

6-1-1994

## CWU Faculty Senate Minutes - 06/01/1994

Sue Tirotta

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Presiding Officer: Sidney Nesselroad  
Recording Secretary: Sue Tirotta

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

#### ROLL CALL

Senators: All Senators or their Alternates were present except Bowman, Medlar, Nethery, Olivero, Spall, Starbuck and Taylor.

Visitors: Kris Henry, Barbara Radke, Anne Denman, Rich Corona, Phil Backlund and Carolyn Wells.

#### CHANGES TO AGENDA

None

#### APPROVAL OF MINUTES

The May 18, 1994, minutes have not yet been distributed.

#### COMMUNICATIONS

-5/12/94 memo from Ray Riznyk, Graduate Studies\Research, regarding resignation from Faculty Development and Research Committee; referred to Executive Committee.

-5/16/94 memo from Wesley Van Tassel, Theatre Arts, regarding membership of Faculty Grievance Committee; referred to Executive Committee.

#### REPORTS

##### 1. CHAIR

-Chair Nesselroad reported that the Strategic Planning Committee would host a public meeting at noon on June 2, 1994, in SUB 204-205 to discuss difficulties and concerns experienced with the planning process this year and make recommendations for changes in the process to be implemented next year.

-The Senate Curriculum Committee will hold a hearing on proposed changes to the "Curriculum Planning and Procedures" guide at 3:10 p.m., June 2, 1994, in Barge Hall 412 (Board of Trustees meeting room). Copies of the proposed draft as well as the current guide are available at the Library Reserve Desk under "Administration", subtopic "Curriculum Planning and Procedures."

-Chair Nesselroad reported that as a result of several internal structural changes and the increasing complexity of university structures and functions, the mechanisms for generating and approving policy seem to be in disarray, and Deans' Council is reviewing how policy is made and authorized. The Faculty Senate Chair [Sidney Nesselroad, Music] and the chairs of the 1993-94 [Libby Street, Psychology] and 1994-95 [Blaine Wilson, BEAM] Senate Personnel Committees will attend the Deans' Retreat concerning faculty tenure and promotion on June 8 and 9, 1994.

\*MOTION NO. 2968 Sidney Nesselroad moved on behalf of the Executive Committee the approval of Joe Bonebrake, IET, to a 3 year term representing the School of Professional Studies on the Senate Curriculum Committee. Motion passed.

\* \* \* \* \*

#### COLLECTIVE BARGAINING

\*MOTION NO. 2969 Ken Gamon moved and Dan Ramsdell seconded a motion to approved the following resolution on collective bargaining as introduced for discussion at the May 18, 1994, Faculty Senate meeting:

**WHEREAS** the Faculty at Central Washington University have traditionally supported the right of faculty to choose to engage in collective bargaining and,

**WHEREAS** Initiative 601 puts all of public higher education at risk and,

**WHEREAS** more than 60% of the C.W.U. faculty have signed authorization cards,

**BE IT SO RESOLVED** that the Faculty Senate of Central Washington University supports the request of the United Faculty of Central, AFT/NEA that the Board of Trustees of C.W.U. agree to a collective bargaining election supervised by the Public Employment Relations Commission (PERC) and to collectively bargain with faculty if the majority of the faculty vote to do so.

1.

CHAIR, continuedCOLLECTIVE BARGAINING, continued

Senator Gamon distributed copies of an April 1, 1994, letter from United Faculty of Central representatives Frank Carlson and Spike Arlt to C.W.U. Board of Trustees Chair Sue Gould and the May 25, 1994, reply from Ms. Gould. The April 1, 1994, letter informs the Chair of the Board that "the members of the C.W.U. Association of Higher Education and the C.W.U. Federation of teachers have joined to form the Unified Faculty of Central AFT/NEA", a labor organization, and requests "time on the June [Board of Trustees] agenda to have a dialogue about collective bargaining." The May 25, 1994, declines the request for time at the June Board meeting and states "it is felt that it would be inappropriate until such time as the state legislature decides the issue of collective bargaining for faculty." The May 25 letter goes on to states that "if collective bargaining for faculty becomes a reality, each element of the 'Faculty Code of Personnel Policy and Procedure' would be bargained. However, at present the Board would be in violation of its own policy if it bypassed the Senate and its defined role as the representative body of the university's faculty." Senator Gamon cautioned that the two letters were for information purposes and should not influence the Senate's vote on the proposed resolution. Senator Spike Arlt explained that the United Faculty of Central wanted to explore the option of informal dialogue between the union and the Board, but that option is now closed until the state law on collective bargaining changes. Chair Nesselroad stated that the timing of the April 1 request by UFC might have been unfortunate, as the Board is bound to recognize only the Faculty Senate as having "the responsibility of acting for and behalf of that Faculty in all matters." In response to questions, Senator Gamon stated that forums for discussion and exchange of information would be scheduled for the faculty by UFC if PERC were allowed to set up an election timeline.

President Ivory Nelson spoke on behalf of the Board of Trustees, emphasizing that the Board would not take any action regarding union activity unless the state changes its legislation to allow higher education faculty the right to bargain collectively. Stating that he would not advocate for or against the resolution, the President urged the faculty to be fully familiar with the Faculty Code in order to make informed decisions regarding this issue. He further stated that the Code is now binding but would no longer be under the terms of collective bargaining. Senator Arlt reminded the Senate of prior legal decisions concerning the Faculty Code, disputed that it was "binding," and stated that all elements of the Code should be arbitrated and legalized. In response to questions concerning the collective bargaining situation at Eastern Washington University, Senator Gamon explained that Eastern's President and Board favor collective bargaining. Chair Nesselroad stated that, if the resolution were approved, he would mention it in his report to the Board at its June 10, 1994, meeting.

Vote was held on **MOTION NO. 2969**; motion passed (3 abstentions).

\*\*\*\*\*

AD HOC COMMITTEE TO REVIEW FACULTY EVALUATION

[Phil Backlund, Associate Dean of College of Letters, Arts and Sciences - CHAIR; Jan Boyungs, PE; John Brangwin, ASCWU/BOD/Faculty Senate; Jim Eubanks, Psychology; Wayne Klemin, BEAM; Charles McGehee, Sociology/Faculty Senate Personnel Committee Chair]

Ad Hoc Committee Chair Phil Backlund reported on the work and findings of this Committee, which was formed by Connie Roberts, Special Assistant to the Provost for Institutional Research and Assessment, during Winter quarter 1994. He noted that this preliminary report and recommendations are for discussion only but will be formally re-introduced to the Faculty Senate for its vote early in Fall quarter 1994. Dr. Backlund explained that the Committee considered five basic questions: 1) What purposes should evaluation serve? 2) What kind of information can students provide? 3) If students can only provide part of the information, who will provide the other important pieces of information? 4) How is information to be collected, analyzed, and used? and 5) What is the range of appropriate selection criteria (e.g., multiple forms, student questions, information that will increase instructional effectiveness, consistency in administration, consistency in use, and machine readable)?

