative level of the university, including the Board of Trustees level, units will develop, as part of their strategic planning process each year, performance measures and accountability targets that are consistent with Board of Trustees' and state-mandated initiatives. Units will identify strategies to meet the targets and will assess yearly their effectiveness in meeting them. The university will link strategic planning to resource allocation by targeting a portion of university funds toward important university-wide goals.

(2) Rationale

We advocate a more aggressive program of negotiation with the legislature to ensure that our performance measures and targets are consistent with our population and our university wide goals and objectives. We are particularly concerned about the former. Of the four-year schools, Central Washington University students have the lowest selection index. This means that our students have the lowest combined high school GPA and test scores. We believe we need to initiate a discussion with the legislature about the different expectations for graduation efficiency for schools who are increasing access to less academically prepared students.

The 2020 commission assures us that students who perform at the 10th grade level (which will become a high school graduation requirement) will be prepared "adequately" for university level instruction. We're not convinced, and it seems to us that including preparedness as a factor would be extraordinarily helpful to promoting access without devaluing the intellectual experience.

G. What shall we do about assessment?

(1) Department of Psychology Option:

Both external and internal goals, including accountability targets and performance indicators, are imposed on all units and programs of the university. Units of the university should be involved in a continuous program of assessment and review that identifies their effectiveness in meeting important program goals. Degree programs will demonstrate their effectiveness in enabling students to meet commonly accepted standards in their disciplines. Units also will provide evidence of both the structural and functional effectiveness of their activities. The university will provide efficient mechanisms through which data important to program assessment and review can be accessed and will consolidate reporting requirements to the degree possible. Resource allocation will be tied to program effectiveness.

(2) Rationale:

We agree that programs should be reviewed continuously. However, we have a number of concerns: (a) Much of what passes for assessment on the campus doesn't meet the requirements for

a valid and reliable system of measurement and evaluation. If we really want to attach resource allocation to assessment, we must improve the integrity of the assessment systems we are using. (b) Currently, resources are allocated unevenly to schools and colleges and to their respective departments at the outset. This, of course, confers advantages on some programs and disadvantages on others. (c) With respect to degree programs, some outcomes of a university education cannot be assessed until long after students leave the program; there is a danger that assessments will focus on short-term outcomes that are easier to measure, but that, perhaps, are less integral to the societal definitions of success.

H. How shall we reaffirm our commitment to diversity leadership on the Ellensburg campus, in university centers, and within respective communities?

(1) Department of Psychology Option:

We prefer option 1.

I. How shall we create a university climate capable of responding to internal and external change?

(1) Department of Psychology Option:

We present the following comments rather than endorsing one of the board options or recommending a separate option:

Although employee dissatisfaction is not the only way in which the Board of Trustees should assess the effectiveness of university governance, it is one very important way. We strongly encourage the board to review and take seriously the opinions rendered in the Campus Climate Report of a few years ago and in the administrator surveys that are conducted by the Faculty Senate biennially. The recent evaluation of the president by external evaluators was conducted in such a manner that faculty were not afforded assurance of anonymity related to their comments. We believe this resulted in less than candid responses on the part of some faculty and administrators, and recommend that the board should establish means by which the faculty can air their grievances.

We do not believe that faculty have a voice in the governance of this university that has become increasingly autocratic in structure. We recognize that the current style of administration was exactly what the Board of Trustees desired when the current president was hired. The need for clearer direction and firm decision-making was a response to what was viewed as a lax form of governance that was not serving the university particularly well. We also acknowledge that the style of decision making and the decisions made do not imply bad motives on the part of administrators. However, the time has come to heal the university.

We believe the faculty effectively can participate and should be encouraged to participate in decision making that sets direction for the university. We believe that faculty can provide valuable input that goes beyond concerns for their own welfare. However, on this campus faculty opinion rarely is sought prior to important decisions and the faculty voice largely is ignored. Important decisions about resource allocation, including proliferation of administrative positions, are made secretly and only later communicated to the faculty.

We believe that unions arise when people feel oppressed and exploited. A number of faculty have begun to feel that way. Others are angry. Still others feel utterly helpless. We predict that the union movement will continue to grow and that the dissension between administrators and faculty will be exacerbated unless the board takes dramatic action to reverse the autocratic practices that are pervasive at this university.

J. What should be the university's vision statement

(1) Department of Psychology Option:

Central Washington University is a premier comprehensive university that is dedicated to providing a student-centered learning environment focusing on a basis in the liberal arts and sciences combined with a focus on life-long learning and professional preparation, and on the development of the talents of all members of the university community

(2) Rationale:

We believe that the liberal arts and sciences are the basis of a university education. They set a university education apart from other post-secondary educational opportunities, and we recommend that the vision statement feature this important basis of a university education. We further believe that the term "professional preparation" better communicates that we prepare for multiple professions throughout the lifetime, not just one. The terms professional education or professional training tend to be associated with training for a particular profession. We also object to use of the future tense in the board's options 2 and 3.

K. What should be the university's mission statement?

(1) Department of Psychology Option:

(This is primarily taken from BOT Option 2, but with some components of BOT Option 3 and with some rewording. We've highlighted those areas where our version differs from Option 2.)

Recommended Mission Statement

To provide a comprehensive education by fostering a personalized environment which nurtures the physical, intellectual, social, and ethical development of each student, and to provide cultural resources to local communities and the region.

Purpose: Central Washington University challenges students to address the ambiguities of an ever-changing world. Students are prepared for careers and independent, lifelong learning. They **also are** asked to become good citizens in a pluralistic society, to become skilled communicators, to develop their abilities to analyze and synthesize information, to make **ethical decisions**, and to serve as responsible stewards of the earth. Through its multicultural and multiracial student body, study abroad programs, and curricula, the university provides all students with the opportunity to learn about diverse cultures and peoples.

The university community supports a relationship between teacher and student which makes both partners in learning, scholarship, research, creative expression, and the application of knowledge to solve human and societal problems. **The learning environment** is characterized by small classes, enrichment and recreational programs, a demonstrated concern for each student as an individual. **The Ellensburg campus and university centers provide access for persons with disabilities.**

The university also is a resource for the Ellensburg community, the communities where university centers are located, and the region. It enriches the lives of the community members through instructional and library resources, dramatic and musical performances, art exhibits, lectures, and athletic events. The university's **programs of sponsored research and public service** improve the quality of life for all citizens.

Programs: Through a liberal arts based general education program, courses of study in the arts and sciences, professional, pre-professional and graduate programs, and through continuing education programs, the university is committed to serve the needs of Washington's citizens. Instruction is organized into degree and certificate programs providing theoretical and practical education in the liberal arts and sciences, the visual and performing arts, and professional and technical fields, including education, business, applied sciences, and engineering technologies. Continued assessment and accreditation review ensure the renewal and vitality of all university programs.

Constituencies: Central Washington University is dedicated to reflect in enrollment and in hiring the diverse population of the state. The university offers admission to applicants who have demonstrated potential for academic success. Through extended university centers **and alternative delivery systems**, the university provides educational programs to place-bound students. Students matriculating at **the university typically** are residents of Washington, particularly the western and central regions of the state, but many students come from neighboring states and abroad. The university fosters a continuing relationship with its alumni and looks with pride upon their accomplishments **that** demonstrate that Central is fulfilling its educational mission.

(2) Rationale

We prefer the emphasis on liberal arts and sciences that appears in the second option. This is consistent with accreditation requirements and with what the faculty believe and have supported for many years.

We prefer that the mission statement avoid terms such as "distance education" because they date the mission statement by referencing a currently popular term about which little agreement on definition has been reached. We prefer "alternative delivery systems."

We strongly disagree with the rewording of the last line under constituencies in Option 3. It is our alumni with whom we maintain a relationship. Employers do not hold a special place that is different from other constituents in the state of Washington, and their advice should be sought and

their opinions considered. The current statement implies that universities are unduly influenced by what employers want. That should not be the case.

Goals of the University

In this section, we mention only those goal statements for which we recommend a modification.

We object to the revision under "The Programs" goal under option 2 in which the words "requiring a rigorous foundation in the liberal arts and sciences along..." are struck. This liberal arts and sciences foundation is one of the primary requirements of our accrediting body. Quoting Beverly Heckart, from her convocation address of several years back: "A liberal arts education is important for your intellectual development because each of the disciplines is one way of looking at the world. Each presents a partial truth about the many facets of life. The faculty is aware that no one can digest all existing partial truths. But it is possible to gain some understanding of a variety of truths in order to enrich an individual's intellectual endowment."

We object to the revised wording in "The Programs" goal under option 2 which states: "Instruction should be holistic -- connecting subject matter to the world of work." We recommend "...connecting subject matter to life experiences." The first again assumes that the undergraduate degree is a job training degree. It is not.

We object to the revision under option 2 that now includes the statement "use technology in the instructional process to deliver web-based Internet instruction and distance education." First, the statement is very convoluted. Second, its specificity is inappropriate for a goal and it is laden with currently popular terms. We prefer "and will use technology to enhance instructional delivery and access."

In the assessment goal under option 2, We recommend eliminating the words "the performance of" in the first line.

The intent of the place bound goal in option 2 is fine, but we do not agree either with its title or its description. We prefer "access" as the title and prefer a statement like "The university will continue to develop opportunities for students for whom a residential experience and traditional delivery are inaccessible or inappropriate."

The last goal in option 2 then becomes unnecessary. We have so little to do with affordability that it is best avoided as an internal goal.

*

| | | | |
|----------------------|-------------------|----------------------|---------------------|
| Richard V. Alumbaugh | Marte Fallshore | Jeffrey M. Penick | Stephanie Stein |
| James L. Collins | Roger S. Fouts | Stephen B. Schepman | Elizabeth M. Street |
| Jeffrey A. Daniels | Eugene R. Johnson | Terrence J. Schwartz | Philip Tolin |
| Terry L. DeVietti | Sally A. Kennedy | Larry M. Sparks | Lisa L. Weyandt |
| Jesse P. Diaz | Susan D. Lonborg | Anthony J. Stahelski | Wendy A. Williams |
| James L. Eubanks | | | |

Council of Presidents' Office

Representing Washington's public baccalaureate institutions

Terry Teale, Executive Director

September 25, 1998

Chairman Bob Craves and Members
Higher Education Coordinating Board
917 Lakeridge Way
P.O. Box 43430
Olympia, Washington 98504-3430

Dear Mr. Craves and Members of the Board:

The opportunity for the citizens of Washington to receive *quality* education is the most important legacy those of us who serve in the public sector can leave future generations. That is why the Council of Presidents is joining together to present a coordinated budget request for the 1999-2001 biennium. Our joint request focuses on the twin issues of quality and access, and the necessity for the Governor and Legislature to address both.

With unprecedented collaboration, members of each of our six public baccalaureate governing boards have joined with us to present this request and will advocate it in the next few months and throughout the upcoming legislative session.

The citizens of Washington are served by six unique and diverse public baccalaureate institutions. As stewards of these public assets, we have a responsibility to our citizenry to ensure that there will continue to be access for their children or for themselves to pursue *quality* public higher education opportunities. The state's investment in higher education is an investment in the future economic and social well being of its citizenry.

Our joint request includes four components:

- A 4.5% salary increase for each year of the biennium for faculty and professional staff to ensure that Washington's citizens have access to the best and the brightest faculty and staff.

Members, Higher Education Coordinating Board
September 25, 1998
Page Two

- **An \$8 million recruitment and retention pool** to allow us to keep the best faculty from being hired away from Washington, and to attract outstanding faculty from throughout the world to join us.
- **Funding for an additional 3,434 more FTE students** over the course of the biennium to continue to address the projected enrollment boom.
- **Flexibility** to allow for innovation in managing salary increases and enrollment projections.

The combined cost of this request is \$ 123.8 million. We believe this is a reasonable, necessary and politically feasible request. It reflects a shared vision for higher education in Washington: Opportunities for students to learn with the highest quality faculty in the nation so that they are prepared to contribute to a challenging future.

We urge the Higher Education Coordinating Board to support us in this request.

Sincerely,



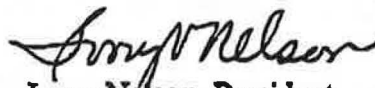
Richard McCormick
Chair, COP




Karen Morse, President
Western Washington University



Jane Jervis, President
The Evergreen State College



Ivory Nelson, President
Central Washington University



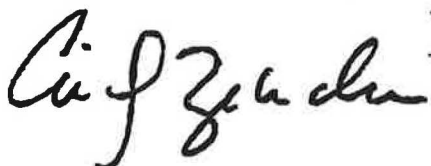
Stephen Jordan, President
Eastern Washington University



Sam Smith, President
Washington State University

Members, Higher Education Coordinating Board
September 25, 1998
Page Three

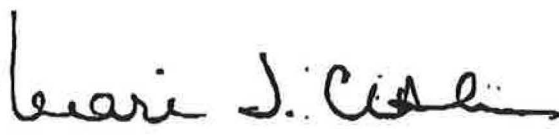
University of Washington Board of Regents



Cindy Zehnder
President, UW Board of Regents



William H. Gates
Vice President, UW Board of Regents



Mari J. Clack
Member, UW Board of Regents



Jennifer Frankel
Member, UW Board of Regents



Scott D. Oki
Member, UW Board of Regents



Constance L. Proctor
Member, UW Board of Regents



H. Jon Runstad
Member, UW Board of Regents



Samuel N. Stroum
Member, UW Board of Regents



Shelly Yapp
Member, UW Board of Regents

Members, Higher Education Coordinating Board
September 25, 1998
Page Four

Central Washington University Board of Trustees



Gwen Chaplin
Chair, CWU Board of Trustees

Western Washington University Board of Trustees



Grace T. Yuan
Chair, WWU Board of Trustees

Members, Higher Education Coordinating Board
September 25, 1998
Page Five

Eastern Washington University Board of Trustees



James L. Kirschbaum
Chair, EWU Board of Trustees



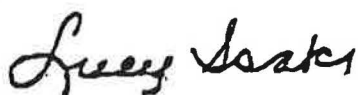
Jean L. Beschel
Vice Chair, EWU Board of Trustees



Gordon E. Budke
Member, EWU Board of Trustees



Aaron C. Gutierrez
Member, EWU Board of Trustees



Lucy Isaki, JD
Member, EWU Board of Trustees



Joe W. Jackson
Member, EWU Board of Trustees



Mark Mays, Ph.D., JD
Member, EWU Board of Trustees



Michael C. Ormsby
Member, EWU Board of Trustees

**THE COUNCIL OF PRESIDENTS'
COORDINATED**

**1999-2001 OPERATING BUDGET
REQUEST**

**Terry Teale, Executive Director
504 E 14th, P.O. Box 40932
Olympia, WA 98504-0932
(360) 753-5107**

ACCESS to *QUALITY* HIGHER EDUCATION

- SALARY INCREASES FOR FACULTY AND PROFESSIONAL/EXEMPT STAFF.