The Committee made recommendations in three areas, with the new system to be tested for one academic year and then evaluated for effectiveness: 1) system support, 2) ratings forms, and 3) data analysis. Under "system support," the Committee recommended administration and maintenance of the ratings system by the office of Institutional Research, hiring/designating an instructional development specialist, and development and use of other sources of information so that student ratings do not stand alone in the decision-making process. Under "ratings forms," the Committee recommended that clear guidelines be developed by Deans' Council (or other appropriate group) on the role of student ratings in merit, promotion and tenure decisions. A selection from four types of rating forms (lecture/discussion, seminar, skill acquisition, lab instruction) were recommended under "data analysis," with the encouragement that they be administered in every class, every quarter. The Committee plans to add a fifth version of the evaluation form for Music Department performance. A comparative data base would include means for each item for each professor, cumulative means on each item for

1. CHAIR, continuedAD HOC COMMITTEE TO REVIEW FACULTY EVALUATION, continued

each department, college\school, and the university, as well as standard deviations and a variety of decile rankings. The conclusion of the Committee was that it "strongly supports the role of students in the instructional development process. Effectively gathered student rating information can be useful for a number of purposes. However, to attain maximum value, the student ratings systems need to be part of an overall system of feedback to faculty. Properly developed and used, student feedback can play a useful role in the improvement of instruction and in personnel decisions."

Senators asked how use of the evaluation form in every class would be enforced, how narrative feedback would be gathered, how results would be utilized by the administration, and how non-teaching assignments (e.g., coach, librarian) would be evaluated. Dr. Backlund replied that enforcement would probably be administered through department chairs, and this issue will be thoroughly discussed by the deans. Although not distributed with the Committee report, an additional form for written commentary will be supplied to each student with each of the standardized forms. Dr. Backlund stated that research bears out the value of consistent evaluation over time. The possibility of a poor evaluation from a single student should not overly concern faculty, as evaluation results are usually used to identify general trends. The Committee's charge was to review classroom instruction, so non-teaching assignments are not addressed in this report. A Senator pointed out the necessity of controls on such variables as gender and ethnicity in interpreting evaluation results. Comments on the Committee's recommendations should be submitted in writing to Phil Backlund, Associate Dean of the College of Letters, Arts and Sciences, before October 1994.

2. PRESIDENT

President Ivory Nelson reported that, since the university is in the fifth year of its ten year accreditation cycle, an interim report is being prepared for the Northwest Association of Schools and Colleges (NWASC). The report will reflect responses to the recommendations of the previous evaluation team and describe major changes effected since the last evaluation and a summary of significant changes contemplated for the future. It is anticipated that an NWASC evaluation team will visit Central in September or October 1994.

The President stated that he will assume the Chair of the Council of Presidents (COP) on July 1, 1994. COP is working toward development of a reasonable response from higher education to the Office of Financial Management's (OFM) May 16, 1994, request for 5% and 10% reduction options in all funds and a 10% reduction option in FTEs.

The School of Business and Economics is filing its self-study accreditation report this week with the American Assembly of Collegiate Schools of Business (AACSB). An AACSB evaluation team will probably visit Central during late 1994 or early 1995.

President Nelson asked the Faculty Senate to support a Faculty Code proposal next year that would require faculty participation in Commencement exercises. He explained that a disturbingly small percentage of faculty members now attend Commencement, although participation by graduates is increasing and the relocation of the ceremony to Tomlinson Field now allows attendance by all who wish to participate. The President emphasized how much an opportunity for final contact between faculty members and their students means to graduates.

3. UNIFIED PERSONNEL SYSTEM

Rich Corona reported that an Ad Hoc Committee [Rich Corona, Business Manager - CHAIR; Kim Black, Provost's Office; Libby Street, Psychology\Senate Personnel Committee; Donna Croft, Director of Financial Aid; Connie Roberts, Special Assistant to the Provost for Institutional Research and Assessment; Ona Youmans, Director of Personnel Services; Nancy Howard, Director of Affirmative Action] has worked since Fall 1994 under a charge by President Nelson to devise a more efficient and effective system of university data storage and retrieval. The Committee plans to submit its recommendations to the President next week. Recommendations will include designation of the Director of Personnel Services as the Human Resources System Manager and the Personnel Services Office as the repository for applicable information on all classes of employees as well as the data entry point for such information. Mr. Corona stated that prime motivators in centralizing personnel information were provision of easy and direct access to auditors, creating an electronic data base for full-time and part-time staff from which reports could be generated, and improving security and correct access regarding sensitive or restricted information. He pointed out that hiring authority will not be affected, and the Human Resources System Manager will assure that the maximum amount of information is available. In response to concerns regarding inconsistencies in employment contracts and forms, the Committee will recommend standardization of forms such as the Personnel Action Form (PAF) and contracts to minimize risk to the university, conform more clearly to Faculty Code specifications, and reduce the time it takes to hire personnel. The Committee has also concluded that a Standard Hiring Manual should be developed to inform and support all areas of the university.



3. UNIFIED PERSONNEL SYSTEM, cotnined  
 Senators expressed concern regarding access to personnel information, and Mr. Corona assured them that although aggregate information would be more readily available to outside agencies such as OFM, information related to individuals would remain protected. Senator Charles McGehee, Chair of the Personnel Committee, pointed out that the new system would improve the faculty's ability to access information.
4. ASCWU/BOD  
 Senator John Brangwin, ASCWU/BOD, introduced Matthew Chambers, his successor on the Faculty Senate next year as well as on the Academic Affairs and Curriculum Committees. Senator Brangwin thanked the Senate for its support of student representation in university governance.
5. ACADEMIC AFFAIRS COMMITTEE  
 No report
6. BUDGET COMMITTEE  
 No report
7. CODE COMMITTEE  
 No report
8. CURRICULUM COMMITTEE  
 No report
9. PERSONNEL COMMITTEE  
 No report
10. PUBLIC AFFAIRS COMMITTEE  
 No report

OLD BUSINESS  
 None

NEW BUSINESS

CONSOLIDATION OF ADMISSIONS PROCESSING

Chair Nesselroad brought the Senate's attention to an addendum to the agenda: May 16, 1994, memo from President Ivory Nelson to Gerald Stacy and James Pappas, Dean of Academic Services, regarding "Consolidation of Admissions Processing;" and May 25, 1994, memo from Gerald Stacy, Dean of Graduate Studies and Research, to Deans' Council and Department Chairs regarding "Consolidation of Graduate and Undergraduate Admissions."