YEAR INCREASE
4.5%
UNIVERSITY

SALARY INCREASE
4.5%
SITE/UNIVERSITY

\$5 million
Recommendation
Fund

- 3,434 NEW SPACES FOR STUDENTS.
- FULLY FUND ENROLLMENTS TO ENSURE QUALITY.

PEER COMPARISON FACULTY SALARIES

| | PERCENTILE RANKING AMONG PEERS | FY 98 GAP TO 75TH PERCENTILE* Faculty Only | \$ TO ACHIEVE 75TH PERCENTILE* Faculty Only (in millions) | \$ TO ACHIEVE 4.5% AND 4.5% SALARY INCREASE Professional/Exempt Staff & Faculty (in millions) |
|---|--------------------------------|--|---|---|
| UW | 44 | 9.9% | 63.1 | 33.0 |
| WSU | 17 | 19.6% | 54.1 | 17.9 |
| CWU | 14 | 23.5% | 13.5 | 3.9 |
| EWU | 57 | 8.3% | 7.2 | 4.2 |
| WWU | 48 | 11.0% | 10.6 | 5.2 |
| TESC | 20 | 20.1% | 6.6 | 2.2 |
| RECRUITMENT AND RETENTION | | | | 8.0 |
| TOTAL | | | 155.1 | 74.4 |
| <ul style="list-style-type: none"> • 1988 Goal adopted by the HECB. • Assumptions: <ul style="list-style-type: none"> (1) 2% increase for WA institutions in FY 1999 only. (2) 3% increase for peers in FY 1999, 2000, 2001. | | | | |

PROPOSED DISTRIBUTION OF RECRUITMENT AND RETENTION POOL

■ UW \$ 3.7

■ EWU \$.6

■ WSU \$ 2.3

■ WWU \$.6

■ CWU \$.5

■ TESC \$.3

ENROLLMENT REQUESTS

| | 1999-2001 BIENNIUM | | TOTAL # ENROLLMENTS | BIENNIAL \$ (Millions) |
|--------------|--------------------|-------------|------------------------|---------------------------|
| | Year 1 | Year 2 | | |
| UW | 730 | 870 | 1600 | 29.0 |
| WSU | 50 | 600 | 650 | 7.0 |
| CWU | 253 | 261 | 514 | 5.5 |
| WWU | 350 | 150 | 500 | 6.2 |
| TESC | 70 | 100 | 170 | 1.7 |
| TOTAL | 1453 | 1981 | 3434 | 49.4 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

NOTE: WSU's request does not include a request for WSU Spokane. The Spokane request will be based on legislatively mandated studies.

FLEXIBILITY RECOMMENDATIONS

- **Avoid restrictive budget language in providing salary increases.**
- **Allow institutions a 2% tolerance factor below their targeted enrollment.**

CWU Faculty Salary System

Opportunities for Full-Time, Tenured Faculty Salary Increases

Legislative Appropriation

(Across-the-Board and Merit)

- Legislative appropriations have covered (a) across-the-board scale adjustments and (b) merit increases. (8.40.B and 8.40.C)
- The Faculty Senate makes recommendations on legislatively appropriated salary increases. (8.10.B.2)
- Since 1992, the president has accepted all Faculty Senate salary recommendations.
- All raises since 1992 have been recommended by the Faculty Senate as across-the-board percentage raises except for 1% in 1997 that was recommended for merit.
- Since 1992, the legislature has provided the following percentages for faculty raises.

| | <u>State</u> | <u>CWU Funds</u> |
|------|--------------|------------------|
| 1992 | 3.9 | -- |
| 1993 | 3.9 | -- |
| 1994 | -- | -- |
| 1995 | 4.0 | -- |
| 1996 | -- | -- |
| 1997 | 3.0 | 1.0 |
| 1998 | -- | 2.0 |

- Faculty members newly hired or promoted are eligible for only four full merit steps above the step into which they are hired or promoted if such advancement exceeds the ceiling for their rank (8.40.C.2)
- Merit increases are separate from equity adjustments described in 8.46 and are separate from exceptions in academic rank described in 4.55 (8.40.C2)

Promotion

- Faculty may receive raises upon promotion from assistant professor to associate professor and again upon promotion from associate professor to professor. (8.40.A)
- The amount of dollars set aside for raises comes from university resources; the dollars are provided each year, and the dollars are above the amount appropriated for salaries.
- Faculty Code requires a minimum number of salary steps (two steps) per promotional raise, but does not provide a maximum number of salary steps per promotional raise. (8.40.A)
- The general practice prior to 1996-97 has been to provide an average salary increase of two steps or the minimum number of steps to bring the faculty member to the minimum salary step for the new rank.
- During the past five years, the average number of steps recommended for promotions is as follows:

| | | |
|---------|------------|---------------|
| 1993-94 | 2.85 steps | 15 promotions |
| 1994-95 | 3.00 steps | 12 promotions |
| 1995-96 | 3.42 steps | 25 promotions |
| 1996-97 | 5.68 steps | 24 promotions |
| 1997-98 | 5.88 steps | 15 promotions |

Ways to Increase Yearly Salary

Salary Match Policy

- The 1995 Washington State Legislature [ESHB 1410, Part VI, Section 601(3)] authorized the university to make every reasonable effort to retain highly qualified faculty and exempt staff.
- Section 1.05 of the Faculty Code states “All provisions of this code may be subject to and superseded by Washington State Legislative Enactments.”
- On February 19, 1997, the university established University Policy 2-2.48, the “Faculty and Exempt Staff Retention. ”
- In Spring 1997, the Division of Academic Affairs established policy 5-8.1, the “Academic Affairs Faculty & Exempt Staff Salary Match Policy.”
- These policies allow for principal hiring authorities to make a counter offer to a faculty member or administrative exempt staff member if the following are provided:
 1. A bona fide offer of employment, including salary level, from another institution; and
 2. Confirmation of the written offer; and
 3. A concise written recommendation with reasons from the department to retain the employee; and
 4. Approval by the hiring authority; and
 5. Confirmation by the appropriate vice president.

Department Chairs

- Department chairs are released from a portion of their teaching load to perform the role of department chair. Chairs also receive a monetary stipend in addition to their faculty salaries. The schedule of compensation in money and release time is to be published annually with the faculty salary scale.
- The Faculty Code in Section allows a higher salary for a department chair during service as chair. The salary should then be adjusted downward when the faculty member returns to regular status. (8.48.B)

Overload Pay

- The Faculty Code permits the university to contract with faculty (a) during periods when the faculty normally would not have been under contract and (b) for part-time services. (4.85.E)
- Full-time faculty members’ “80-percent” and “20-percent” activities are defined in Section 8.42.A. This provision allows for individual flexibility.