President Ivory Nelson stated that it is inaccurate to refer to the proposed changes in his May 16, 1994, memo as "consolidation of graduate and undergraduate admissions." In response to questions about this terminology, he stated that the "clerical functions" of admissions will be consolidated to allow more timely decision making, facilitate the type of electronic centralization that is proceeding in many areas of the university, and provide better internal security for transcripts. The President emphasized that only routine functions will be affected, and current decision making processes and authorities will continue unchanged.

Senators asked the President to explain why a number of administrators and university groups (e.g., Provost, Deans' Council, Academic Department Chairs' Organization, Senate Executive Committee) seem to oppose or question the proposal outlined in the President's May 16 memo. The President replied that his decision does not affect the academic community and is designed to provide better services to students as well as save the university money. Senators asked the President if the transfer of the \$35.00 admissions application fee (totaling about \$12,000 per year) from the Graduate area to the Admissions Office would affect graduate recruiting. The President stated that the \$12,000 was only recently transferred, and the Graduate Office should continue its active recruiting program.

**\*MOTION NO. 2970** Stephanie Stein moved and Bobby Cummings seconded a motion that the Faculty Senate go on record as favoring the retention of a separate graduate admissions procedure and, with it, the strengthening of graduate education at CWU.

The stated rationale underlying this resolution follows:

- The "consolidation" of Graduate Admissions with Undergraduate Admissions is a matter of general concern to the faculty.
- Postgraduate education is substantially different from undergraduate education.

NEW BUSINESS, continuedCONSOLIDATION OF ADMISSIONS PROCESSING, continued

-The process and requirements of graduate admissions and undergraduate admissions are substantially different from one another.

-The "consolidation" was apparently accomplished without due consideration by the faculty and against the specific advice of the Graduate Dean, department chairs, school deans, Provost, and the Graduate Council.

The Faculty Senate expressed extreme concern regarding the future of thesis auditing in view of the recent retirement of Ms. Jo Hammond from the Graduate Office staff. The faculty clearly indicated that the proposal for periodic audit of theses for quality and conformance to established editorial standards as detailed on page 3 of the President's May 16, 1994, memo is not adequate to meet the university's needs and cannot ensure that all theses meet a universally accepted standard of quality. President Nelson stated that the decision to re-hire for Ms. Hammond's position rests with the Dean of Graduate Studies, but he acknowledged that it would be very difficult to hire a support person in this position who has Ms. Hammond's level of expertise and experience considering the level of funding (Office Assistant III) now allocated for that position.

In accordance with Robert's Rules of Order, Chair Nesselroad called on Vice Chair Dan Ramsdell to take the Chair for the remainder of debate so that he could be recognized to speak in favor of the motion. Senator Nesselroad objected to the President's proposal to place responsibility for graduate thesis quality control in the hands of graduate advisors and department chairs. He stated that the potential probation and suspension of a department's graduate program based on periodic quality audits is arbitrary, and this would fundamentally change the philosophy and emphasis of the graduate program from a "university" graduate program to a "departmental" graduate program. President Nelson reiterated the statement in his memo that "accountability has to be at the department level." Several Senators stated that faculty members on graduate committees have neither the discretionary time nor the specialized expertise to properly perform these format audits in addition to their responsibilities for monitoring thesis content.

Senator Nesselroad reported that the Academic Department Chairs' Organization (ADCO) voted unanimously on May 31, 1994 to: "1. strongly support the retaining of the operations of graduate admission, graduate recruitment and thesis audit in the Office of Graduate Studies and Research; 2. encourage the Deans' Council to discuss the issue delineated above, along with a discussion of how this change in Graduate Studies and Research was made without Provost, Deans' Council and Graduate Department Chairs' input."

Senator John Brangwin, ASCWU/BOD, stated that university constituencies seem to agree in theory with procedural "streamlining" of some university functions, but he questioned how this particular decision could be made against the express advice of the chief academic officer, deans and department chairs. President Nelson explained that he asked Deans Pappas and Stacy two years ago to address concerns regarding graduate admissions, he has amassed much information over the two year period, and the resulting proposal is a compromise based directly on information and recommendations from these two deans. The President added that the Graduate program area was generously supported by the administration in recent budget hearings, with more money than before being committed in the next biennium to graduate assistantships.

Senators identified more than one issue in the May 16, 1994, memo, and considered the potential for far-reaching ramifications regarding the quality and delivery of graduate education at Central. They expressed general unease about a number of unanswered questions, the level of controversy surrounding the issues, and the imminent timing of implementation of the President's proposal for July 1, 1994. Senator Morris Uebelacker, Geography, asked if information contained in the Strategic Plan could answer some questions. Strategic Planning Committee Chair Anne Denman, Anthropology, pointed out that the Deans of Graduate Studies and Admissions both report to the Provost, and she asked why the Provost was not the administrator to work out the details of the proposal. President Nelson replied that the deans have resisted any changes in the present system, that continuing with the present way of handling things was not acceptable, and the details of the changes to be implemented on July 1, 1994, were purely administrative and clearly stated in his May 16, 1994, memo. The President added that the new system would probably be evaluated, and adjusted as necessary, after it had been in place for a year.

**\*MOTION AMENDMENT NO. 2970A** Stephanie Stein moved and Eric Roth seconded a motion to amend MOTION NO. 2970 to read: the Faculty Senate goes on record as favoring postponement of "consolidation of admissions processing" and related issues as detailed in the May 16, 1994, memo from President Ivory Nelson to Gerry Stacy (Dean of Graduate Studies and Research) and Jim Pappas (Dean of Academic Services) until all parties (President, Provost, Vice President for Academic Affairs and Deans' Council, Graduate Council, Department Chairs) have fully discussed the issues and come to agreement.

**MOTION AMENDMENT NO. 2970A** passed (1 no, 1 abstention). **MOTION NO. 2970** passed as amended by **MOTION AMENDMENT NO. 2970A** (1 no, 3 abstentions).

ADJOURNMENT

Meeting adjourned at 5:10 p.m.

\*\*\* NEXT REGULAR FACULTY SENATE MEETING: October 12, 1994 \*\*\*

**FACULTY SENATE REGULAR MEETING**  
**3:10 p.m., Wednesday, June 1, 1994**  
**SUB 204-205**

**I. ROLL CALL**

**II. CHANGES TO AGENDA**

**III. APPROVAL OF MINUTES: May 18, 1994**

**IV. COMMUNICATIONS**

- 5/12/94 memo from Ray Riznyk, Graduate Studies\Research, re. resignation from Faculty Development and Research Committee; referred to Executive Committee.
- 5/16/94 memo from Wesley Van Tassel, Theatre Arts, re. membership of Faculty Grievance Committee; referred to Executive Committee.

**V. REPORTS**

**1. CHAIR**

- Deans' Council Update
- United Faculty of Central\Collective Bargaining Resolution (attached)
- Ad Hoc Committee to Review Faculty Evaluations (reviewed by Deans' Council 5/24/94; report and recommendations attached)

**2. PRESIDENT**

**3. UNIFIED PERSONNEL SYSTEM: Rich Corona, Business Manager**

**4. ASCWU/BOD: John Brangwin, Faculty Senate Student Representative**

**5. ACADEMIC AFFAIRS COMMITTEE**

**6. BUDGET COMMITTEE**

**7. CODE COMMITTEE**

**8. CURRICULUM COMMITTEE**

**PUBLIC HEARING: Curriculum Planning & Procedures, June 2, 1994, 3:10 p.m.,  
BARGE 412 (BOARD OF TRUSTEES MEETING ROOM)**

**9. PERSONNEL COMMITTEE**

**10. PUBLIC AFFAIRS COMMITTEE**

**VI. OLD BUSINESS**

**VII. NEW BUSINESS**

**\*\*\* NEXT REGULAR FACULTY SENATE MEETING: October 12, 1994 \*\*\***



They are right in raising this objections. However, students can comment usefully on the areas of teaching listed above.

III. If students can only provide part of the information, who will provide the other important pieces of information? Another source reviewed noted "Each source of information, student, colleague, administrator, and self-assessment offers important but limited insights. No single source is enough for tenure, promotion, or retention decisions. Combing the sources produces a three-dimensional professor, not a cardboard figure."

As we have already outlined the information that can be provided by students, we turn to the other three sources.

From faculty peers: an appraisal of the appropriateness of course and instructional objectives, a review of teaching materials (assignments, hand-outs, projects, textbooks), mastery and currency of subject matter, research activity and professional recognition, participation in the academic community, student relations, and displayed concern for teaching, research, service.

From administrators: an appraisal of course load and other responsibilities, course enrollment factors, service to the institution and community, long-range evaluation and discernable improvement patterns, marketability of the course and department.

From the professor: a self-appraisal of teaching and other responsibilities, evidence of accomplishments, course and instructional objectives, student advising, committee memberships, and service to the institution and community.

Developing a complete picture of an individual professor's teaching is complicated, but very useful. It seems to be clear from the research we examined that student ratings should not be the sole source of information used for any of the four evaluative purposes listed in number II.

IV. How is the information to be collected, analyzed, and used?

Outlining the procedures for gathering and analyzing data from the sources of peers, administrators, and the individual professor are beyond the scope of this report. However, these procedures should be developed. Regarding student ratings, we develop our specific recommendations in a later section. In answering this question, we want to make two points:

- a. Faculty are generally not enthusiastic about student ratings. Research indicates that faculty acceptance of student ratings improves if the ratings are closely tied to teaching improvement. This leads to the second point.
- b. The critical factor in faculty acceptance of student ratings and the positive impact of these ratings on teaching improvement is the presence of an intermediary. The presence of someone to go over the ratings information, suggest changes or improvements, and to act as a resource for the faculty member is central to the long-term successful use of student ratings information to improve instruction.

V. Selection Criteria. There are dozens of different forms related to student rating of faculty. To select the most appropriate one for Central's use, the committee discussed and decided upon a range of selection criteria. These criteria were use to evaluate the instruments we examined, and guide out selection. The criteria are:

- a. Multiple forms. Given the range of class types at Central, and the criticism of our current system that one form does not adequately address the needs of different classes, we looked for a rating system that included a range of forms that would cover the range of classes offered.
- b. Student questions. Part of the plan for the use of ratings information is for student course decision-making. Consequently, we will include questions that provide this information.
- c. Increased instructional effectiveness. We are interested in gathering information that can be used to improve instruction.
- d. Consistency in administration. We sought a system that included clear and easy to follow guidelines for consistency of administration.
- e. Consistency in use. We also sought a system that provided data-base analysis so that results could be used consistently over time.
- f. Machine readable.

#### Recommendations

Our recommendations can be divided into three categories: system support, the ratings forms, and data analysis.

1. System support. We recommend that the following factors supporting the student ratings system need to be in place to attain the maximum benefit of the student ratings information.
  - a. We recommend that the ratings system be administered out of Institutional Research and that office will maintain the forms, process the data, and prepare the summary reports.
  - b. We recommend the hiring or designation of an instructional development specialist. Research has clearly shown that faculty use of the ratings information markedly increases when a specialist assists in interpretation and offers support for needed changes. If this systems is to meet the goal of instructional improvement, then the presence of an instructional development specialist is absolutely necessary.
  - c. We recommend that systematic procedures be developed to gather information about an individual professor's teaching from the professor, peers, and the department chair (or other supervisor). The research we reviewed also clearly pointed out that student ratings should not stand alone in the decision-making process and that other sources of information need to be developed and used.
2. We recommend that clear guidelines be developed by Dean's Council (or other appropriate group) on the role of student ratings in merit, promotion, and tenure decisions. Without these clear guidelines, faculty mis-trust of the rating system will remain.
3. Administration.
  - a. We recommend the adoption of the four attached rating forms. We chose multiple forms as there are different kinds of classes at Central, and one form does not cover the possibilities. A professor will be able to choose the form that most closely matches the style of class she/he teaches.
  - b. We recommend the development of a form for optional items and recommend the adoption of the attached form for written comments.

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May 25, 1994

- c. We recommend the ratings forms be administered in every class, every quarter. Each professor will be given a set of instructions to read to the class regarding the handling of the forms in a given course.

4. Data Analysis.

We recommend that Institutional Research develop a comparative data base using the student ratings information. This data base would include:

- means for each item for each professor
- cumulative means on each item for each department, college/school, and the university

5. Data Reporting to Individual Faculty. We recommend the report form given to each professor summarizing course ratings include:

- item means and item standard deviations
- cumulative means for this course for this professor
- decile rankings for college/school of professor
- decile rankings for departments, where appropriate
- summary of background data for students and for the course

Please see the model attached. This information would allow for tracking changes over time and would allow the faculty member to get a better sense of the items means.

6. We recommend this system be tested for one academic year and that the system be reviewed at the end of that year by a faculty committee that includes members of this committee.

**Conclusion**

The Committee strongly supports the role of students in the instructional development process. Effectively gathered student rating information can be useful for a number of purposes. However, to attain maximum value, the student ratings systems need to be part of an overall system of feedback to faculty. Properly developed and used, student feedback can play a useful role in the improvement of instruction and in personnel decisions.