- Overload classes may generate extra compensation for faculty. The amount paid is affected by whether (a) the university asks them to take the overload or (b) the faculty member requests the overload. (8.42.B)

Outside Work for Pay

- Remuneration for employment not connected with the university must abide by the rules in Section 7.30 (7.20.B.5)
- The general rules governing consulting are detailed in Section 7.30.
- Faculty may receive pay for outside work and be absent from campus for specified periods if (a) no extra cost is borne by the university, (b) colleagues cover the university work being missed, and (c) the arrangements are approved by the department chair (7.30.C)
- Full-time faculty must obtain approval from their chair or dean before teaching elsewhere for pay. (7.30.E)

Summer Session Pay

- Full-time summer session salary is defined as 2/9 of the previous year's salary. (8.48.C)
- During the interim time between the end of summer session and the beginning of fall quarter, faculty may be paid 1/9 of previous year's salary. However, the 1/9 must replace half of a full summer session pay. (8.48.D) *(This item appears to be in conflict with the allowance to pay stated in reference to "overload pay.")*
- Summer salaries equal 2/9 of the salary for the previous year for a full load--proration for partial loads may have to occur. (15.30)
- Faculty salaries, teaching load guidelines, and department chair salaries in summer session will also be described in the "Summer Session Salary Policy." That section will appear in the revised Academic Affairs section in the University Policies Manual.

Distance Education

A schedule of compensation options consistent with Section 7.20.B.1.a has been developed governing extra pay for distance education courses. Generally, full-time faculty may choose, with department chair approval, to receive extra pay for additional students taught through interactive video, or they may choose to receive fractional load credit.

Administrative Assignments

The Faculty Code states that administrative faculty, professional librarians, and professional media specialists are faculty but hold appointments that differ from other university faculty in length, salary, and vacation policies. (4.85.A)

Other Faculty Designations

The Faculty Code also addresses salary-related issues for other faculty designations as follows:

- Full-Time Non-Tenure-Track Faculty* - 4.60.A.2 and 4.60.A.4
- Part-Time Faculty* - 4.60.B, 4.60.B.4, and 8.44
- Special Appointments - 4.60.C and 8.48.F
- Coaches - 4.67.A
- Endowed Chairs - 4.65 and 4.65.C

*In addition, a revision of the Academic Affairs section of the university policy manual will carry a description of the four-year phase-in process being followed to bring the minimum salary for all non-tenure-track faculty to a level equal to Step 1 of the faculty salary scale. (5-8.2)

Correcting Salary Inequities

- Past practice has required funding to correct salary inequities to come from legislatively appropriated funds.
- Section 8.46 of the Faculty Code states, "A salary adjustment may be given to correct a salary inequity. Such salary adjustments are permanent." However, Section 8.40 of the Faculty Code states, "The salary of a faculty member may be changed as a result of any one or a combination of three types of action (promotion, across-the-board scale adjustment, and merit increase)." *These two statements appear to be in conflict.*
- For the 1997-99 biennium, the president authorized \$50,000 to be spent in conducting a faculty salary equity study, which was to be completed by the end of Spring 1998. The Faculty Senate formed an ad hoc Salary Equity Committee to develop an RFP and select a consultant to conduct the study. The first call for proposals resulted in none being acceptable. A revised call for proposals has generated a proposal acceptable to the committee.
- The president contacted the state attorney general in June 1998 for an opinion on several questions concerning the solution of salary inequities.

Issues:

- New professors hired are being offered higher entry steps than professors hired earlier.

- All full professors promoted before and up to 1995 were promoted with at least two steps. Many are on salary step 15. (8.40A)

- Since 1996, newly promoted professors have been promoted to steps 17, 19, and 22. (8.40A)

- Mechanism to move full professors to a higher step involves review of performance and the reward for merit.

- No mechanism exists in the Faculty Code to identify what specifically constitutes an "inequity" and a process to address.

- No mechanism exists in the Faculty Code that defines compression or a process to address compression.

- Application of Results of Faculty Salary Study

- Funding the needs identified by the faculty salary study:
 - ∞ Portion of legislative appropriation (*no bow wave*)
 - ∞ Use of additional dollars at university (*creates university bow wave for continuous funding*)
 - ∞ Legal ability to use additional dollars to fund salary study needs

Full Professor Step Inventory

| College/School | Steps 15-16 | Step 17 | Step 18+ |
|--------------------------------|-------------|---------|----------|
| College of Arts and Humanities | 13 | 5 | 29 |
| College of Ed and Prof Studies | 16 | 6 | 26 |
| College of the Sciences | 4 | 7 | 51 |
| Library | 1 | 0 | 4 |
| Schl of Business and Economics | 1 | 0 | 28 |
| | 35 | 18 | 138 |

C. Sheffault



JM

CENTRAL WASHINGTON UNIVERSITY

Office of the Provost / Vice President
for Academic Affairs

MEMORANDUM

Date: October 7, 1998

TO: Ivory V. Nelson, President

FROM: David P. Dauwalder, Provost/Vice President for Academic Affairs *D.P. Dauwalder*

COPIES: L. Babener, L. Douglas, G. Lewis, J. Ninnemann, R. Savoian, D. Hedrick

SUBJECT: CHANGES IN PART-TIME FACULTY PAY

The revised version of the Academic Affairs section of the University Policy Manual will include the attached document as Section 5-8.2. This policy was developed following a recommendation forwarded from the CWU Faculty Senate in Spring 1997. Academic year 1998-99 is the second year in a four-year process designed to bring part-time faculty pay rates to a level equal to that of Step 1 of the faculty salary scale. The following table reports the minimum rates paid to part-time faculty over the past three years, including the current academic year:

| <u>Qualifications of Part-time Faculty</u> | Minimum | | |
|--|---|---|---|
| | <u>Per-Credit Rates</u> <u>1996-97</u> | <u>Per-Credit Rates</u> <u>1997-98</u> | <u>Per-Credit Rates</u> <u>1998-99</u> |
| Part-time Faculty with the Designated Terminal Degree | \$500 | \$534 | \$573 |
| Part-time Faculty without the Designated Terminal Degree | \$400 | \$427 | \$458 |

Non-Tenure-Track Salary-Determination Process

Based on a Four-Year Phase-In Period

The following policy will be phased in over a four-year period. Beginning with Fall Quarter 1997, the term, "uniform or flat pay rate per credit taught," referred to in Section 8.44 of the CWU Faculty Code will be interpreted in the following manner.