## INSTRUCTIONS FOR COURSE RATINGS

PLEASE READ THE FOLLOWING CAREFULLY BEFORE ADMINISTERING FORMS

### STEP 1 - SELECT THE APPROPRIATE FORM FOR YOUR COURSE

Section B on each form is different. The remaining sections are consistent across the forms.

- Form A - Lecture-Discussion
- Form B - Seminar
- Form C - Skill Acquisition
- Form D - Lab Instruction
- Form E - Individual/Small Group Instruction

### STEP 2 - SURVEY COVER SHEET

Please fill in the necessary information on the survey cover sheet.

### STEP 3 - IF OPTIONAL QUESTIONS DESIRED

Please see Institutional Research for instructions and examples of optional questions.

### STEP 4 - ADMINISTER THE FORMS

Allow 15-20 minutes for students to respond.

Read the following statements to the students:

I am going to distribute course rating forms so that you can rate this course. Your participation is voluntary, and you may omit specific items if you wish. The University values student input. Ratings information may be used for both instructional development and for personnel decisions. To ensure confidentiality, do not write your names on the forms. There is a possibility that your handwriting on the written comment sheet will be recognizable; however, I will not see the results of this evaluation until after the quarter is over and you have received your grades. Please be sure to use PENCIL ONLY on the mark-sense form.

I have chosen (identify person) to distribute and collect the forms. When you are finished, he/she will collect the forms, place them into an envelope, and mail them to the Office of Institutional Research. If there are no questions, I will leave the room and not return until all the questionnaires have been finished and collected. Thank you for your participation.

### STEP 5 - COLLECT AND RETURN THE FORMS

The person assigned to collect the forms should do the following:

- Have the students return their computer forms and written comment sheets in separate piles;
- Separate the unused forms from the used forms;
- Place the Cover Sheet on top of all the forms and insert them into the envelope so that the address of the Office of Institutional Research is visible through the window; and
- Return the envelope to the Office of Institutional Research either in person or by putting the envelope in campus mail (not the U.S. Mail).

CENTRAL WASHINGTON UNIVERSITY  
Office of Institutional Research  
Mail Stop 7512  
Ellensburg, WA 98926  
(509) 963-1855



FORM A

LECTURE-DISCUSSION  
 Central Washington University  
 Instructional Assessment System

FORM B

SEMINARS  
 Central Washington University  
 Instructional Assessment System

INSTRUCTOR: \_\_\_\_\_ COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_ COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL. Fill the bubble darkly and completely. Do not make stray marks. Erase completely.

USE A NO. 2 PENCIL. Fill the bubble darkly and completely. Do not make stray marks. Erase completely.

A. GENERAL EVALUATION	Excellent	Poor
1. Course as a whole was:	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Instructor's effectiveness in teaching the subject matter was:	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

A. GENERAL EVALUATION	Excellent	Poor
1. Course as a whole was:	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Instructor's effectiveness in teaching the subject matter was:	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

B. DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR	Always	Never
1. Instructor met class regularly and on time.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Class sessions were well organized.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Course objectives were clearly stated.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. The instructor's speech was clear and easily understood.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. The instructor gave clear explanations.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. The instructor presented alternative explanations when needed.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. Appropriate examples and illustrations were used.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. Instructor raised important questions or problems.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. Students were confident in instructor's knowledge.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10. The instructor was enthusiastic.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11. Students were encouraged to express themselves.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12. Answers to student questions were clear and meaningful.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
13. Extra help was available when needed.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

B. DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR	Always	Never
1. Instructor met the session(s) regularly and on time.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Session(s) was (were) well organized.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Instructor was well prepared.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. Instructor skillfully led discussions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. Instructor contributed to discussions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. Seminar atmosphere was conducive to student learning.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. Instructor raised important questions or problems.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. Students were confident in instructor's knowledge.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. Instructor was enthusiastic.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10. Students were encouraged to express themselves.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11. Instructor was open to student views.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12. Sessions were interesting.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

C. INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS	Always	Never
1. Class time was used efficiently.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Instructor was interested whether students learned.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Instructor helped develop an appreciation for field in which course resides.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. Instructor applied course material to real world issues.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. Course objectives were met.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. Assigned readings and other out-of-class work were valuable.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. Amount of work was appropriate to course credits and level.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. Student responsibilities and requirements were clearly stated.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

C. INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS	Always	Never
1. Class time was used efficiently.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Instructor was interested whether students learned.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Instructor helped develop an appreciation for field in which course resides.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. Instructor applied course material to real world issues.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. Course objectives were met.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. Assigned readings and other out-of-class work were valuable.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. Amount of work was appropriate to course credits and level.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. Student responsibilities and requirements were clearly stated.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

D. HOW WOULD YOU DESCRIBE:	High	Low
1. The intellectual challenge presented?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. The amount of your effort in this course?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Your involvement (doing assignments, attending classes, etc.)?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

D. HOW WOULD YOU DESCRIBE:	High	Low
1. The intellectual challenge presented?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. The amount of your effort in this course?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Your involvement (doing assignments, attending classes, etc.)?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

E. GENERAL INFORMATION ABOUT YOURSELF
1. Why did you take this course? (Mark as many as apply): <input type="radio"/> in my MAJOR or MINOR <input type="radio"/> a GENERAL ED REQUIREMENT/ELECTIVE <input type="radio"/> Reputation of instructor <input type="radio"/> Time of day <input type="radio"/> Curiosity <input type="radio"/> Advice of advisor <input type="radio"/> Advice of friend <input type="radio"/> Only course available to fit schedule
2. My class is: <input type="radio"/> FRESHMAN <input type="radio"/> SOPHOMORE <input type="radio"/> JUNIOR <input type="radio"/> SENIOR <input type="radio"/> GRADUATE <input type="radio"/> OTHER
3. Grade you expect to receive: <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F <input type="radio"/> Credit <input type="radio"/> No Credit <input type="radio"/> S <input type="radio"/> U

E. GENERAL INFORMATION ABOUT YOURSELF
1. Why did you take this course? (Mark as many as apply): <input type="radio"/> in my MAJOR or MINOR <input type="radio"/> a GENERAL ED REQUIREMENT/ELECTIVE <input type="radio"/> Reputation of instructor <input type="radio"/> Time of day <input type="radio"/> Curiosity <input type="radio"/> Advice of advisor <input type="radio"/> Advice of friend <input type="radio"/> Only course available to fit schedule
2. My class is: <input type="radio"/> FRESHMAN <input type="radio"/> SOPHOMORE <input type="radio"/> JUNIOR <input type="radio"/> SENIOR <input type="radio"/> GRADUATE <input type="radio"/> OTHER
3. Grade you expect to receive: <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F <input type="radio"/> Credit <input type="radio"/> No Credit <input type="radio"/> S <input type="radio"/> U



FORM C

**SKILL ACQUISITION**  
Central Washington University  
Instructional Assessment System

**LAB INSTRUCTION**  
Central Washington University  
Instructional Assessment System

FORM D

INSTRUCTOR: \_\_\_\_\_ COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_ COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL. Fill the bubble darkly and completely. Do not make stray marks. Erase completely.