- (a) The minimum rate for non-tenure-track appointees with the designated terminal degree for the discipline should be equivalent to step one of the faculty salary scale by Academic Year 2000-01. The rate per credit will equal the 9-month step-one salary divided by 45. Methods of phasing in the minimum rate are described in items "f," "g," and "h" below.
- (b) The minimum rate for non-tenure-track appointees without the designated terminal degree for the discipline should be equivalent to 80 percent of the amount for non-tenure-track appointees with a terminal degree.
- (c) Decisions to offer rates more than the minimum must be made based on an evaluation of the appointee's academic background, the quality of his or her teaching, and the quality of the performance of faculty-related duties.
- (d) Performance of each full-time, non-tenure-track appointee must be evaluated by a faculty committee and independently by the department chair each year before a decision to issue a subsequent full-time, non-tenure-track contract is made. A copy of the result of the performance evaluation shall be provided to the non-tenure-track faculty member, to the department chair, and to the dean.
- (e) Performance of each part-time, non-tenure-track appointee must be evaluated by the department chair a minimum of once each year.
- (f) For 1997-98, the minimum rate in "a" will be set at one-fourth the difference between the existing minimum in 1996-97 and step one of the faculty salary scale as of 1997-98.
- (g) For 1998-99, the minimum rate in "a" will be set at one-third the difference between the established minimum salary in 1997-98 and step one of the faculty salary scale 1998-1999.
- (h) For 1999-2000, the minimum rate in "a" will be set at one-half the difference between the established minimum salary in 1998-99 and step one of the faculty salary scale for 1999-2000.
- (i) For 2000-01, the minimum rate in "a" will equal step one of the faculty salary scale.

Contracts offered to all non-tenure-track faculty shall clearly state the number of contact hours assigned to teaching (normally 45 for full-time faculty). If contact hours are assigned for other faculty activities, specific duties and expected outcomes of those activities should be stated in the contract letter.

Environmental Scan

- Regulation and accountability will be prominent both from the federal government and the state.
- Affirmative action and discussions of diversity will be a major political battleground. Thus, maintaining a commitment to access for diverse populations will be difficult.
- State funding for the university will increase minimally, while the university will be required to accommodate a greater number of students.
- Policies of the Higher Education Coordinating Board, Office of Financial Management, and the State Legislature will affect significantly the operations of the university.
- The university will provide educational opportunities to new and varied diverse populations of the state.
- New academic programs at the university will most probably be funded from the reallocation of existing resources.
- Productivity, cost containment, time to degree, efficiencies, market niche, and job preparation will be the dominant themes for the next several years.
- The emerging global economy has expanded interaction across geographical and cultural boundaries, not only in business, but also in fields such as art, entertainment, the sciences, and education.
- Technology will penetrate every aspect of life and vocation.
- Faculty and staff pay increases will be controlled by the state legislature.
- Programmatic and budgetary decision making will require yearly quality strategic planning.
- Change of the present academic culture to create learning experiences that will match performance standards of the knowledge age for timeliness, responsiveness, customization, coherence, and convenience will be an absolute necessity.

DRAFT

DRAFT

DRAFT

DRAFT

DRAFT

MEMORANDUM

TO: Vice Presidents
DATE: October 1, 1998
SUBJECT: Planning Parameters

As you know, the Strategic Planning Committee has recommended that we take another step forward in the planning process by providing planning parameters to divisions and units. I have prepared a draft strategic plan for your review and our discussion at the October 5 Cabinet meeting. Knowledge of my goals for the year will help you develop planning parameters for your units.

To achieve an appropriate balance between the external demands to which we must respond and the academic values of the university community, I have attempted to derive goals that appropriately combine what you and your unit heads included in your 1997-98 strategic plans, the performance measures and accountability targets that we have negotiated with the state, and the Board of Trustees initiatives. Wise counsel suggests that the number of goals should be somewhat limited, so the list I am providing to you may be too long. However, we also want to write down and communicate to the faculty, staff, and students all the areas that we intend to pursue during the coming year and for which we will ask them to write their own unit goals, objectives, and strategies.

Just as you did with your own strategic plans, we will need to coordinate a set of objectives with each goal. For each goal, I've included some ideas, but will need to work on them together to turn them into clearly stated and measurable objectives. You will note that several of the ideas I have listed are more appropriately called strategies. I have attached the definitions that the Strategic Planning Committee is using for the three terms: goals, objectives, and strategies. You will note also that some of the goals are accompanied by a great deal more specificity than others. To the degree reasonable, we should achieve parity across the goals.

What I am asking you to do, then, is:

- a. Review the goals. Suggest additions, deletions, or revisions.
- b. Review the ideas presented under each goal and suggest additions or deletions. Most important, clarify the statements to ensure that they are measurable objectives, ones that we believe we can achieve during the coming year. In essence, we need to clarify what will change during the year as a result of our actions.
- c. If you have additional ideas about the strategies that we can undertake to accomplish the objectives, please jot them down saying who will do what by when.

I look forward to discussing these ideas with you on Monday, October 5. After we have discussed them and I have had a chance to revise the plan, I will ask Academic Council, the Academic Department Chairs Organization, and the equivalent units in Business and Financial Affairs, Marketing and Enrollment Management, Student Affairs, and University Development and Alumni Affairs to review the plan. After feedback from these units, my strategic plan will be made available to the campus community. Thank you for your assistance.

**Office of the President
Strategic Plan
1998-99**

Goal I. The university will establish and implement an ongoing process of program review for all programs of the university, academic and nonacademic, as a means to ensure the quality and functionality of all programs.

Vice presidents will develop program review parameters and procedures for all academic and nonacademic programs in their respective divisions.

The president will request program review parameters and procedures from each vice president by the end of Winter Quarter, 1998

The president will request a list of all programs, both academic and nonacademic, of each division by the end of Winter Quarter, 1998.

The president will request a list of programs to be reviewed during the next academic year, not less than 20 percent of all programs in the division, by the end of Spring Quarter, 1998.

Parameters and procedures for program review will be comparably demanding across the five divisions of the university.

The President's Cabinet will review the five sets of parameters and procedures for their comparability and their focus on quality improvement and function by the end of Spring Quarter, 1999.

Parameters and procedures will be based on quality improvement and function, and will result, beginning in the academic year 1999-00, in prioritized lists of programs that should be modified, continued with modification, suspended temporarily, terminated, strengthened, and consolidated.

Vice presidents will begin program review in their respective divisions during the academic year 1998-1999.

Goal II. The university will deliver programs of the university at times and in places that meet the needs of its constituents and to provide maximum access.

The university will develop an integrated strategy for assessing degree program and student needs at the centers and across the state.

The President (P)/Vice President for Academic Affairs (VPAA) will identify avenues to provide access to greater academic course and program choices to university students pursuing degrees at or interested in attending university centers.

The P/VPAA and the Vice President for Enrollment Management and Marketing (VPEMM) will design a market test system for program development that is responsive to fluctuating needs; community based; in line with HECB, Commission on Colleges, and Department of Education requirements; and economical.

The Vice President for Student Affairs (VPSA)/VPEMM will strengthen the support services available to students at the university centers.

The P/VPAA will continue efforts to identify locations for new centers in line with state and student needs.

Complete negotiations for a presence at Moses Lake.

Continue participation as a member of North Snohomish Island and Skagit Counties Consortium (NSIS).

Continue assessment of program/center needs at Grays Harbor.

The university will increase the presence of administrators from each division at the centers.

At least one Board of Trustees meeting will be held at a center during the academic year.

The P/VPAA will encourage each dean, department chair with programs or courses offered or planned to be offered at the centers, and university-level academic officer to visit all centers sometime during the academic year.

The P/VPAA will hold at least one meeting of the Academic Affairs Council at a university center each academic quarter.

The VPSA will hold at least one meeting of the Council of Student Affairs Officers at a university center each academic year.

The Vice President for Business and Financial Affairs (VPBFA) will hold at least one meeting of the Business Affairs Council at a university center each academic year.

The VPAA will hold at least one meeting of the Development and Alumni Relations Council at a university center each academic year.

The VP Emm will hold at least one meeting of the Enrollment Management and Marketing Council at a university center each academic year.

The university will increase by 15 to 20 percent the number of courses being offered through electronically mediated distance education (web-based, internet, or distance education).

The P/VPAA will work with the deans to identify upper-division courses being taught in Ellensburg that could be provided simultaneously to students at university centers through interactive video.

The university will develop and assess the effectiveness of its current alternative instructional delivery systems, including electronically mediated distance education such as interactive, desktop conferencing, asynchronous, and web-based.

The VP BFA will work collaboratively with the P/VPAA to develop the technological capacity for the planned electronically mediated distance technologies.

The P/VPAA will develop a distance education delivery plan for the 1999-2001 biennium.

The P/VPAA will improve planning coordination for the various distance education delivery modes, electronically mediated instruction.

The P/VPAA will incorporate the results of the distance education delivery plan into the unit strategic plans.

The P/VPAA will clarify the role of continuing education as an additional instructional delivery option.

The P/VPAA will establish and implement an assessment strategy to determine the relative effectiveness of alternative delivery systems to traditional delivery systems.

The university will explore additional instructional delivery options for both the Ellensburg campus and centers.

The university will strengthen its collaborative course and program delivery at the state's community colleges.

The P/VPAA will work with the deans to target specific community colleges and programs for collaborative development.

The university will strengthen its program of faculty development in the area of alternative instructional delivery systems including electronically mediated distance education.

The P/VPAA will enhance training opportunities for faculty in academic departments to implement effectively interactive, asynchronous, and web-based electronically mediated distance education.

Goal III. The university will improve its programs of student recruitment, enrollment management, student retention, and marketing.

The VPEMM will develop by the end of Winter Quarter, 1999, a plan to identify target markets, and to improve student recruitment, enrollment management, and student retention for review by the President's Cabinet and the university community.

The VPEMM will complete a marketing plan and will identify the resources needed to implement the plan.

The P/VPAA will establish targets for each school or college to meet an enrollment criterion at 150 FTEs above the state appropriated student contract.

The Graduate School will increase enrollments by 350 FTEs.

Goal IV. The university will fully deploy the Academic Support System Project as one means to strengthen the data-collection and data-distribution systems required to more effectively deliver instructional services to students and for more effectively databased decision making.

The vice presidents will continue to implement the Academic Support System Project and continue to budget a one percent set-aside for program implementation.

The VPBFA will oversee the completion and deployment of the ASSP system, including incorporating needs that are identified in each division of the university.

The VPBFA will present a plan to upgrade and maintain computer networking and centralized computing resources and services that are necessary to achieve university wide coordinated data systems.

Goal V. The university will identify and meet explicit performance measures and accountability targets.

The president will work cooperatively with the legislature and the Higher Education Coordinating Board to identify performance measures and accountability targets that are consistent with the mission and goals of the university.

The president will work cooperatively with the Board of Trustees to identify performance measures and accountability targets that are consistent with the mission and goals of the university.

The president will work cooperatively with the vice presidents to identify performance measures and accountability targets for each division of the university that are consistent with Board of Trustees and state-mandated initiatives and begin to develop strategies to meet the targets.

Goal VI. The university will retain its regional accreditation and cost-effective specialized accreditations as a way to emphasize program quality.

The university community will undertake a systematic program of cost-benefit analysis of specialized accreditation.

Appropriate administrators will review the rationale for seeking each specialized accreditation of the university to assess its benefit to the institution in relation to its costs.

The university successfully will complete its self study for NCATE accreditation.

The university successfully will complete its self study for NASC accreditation.

The university successfully will complete its evaluation team visit for AACSB accreditation.

The university successfully will complete its evaluation team visit for NCATE accreditation.

Goal VII. The university will achieve appropriate levels of diversity in students, faculty, staff, and curriculum.

The university will base actions in support of increasing diversity on an understanding of existing trends and of the local culture.

Review current status and trends related to diversity in students, faculty, and staff.

Compare current status and trends with local, state, regional, and national diversity trends.

Monitor actions that affect achievement of desired results.

Continue to implement and refine the recruitment plan for students, faculty, and staff that effectively attracts interest from a diverse population.

Review effective diversification strategies used both internally and externally.

Select one or more strategies for implementation at Central Washington University.

Implement the selected strategies.

Continue to support the development of curriculum that exposes students to domestic and international issues of diversity.

Goal VIII. The university will remain abreast of and responsive to external challenges to the integrity and functioning of institutions of higher education.

The VPBFA will communicate revenue projections to the university community on an ongoing basis.

The president and vice presidents will continue their work at the interinstitutional level to strengthen the collective voice of higher education in the legislature.

The VPEMM will develop a plan more fully to include the university community in a positive program of government relations.

The VPEMM will communicate enrollment trends and state demographics to the university community on an ongoing basis.

Goal IX. The university will improve the current means by which faculty salaries are determined and adjusted.

The president will continue to pursue through the legislative process faculty salaries that more nearly approach the 75th percentile of peer institutions.

The P/VPAA working with the faculty senate will strengthen the performance evaluation system for all faculties.

The P/VPAA working with the faculty senate will develop a plan to address salary inequities and compression.

Goal X. The university will link strategic planning to resource allocations.

Each unit will align its mission statement with the university mission statement and will align goals with the university goals.

The president working collaboratively with the vice presidents will develop a set of criteria that will guide the process through which funds are targeted to meet accountability targets and performance measures.

The president working collaboratively with the vice presidents will allocate funds to enable units to work toward accountability targets and performance measures.

The vice presidents will establish program capacities based on considerations of elements such as student demand, staffing, operational support, facilities, equipment, etc.

Each year, the president working collaboratively with the vice presidents will develop a set of planning parameters for units to employ in their strategic planning processes.

The president working collaboratively with the vice presidents will develop a set of criteria that will guide resource allocation decisions in each division.

The president working collaboratively with the vice presidents will develop a priority list of project/activities to be funded should new money become available.

The VPBFA will develop policy and management strategies that will improve the university's stewardship of the resources of the university and of the state.

Goal XI. The university will integrate reporting requirements of the state and its major accrediting body into its strategic planning process.

The Strategic Planning Committee of the university will work with accrediting committees and other external bodies, e.g., accreditation, assessment, accountability, and program review, to integrate all reporting requirements into the yearly strategic plan.

Confirm appointments to the Strategic Planning Committee.

Charge the committee to integrate reporting requirements into the yearly strategic planning process.

Each year, the university will publish a template for strategic planning that, to the degree possible, integrates all reporting requirements.

Goal XII. The university will maintain a physically and psychologically safe environment for students and employees at all campuses.

The VPBFA will develop a plan to improve security services at the centers.

The VPBFA will develop a plan to maintain and upgrade existing facilities.

The VPSA will establish a ten-year capital plan for renovating and upgrading nonacademic buildings.