USE A NO. 2 PENCIL. Fill the bubble darkly and completely. Do not make stray marks. Erase completely.

A. GENERAL EVALUATION	Excellent	Poor
1. Course as a whole was:	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Instructor's effectiveness in teaching the subject matter was:	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

A. GENERAL EVALUATION	Excellent	Poor
1. Course as a whole was:	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Instructor's effectiveness in teaching the subject matter was:	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

B. DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR	Always	Never
1. Instructor met the class regularly and on time.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Opportunities were given to practice what was learned.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Skills were sequentially developed.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. Instructor gave explanations of rationales underlying new techniques or skills.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. Expected skills were correctly demonstrated.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. Instructor showed confidence in students' ability.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. Instructor gave timely and helpful feedback.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. Students were confident in instructor's knowledge.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. Students were allowed freedom to develop own skills and ideas.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10. Instructor was able to deal with student difficulties.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11. Instruction was tailored to meet varying student skill levels.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12. Extra help was available when needed.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

B. DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR	Always	Never
1. Lab instructor met the class regularly and on time.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Lab instructor gave clear explanations.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Lab instructor was prepared for lab sessions.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. Lab instructor raised important questions or problems.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. Lab instructor was enthusiastic.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. Students were confident in lab instructor's knowledge.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. Lab instructor was able to solve unexpected problems.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. Answers to student questions were clear and meaningful.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. Safety procedures were communicated and enforced (if applicable).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
10. Instructor was able to deal with student learning difficulties.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
11. Lab sessions applied to material taught in lecture.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
12. Extra help was available when needed.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

C. INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS	Always	Never
1. Class time was used efficiently.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Instructor was interested whether students learned.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Instructor helped develop an appreciation for field in which course resides.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. Instructor applied course material to real world issues.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. Course objectives were met.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. Assigned readings and other out-of-class work were valuable.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. Amount of work was appropriate to course credits and level.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
9. Student responsibilities and requirements were clearly stated.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

C. INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS	Always	Never
1. Class time was used efficiently.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Instructor was interested whether students learned.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Instructor helped develop an appreciation for field in which course resides.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. Instructor applied course material to real world issues.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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6. Assigned readings and other out-of-class work were valuable.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
7. Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
8. Amount of work was appropriate to course credits and level.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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D. HOW WOULD YOU DESCRIBE:	High	Low
1. The intellectual challenge presented?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. The amount of your effort in this course?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Your involvement (doing assignments, attending classes, etc.)?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

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1. The intellectual challenge presented?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. The amount of your effort in this course?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Your involvement (doing assignments, attending classes, etc.)?	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

E. GENERAL INFORMATION ABOUT YOURSELF
1. Why did you take this course? (Mark as many as apply): <input type="radio"/> in my MAJOR or MINOR <input type="radio"/> a GENERAL ED REQUIREMENT/ELECTIVE <input type="radio"/> Reputation of instructor <input type="radio"/> Time of day <input type="radio"/> Curiosity <input type="radio"/> Advice of advisor <input type="radio"/> Advice of friend <input type="radio"/> Only course available to fit schedule
2. My class is: <input type="radio"/> FRESHMAN <input type="radio"/> SOPHOMORE <input type="radio"/> JUNIOR <input type="radio"/> SENIOR <input type="radio"/> GRADUATE <input type="radio"/> OTHER
3. Grade you expect to receive: <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F <input type="radio"/> Credit <input type="radio"/> No Credit <input type="radio"/> S <input type="radio"/> U

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1. Why did you take this course? (Mark as many as apply): <input type="radio"/> in my MAJOR or MINOR <input type="radio"/> a GENERAL ED REQUIREMENT/ELECTIVE <input type="radio"/> Reputation of instructor <input type="radio"/> Time of day <input type="radio"/> Curiosity <input type="radio"/> Advice of advisor <input type="radio"/> Advice of friend <input type="radio"/> Only course available to fit schedule
2. My class is: <input type="radio"/> FRESHMAN <input type="radio"/> SOPHOMORE <input type="radio"/> JUNIOR <input type="radio"/> SENIOR <input type="radio"/> GRADUATE <input type="radio"/> OTHER
3. Grade you expect to receive: <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F <input type="radio"/> Credit <input type="radio"/> No Credit <input type="radio"/> S <input type="radio"/> U

NEW BUSINESS



**CENTRAL WASHINGTON UNIVERSITY**

Office of Graduate Studies and Research

*S. Messilroad*

RECEIVED

MAY 25 1994

CWU FACULTY SENATE

MEMORANDUM

**To:** Deans' Council  
Department Chairs

**From:** Gerald Stacy, Dean  
Graduate Studies and Research

**Date:** May 25, 1994

**Re:** Consolidation of Graduate and Undergraduate Admissions

Attached is a memo from Ivory Nelson consolidating graduate and undergraduate admissions. The consolidation is to take place at the start of the new fiscal year, July 1.





CENTRAL WASHINGTON UNIVERSITY

Office of the President

May 16, 1994

MEMORANDUM

TO: Dr. Gerry Stacy ✓  
Dr. Jim Pappas

SUBJECT: Consolidation of Admissions Processing

I have read with interest the information provided by the two of you addressing the issue of streamlining our graduate admission processing. I want to thank each of you personally for confronting the issues and developing ways by which we can refine our present operations to achieve greater efficiency and eliminate duplication of effort. I have also discussed this matter with the Provost and reviewed with him the various options.

My motivation for addressing the subject relates to the following:

1. Logically and administratively, it is very difficult to justify having a separate office processing graduate admissions applications which only constitute approximately three (3%) percent of our total enrollment.
2. It will be more cost effective to have admissions, records, and registration for all students processed and maintained in the Admissions and Records Office in Mitchell Hall utilizing our available advanced technology, and continue the personal contact of the graduate student regarding formal admittance, appeals, etc. in the graduate office.
3. By this action, all permanent student records including admissions files, registration, transcripts, and records will be centralized. This, along with an improved and strengthened tie to SIS, will reduce the need to search for applications in two different places.

From the information you have provided, it is quite evident that we can **CENTRALIZE ALL OF THE GRADUATE ADMISSIONS PROCESSING FUNCTIONS AS LISTED BELOW** without changing in any way the decision-making authority for graduate admissions from the graduate dean, department chairs, and the graduate council.

Formal admittance, appeals and petitions will still be the responsibility of the Graduate Dean, Department Chairs and the Graduate Council.



**MEMORANDUM**

**May 16, 1994**

**Page 2**

**Effective July 1, 1994, and no later than September 1, 1994, the following functions will be transferred from the Graduate Office to the Admissions and Records Office:**

- 1. Requests for information to be mailed to prospective students;**
- 2. Data entry of admissions applications;**
- 3. Filing of transcripts;**
- 4. Filing of graduate student admissions records under one filing system;**
- 5. Mailing of graduate degrees and diplomas;**
- 6. All other clerical functions to make this transfer a completely functional process.**

**In order to create a graduate student tracking system, I ask that Academic Services create a tracking screen on SIS which will monitor each candidate's course of study to allow graduate advisors, department chairs, and the Graduate Office to view a student's progress. This may be accomplished by establishing a reporting system as described in one of your previous memorandums.**

**Since the late 1980's, universities across the nation have moved to centralize their graduate and undergraduate records and admissions processing functions. Since arriving in 1992, I have moved to consolidate and eliminate duplication of effort. Some examples of this are: modification of General Education appeal functions; consolidation of Auxiliary Services and Business Office accounting functions; combination of SUB Food Services and University Food Services Functions; and development of the Career Services office, a merging of Cooperative Education and Career Planning and Placement (underway - yet to be accomplished).**

**I WANT TO REEMPHASIZE THAT THE TRANSFER OF THE ABOVE FUNCTIONS IN NO WAY CHANGES THE AUTHORITY OF THE GRADUATE DEAN'S OFFICE, DEPARTMENT CHAIRS, AND THE GRADUATE COUNCIL FOR THE MANAGEMENT OF THE GRADUATE ADMISSION, APPEALS, AND PETITIONS.**

**Since the Graduate Office had concerns about the transfer of a position to the Admissions Office along with the functions that are being transferred, please do the following:**

- 1. Transfer the \$35.00 admissions application fee (which I am told amounts to**



**MEMORANDUM**

**May 16, 1994**

**Page 3**

approximately \$12,000) back to the Admissions Office. I understand this fee was recently transferred from the Admissions Office to the Graduate Office. Also transfer the difference in Ms. Hammond's salary savings and the 3/4-time OA III in the Graduate Office to fund a 3/4-time OA III in the Admissions Office. This should amount to approximately \$18,000.

2. In addition, transfer a reasonable amount of money from the Graduate Office to pay for the cost of folders, postage, etc. You should mutually agree on the amount.

Regarding thesis audits, Gerry indicated that since Ms. Hammond will retire, the Graduate Office is not going to read the theses as Ms. Hammond did. In that case, the Graduate Office and the Graduate Council should periodically audit theses for quality and for conformance to the established standard. You should circulate a memorandum signed by the Graduate Dean indicating that graduate thesis quality control is the responsibility of the graduate advisor and the department chairs, and that the Graduate Office and the Graduate Council will audit the theses. If you and the Graduate Council determine that theses from a given department do not meet acceptable standards, you should recommend to the Provost that the respective department be placed on probation for a reasonable time. If the quality of future theses fails to improve, you should recommend to the Provost that the subject department's graduate program be suspended. Accountability has to be at the departmental level.

Finally, it is expected that with the removal of these functions from the Graduate Office, more attention can be given to professional development for our faculty and grant proposal development, and that, utilizing technology, the Admissions Office can perform the processing functions assisting the Graduate Office and the Department Chairs in making good graduate admissions decisions.

Once again, I thank both of you for working this through. The Provost will meet with the two of you and discuss the details for the transfer and appropriate management procedures.



**Ivory V. Nelson**  
**President**

**c: Provost Tom Moore**

<input checked="" type="checkbox"/> Walter ARLT	<input type="checkbox"/> Stephen JEFFERIES
<input checked="" type="checkbox"/> Linda BEATH	<input type="checkbox"/> Dan FENNERTY
<input type="checkbox"/> Andrea BOWMAN	<input type="checkbox"/> Madalon LALLEY
<input checked="" type="checkbox"/> John BRANGWIN	<input type="checkbox"/> Kris HENRY
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<input checked="" type="checkbox"/> Ken GAMON	<input type="checkbox"/> James HARPER
<input checked="" type="checkbox"/> Mary GOSSAGE	<input type="checkbox"/> Jeff OLSEN
<input checked="" type="checkbox"/> Charles MCGEHEE	<input type="checkbox"/> David KAUFMAN
<input type="checkbox"/> Deborah MEDLAR	<input type="checkbox"/> Gary HEESACKER
<input type="checkbox"/> Robert MYERS	<input type="checkbox"/> Patrick OWENS
<input checked="" type="checkbox"/> Ivory NELSON	<input type="checkbox"/> Thomas MOORE
<input type="checkbox"/> Connie NOTT	<input checked="" type="checkbox"/> <i>Babaxeny</i>
<input checked="" type="checkbox"/> Sidney NESSELROAD	<input type="checkbox"/> Andrew SPENCER
<input type="checkbox"/> Vince NETHERY	<input type="checkbox"/> Robert GREGSON
<input type="checkbox"/> Michael OLIVERO	<input type="checkbox"/>
<input checked="" type="checkbox"/> Steve OLSON	<input type="checkbox"/>
<input checked="" type="checkbox"/> Rob PERKINS	<input type="checkbox"/> Cathy BERTELSON
<input checked="" type="checkbox"/> Dan RAMSDELL	<input type="checkbox"/> Beverly HECKART
<input checked="" type="checkbox"/> Dieter ROMBOY	<input type="checkbox"/> Stella MORENO
<input checked="" type="checkbox"/> Sharon ROSELL	<input type="checkbox"/> Michael BRAUNSTEIN
<input checked="" type="checkbox"/> Eric ROTH	<input type="checkbox"/> Geoffrey BOERS
<input checked="" type="checkbox"/> Charles RUBIN	<input type="checkbox"/> James HINTHORNE
<input checked="" type="checkbox"/> James SAHLSTRAND	<input type="checkbox"/> Margaret SAHLSTRAND
<input type="checkbox"/> Carolyn SCHACTLER	<input checked="" type="checkbox"/> Carolyn THOMAS
<input type="checkbox"/> Hugh SPALL	<input type="checkbox"/>
<input type="checkbox"/> Kristan STARBUCK	<input type="checkbox"/> Shawn CHRISTIE
<input checked="" type="checkbox"/> Stephanie STEIN	<input type="checkbox"/> Stephen SCHEPMAN
<input type="checkbox"/> Alan TAYLOR	<input type="checkbox"/> Robert GARRETT
<input checked="" type="checkbox"/> Thomas THELEN	<input type="checkbox"/> John CARR
<input checked="" type="checkbox"/> Morris UEBELACKER	<input type="checkbox"/> John ALWIN
<input checked="" type="checkbox"/> Lisa WEYANDT [pron. Y'-ANT]	<input type="checkbox"/> Roger FOUTS
<input checked="" type="checkbox"/> Rex WIRTH	<input type="checkbox"/>
<input type="checkbox"/> Thomas YEH	<input checked="" type="checkbox"/> Jerry HOGAN
<input checked="" type="checkbox"/> Mark ZETTERBERG	<input type="checkbox"/> Wesley VAN TASSEL

June 1, 1994

Date

**VISITOR SIGN-IN SHEET**

RICHARD COROWA BUSINESS MANAGER

KRIS HENRY ASCNU BOO

Cathy Well

Anne Denman

Blank lined area for additional sign-ins.