The VPSA will develop a plan to improve services that provide for psychological well-being of students including counseling services, women's center, drug awareness programs, both at the Ellensburg campus and at the centers.

Goal XIII. The university will secure additional private and federal funds to support the important work of the university in program innovation and research.

The Vice President for Development and Alumni Affairs (VPDAA) will develop a plan for a major, multiyear capital campaign to address institutional priorities in creating scholarships, endowments, and program support.

The VPDAA will increase the number and value of corporate development solicitations in support of university priorities in technology, diversity, and outreach.

The P/VPAA working cooperatively with the Dean of Graduate Studies will increase the number of grant awards to the university and the total dollar value of those awards.

Goal XIV. The university will improve the campus climate to ensure that it is inclusive and welcoming to and valuing of students, staff, and faculty.

We will develop more effective means of recognizing the contributions of members of the university community.

Each vice president will compile a log of complaints that are registered about issues of climate and a list of recommendations designed to rectify the complaint.

We will increase the number of opportunities for open dialogue among members of the university community about issues that create a negative climate.

We will develop a mechanism through which persistent concerns are addressed actively.

October 7, 1998

To: All Faculty Senators and Senator Alternates
From: Faculty Senate Ad Hoc Advisory Committee: Linda
Beath, Minerva Caples, Terry DeVietti, and Keith
Lewis

Since we have a fairly large number of new Senators, we thought it might be helpful to our deliberations this year if we shared the following information.

First, The role and responsibilities of the Faculty Senate are outlined in the Faculty Code, Section 3.10. Specifically, the Code states:

3.10 The Faculty Senate shall have the following powers and Duties:

- A. to review and approve changes that the president, other administrators, departments and their chairs, and committees wish to initiate regarding educational policy, curricula, academic programs, and academic regulations and standards;
- B. to initiate action recommending studies and changes relating to educational policy, curricula, academic programs, and academic regulations and standards;
- C. to recommend to the president and to the faculty on matters relating to faculty welfare or morale, personnel policy and procedures, student affairs, business and budgetary affairs, and other matters of professional interest to faculty.

Second, the Code defines the role of the individual faculty member and his or her contributions to the Senate's proceedings. Section 3.15.D

"Individual faculty senators are the uninstructed representatives of their constituents. Senators have the responsibility to act in a fiduciary capacity in relation to the constituents and to seek their opinions. However, having exercised such responsibility, individual faculty senators shall be free to make their own decisions, to speak and vote on matters according to their own reasoned judgments."

Third, we ask that you engage your colleagues in discussions concerning the actions and considerations of the Senate. For example, some departments have a report from the Faculty Senator as a regular part of their meeting agendas. Others make use of technology, including email and the Faculty Senate Home page www.cwu.edu/~fsenate/ to keep current on issues facing us and sharing that information with their colleagues.

Board of Trustees

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Ivory V. Nelson

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Faculty Senate - *John Alszozatai-Petheo, 98-99 Chair* _ _ _ _

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Adm. Asst. to the President/Board Secretary - *Judy Mi*

Director of Auditing and Control - *Margaret Smith*

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**Vice President for
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•Director of AUAP
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•Computer Labs
Dave Storla, Manager
•Computer Support Services
Vacant, Manager
•Networks & Operations
Roland Tollefson, Assoc. Director
•Telecommunication Services
Bill Tusken, Manager
Financial Services
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•Accounting
Benita Cole, Manager
•Budget
Shelly Johnson, Director
•Student Financial Services
Jana Kruckenberg, Manager
•Enterprise Accounting
Vacant, Manager

Advancement Services
Jen Gray, Director
Alumni Relations
Dan Jack, Director
Development
Maria Thompson, Director
RSVP
Carol Findley, Director

Assoc. Enroll. Mgt. Office
Carolyn Wells
•Admissions & Acad. A
Bill Swain, Director
Academic Skills Program
Cheryl McKernan, Director
Achievement Programs
Rozie Zwanziger, Director
Financial Aid
Agnes Canedo, Director
Government Relations
Martha Lindley, Director
Graphic Services
Bret Bleggi, Director
Printing, Supplies & Mail
Barbara Hinchliff, Supervisor
University Relations
Barbara Radke, Director

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Director for
Marketing
Services

**Vice President for
Student Affairs**
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Registrar & Registrar

Associate Vice President

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•Campus Life

John Drinkwater, Director

iv. Svcs.

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Keith Champagne

•Athletics

Gary Frederick, Director

•Career Development Services

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•KCAT Radio

Chris Hull, General Manager

•Women's Resource Center

Katrina Whitney, Interim Director

Services

Operations & Resource Management

Rob Chrisler, Director

•Conference Program

Ken Baxter, Director

•Dining Services

Tom Ogg, Director

•Health & Counseling Services

Robert Trumpy, Director

•Residential Services

Janice Freehill, Director

•University Bookstore

David Hess, Manager

isor

University-Wide Faculty Development

The National Dialogue on Race: CWU Forum on Culture, Race and Ethnicity

CWU Faculty Senate Grant and CWU Student Affairs Sponsorship

**Anthropology Department
Biology Department
Diversity Center
English Department
College of the Humanities & College of the Sciences
Communications
Department of Curriculum and Supervision
Douglas Honors College
Family and Consumer Sciences
Foreign Languages
Political Science Department
Ronald E. McNair Scholars Program
Sociology Department and Ethnic Studies Program
Teacher Education Program**

Description: A forum with five events on race, ethnicity, and culture. The forum events will provide multiple opportunities for a large cross-section of our faculty to develop both academic and applied perspectives on race, ethnicity and related cultural issues. The five events will be scheduled across Fall, Winter, and Spring Quarters. Each of the five forum events will span one or two days. Each of the five parts will include a national speaker from the natural and social sciences, education, and/or political practice. Dates for Parts I and II are October 15 and 16, and November 4 and 5. Part III will be held in late February or early March. Parts IV and V will be held in late April and early May.

Forum Part I: Affirmative Action and Education

Affirmative action is under legal assault. Political campaigns and voter initiatives affecting affirmative action will appear on ballots across the nation. Faculty and students need to be well-informed to act responsibly on these issues. The multicultural movement in our educational system is still poorly understood inside and outside our academic community. We must engage our BOT, the HECB, the legislature, and Governor Locke's new Commission 2020 and make them aware of our causes and the underlying values of our liberal arts mission. Students need to become aware of the politics of equal opportunity, the role of affirmative action in their job searches and careers, and state university admissions policies and programs.

See Back for Schedule

Forum Part I: Affirmative Action and Education

Thursday, October 15, 1998

12:00-1:00 Faculty Lunch with Tim Wise (pizza) Black Hall (RM 143)

1:00-2:00 Tim Wise, Speaker and Writer
Black Hall *"Why don't you teach about it?"*
RM 150

2:00-3:00 FACULTY PANEL: **"How We Teach About Affirmative Action,
Black Hall and Diversity on Campus and Campus Admissions"**
RM 150

Panelists: Toni Culjack, Ph.D (English Department CWU),
Agustin Fuentes, Ph.D (Anthropology Department CWU),
Mark Fuzie (Chair English, YVCC)
Nancy Howard, Director of Affirmative Action Office, CWU

3:00-3:30 Refreshments Faculty Lounge (Black Hall RM 143)

4:00-5:00 Kakuta Ole Maimai hanisi, Maasi Warrior (Anthropology, SPSCC)
Black Hall *"Becoming and Being a Maasi: Lessons on
RM 150 Ethnicity From a Journey in America"*
Presentation features his video, "Maasi Ceremony and Initiation"

Friday, October 16

12:00-1:00 *"Little White Lies"* Tim Wise talks on Affirmative Action and I-200
SUB PIT — CWU Diversity Center and CWU Student Affairs

1:00-2:00 STUDENT PANEL: CWU student leaders share their thoughts on bringing
SUB PIT or affirmative action into CWU courses. (Faculty invited to hear input)
Adjacent Room

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The National Dialogue on Race: CWU Forum on Culture, Race and Ethnicity

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See Back for Schedule



CENTRAL WASHINGTON UNIVERSITY

Department of History

RECEIVED
OCT 07 1998
CWU FACULTY SENATE

October 7, 1998

Mr. John Alsoszatai-Petheo, Chair
Faculty Senate
Campus--7509

Dear John:

The Faculty Senate Code Committee met on October 7, 1998 to consider your request for a code interpretation concerning the voting rights of a probationary faculty member who is on full-time, unpaid leave for the academic year, 1998-99. According to Faculty Code Section 2.15.B:

Faculty members who are normally regular full-time employees, who are on part-time or full-time leave of any kind as authorized by this code, or who have a part-time assignment, shall retain the same employment status as accorded to all full-time faculty as defined in Section 2.10, except as otherwise provided in this code.

Thus a probationary faculty members on unpaid leave of absence retain the right to vote as if they were not on leave.

Sincerely,

Beverly Heckart
Chair, Faculty Senate Code Committee



CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

October 2, 1998

Faculty Senate Code Committee

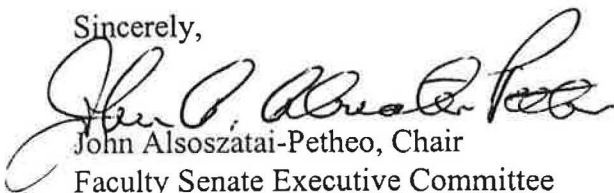
Re: **Request for Formal Interpretation**

In accordance with Faculty Code, Section 1.25 (Interpretation and Emergency), the Faculty Senate Executive Committee is requesting formal interpretation of the Code.

The Senate Executive Committee received a request for a formal interpretation of the Code concerning the voting right of a probationary faculty member in a departmental election for the position of senator in the department where the probationary faculty member is employed. This Code interpretation request is made pursuant to the probationary faculty member's rights under Section 2.10 A and B, Section 2.20, and Section 3.15 B of the Faculty Code, and Section II D of the Faculty Senate Bylaws as referenced in Faculty Code Section 3.15 B.

The question submitted for interpretation by the Code Committee is as follows: Does a full-time, tenure-track but not tenured faculty member currently on an officially approved, unpaid, one year leave of absence have the right to vote in their department's election of a replacement senator for this department?

Sincerely,


John Alsoszatai-Petheo, Chair
Faculty Senate Executive Committee

c: President Nelson
Board of Trustees

Enc: Faculty Senate ByLaws

BALLOT

1998/99 FACULTY SENATE EXECUTIVE COMMITTEE

October 7, 1998

AT LARGE POSITION

Mark one box:

- William Benson, Sociology *### II* *(7)*
- Minerva Caples, Teacher Education Programs *### IIII* *(9)*
- Lynn Richmond, Business Education *### ### IIII* *(13)*
- Alberta Thyfault, Teacher Education Programs *IIII* *(4)*
- _____
Write In
- _____
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AT LARGE POSITION

Mark one box:

William Benson, Sociology

Minerva Caples, Teacher Education Programs

Lynn Richmond, Business Education

Alberta Thyfault, Teacher Education Programs

Write In

Write In

BALLOT

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Lynn Richmond, Business Education

Alberta Thyfault, Teacher Education Programs

Write In

Write In

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

(31)

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Yea (agree with the motion)

(1)

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Nay (disagree with the motion)

(2)

||

abstain

check one

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

Yea (agree with the motion)

Nay (disagree with the motion)

Abstain

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

- Yea (agree with the motion)**
- Nay (disagree with the motion)**

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

Yea (agree with the motion)

Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

- Yea (agree with the motion)**
- Nay (disagree with the motion)**

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION



Yea (agree with the motion)



Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION



Yea (agree with the motion)



Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

Yea (agree with the motion)

Nay (disagree with the motion)

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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

- Yea (agree with the motion)**
- Nay (disagree with the motion)**

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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

Yea (agree with the motion)

Nay (disagree with the motion)

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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

- Yea (agree with the motion)**
- Nay (disagree with the motion)**

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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

Yea (agree with the motion)

Nay (disagree with the motion)

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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

- Yea (agree with the motion)**
- Nay (disagree with the motion)**

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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION



Yea (agree with the motion)



Nay (disagree with the motion)

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BALLOT
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FACULTY SENATE RESOLUTION

Yea (agree with the motion)

Nay (disagree with the motion)

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FACULTY SENATE RESOLUTION



Yea (agree with the motion)



Nay (disagree with the motion)

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BALLOT
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FACULTY SENATE RESOLUTION



Yea (agree with the motion)



Nay (disagree with the motion)

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FACULTY SENATE RESOLUTION

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Nay (disagree with the motion)

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FACULTY SENATE RESOLUTION



Yea (agree with the motion)



Nay (disagree with the motion)

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FACULTY SENATE RESOLUTION

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BALLOT
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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION



Yea (agree with the motion)



Nay (disagree with the motion)

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October 7, 1998

FACULTY SENATE RESOLUTION



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Nay (disagree with the motion)

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FACULTY SENATE RESOLUTION

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Nay (disagree with the motion)

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BALLOT
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FACULTY SENATE RESOLUTION

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BALLOT
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BALLOT
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FACULTY SENATE RESOLUTION

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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

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BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION



Yea (agree with the motion)



Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

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****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

Yea (agree with the motion)

Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

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****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

Yea (agree with the motion)

Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

FACULTY SENATE RESOLUTION

- Yea (agree with the motion)**
- Nay (disagree with the motion)**

****check one****

BALLOT
October 7, 1998

THEME 5: A

(26) I III
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III III

Yea (agree with the motion)

(7) II III

Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

THEME 5: A

Yea (agree with the motion)

Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

THEME 5: A

Yea (agree with the motion)

Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

THEME 5: A



Yea (agree with the motion)



Nay (disagree with the motion)

****check one****

BALLOT
October 7, 1998

THEME 5: A

Yea (agree with the motion)

Nay (disagree with the motion)

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BALLOT
October 7, 1998

THEME 5: A

Yea (agree with the motion)

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BALLOT
October 7, 1998

THEME 5: A

Yea (agree with the motion)

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BALLOT
October 7, 1998

THEME 5: A

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BALLOT
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BALLOT
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THEME 5: A

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THEME 5: A



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BALLOT
October 7, 1998

THEME 5: A



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BALLOT
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THEME 5: A



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BALLOT
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