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



CENTRAL WASHINGTON UNIVERSITY

Department of Theatre Arts

RECEIVED  
MAY 18 1994  
CWU FACULTY SENATE

MEMORANDUM

TO: Sid Nesselroad, Chair  
Faculty Senate

FROM: Wesley Van Tassel, Chair  
Theatre Arts

DATE: May 16, 1994

RE: Grievance Committee

The committee slate for 94-95 is of concern. For regular members there is nobody from SPS and no representation for women or minorities. Also, both CLAS members are from the sciences.

Perhaps the regular committee should be larger or redesigned

WV:cz

c: Mark Zetterberg  
Jim Hawkins

4A



CENTRAL WASHINGTON UNIVERSITY

Office of Graduate Studies and Research

May 12, 1994

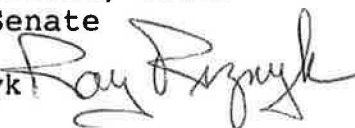
RECEIVED

MAY 16 1994

CWU FACULTY SENATE

M E M O R A N D U M

TO: Sid Nesselroad, Chair  
Faculty Senate

FROM: Ray Riznyk 

RE: Resignation of Glenn Madsen

Glenn Madsen has submitted his resignation from the Faculty Development and Research Committee effective June 30, 1994.

In an attempt to balance the constituency of the Committee, I strongly urge that a member of the humanities faculty be appointed to replace Glenn.







CENTRAL WASHINGTON UNIVERSITY

Office of the President

Copies to  
D.C.

(4)

May 5, 1994

5-17-94 c: Deans' Council  
from: Tom Moore

Presidents  
Cabinet

Dr. Jane Jervis, President  
The Evergreen State College  
Mail Stop TA-00  
Olympia, Washington

Dear Jane:

Following is my assessment of what I believe to be the most important topics we will have to face for the next ten years. This information may be used for the May 10th presentation, and it will serve as part of my contribution to the position paper for the Council of Presidents' priorities for the future.

1. Higher education and the State must provide leadership for a major restructuring of the way in which Washington supports and delivers education. This means a thoughtful redirection of current resources to new and more cost-effective ways of reaching higher education goals. We must embark on a path that will demonstrate to the public and to the State that we are committed to significant change while preserving the best of our traditional roles. We are entering a new era in higher education in which the old assumptions that have guided action for several decades must be rethought.
2. It is important that tuition rates not be linked to the cost of instruction for such a practice provides no incentive to keep those costs as low as possible. It would be better to relate tuition rates to an external factor, such as median family income.
3. Greater control of the curriculum will be necessary in the future. The freedom faculty have enjoyed to offer the courses each professor wants to teach, leading to an ever-expanding course catalogue, will have to be curtailed. A more cohesive and focused curriculum with fewer electives

5A

Dr. Jane Jervis

May 5, 1994

Page 2

should produce a more cost-effective academic program, with no loss in educational quality or outcome. Because issues of the curriculum are so closely allied to faculty governance and with patterns of finance, current understandings and relationships will need to be renegotiated.

4. Access to public higher education must be maintained at all cost. At present, access is being reduced through a combination of price rationing and enrollment limitations. If left to our own devices, we will simply scale back enrollments in order to live within reduced means while striving to maintain the quality of education and research.
5. Higher education is a labor-intensive activity with highly decentralized decision-making, conducted in a non-profit setting, and directed by faculty and staff who always seek to enhance the scope and quality of their efforts. There are constant pressures from within to expand activities, enter new areas of inquiry, broaden the knowledge in the field, recruit more diverse students, and serve new constituencies. These are the pressures to secure more resources.
6. Incentives for creative management at the universities are needed; e.g., allowing the carryover of funds between biennial years will encourage institutions not to rush to spend savings accrued for the biennium.
7. The State should explore the use of incentive funding as opposed to enrollment-driven formulas. This could be linked to the concept of unbundling of educational services so that extra money can be allocated to specific State priorities.
8. The elimination of mandatory faculty retirement in 1994 will affect the finances and faculty demographics. This issue touches on tenure policies, personnel costs, and the flexibility for universities to hire younger faculty, women, and members of minority groups.
9. The universities in the State will be asked to participate more in the area of improving K-12 reform, especially in the area of professional development



*C. Agnes  
Thery*

## The Evergreen State College

### MEMORANDUM

May 9, 1994

To: Presidents  
From: Jane Jervis  
Re: Outline of Remarks for the Joint Study Committee Hearing

Here are the major points I intend to stress at tomorrow's hearing before the Joint Study Committee. If you would like to see the full text, please let me know.

#### I. CONTEXT SETTING: Roles and Responsibilities of Public Four-Year Higher Education

- A. Public higher education is in the public good.
- B. Multiple roles: undergraduate, graduate and professional education; research; public service.
- C. Differences in roles among the four-year institutions; the diversity of educational choices serves our state's students well.

#### II. CRITICAL ISSUES (framed as questions)

- A. Access
  - How will institutions and the state meet their public responsibility to provide access to higher education opportunities for a broad range of students?
- B. Quality
  - Relevance/responsiveness of our curricula
  - Technology
- C. Maintaining the four-year educational experience
- D. Funding
  - Public funding in a post I-601 world
  - General Public/Business support
  - Appropriate uses of tuition
- E. Tools for Responsible Management
  - Tuition carry-forward
  - Faculty early retirement/responsible civil service reform
  - Cooperative projects
  - Relief from burdensome regulations

Central  
Washington  
University



Institutional Research & Assessment  
Ellensburg, Washington 98926-7500  
(509) 963-1855

RECEIVED  
MAY 24 1994  
CWU FACULTY SENATE

**MEMORANDUM**

**TO: Deans' Council**

**FROM: Connie Roberts, Special Assistant to the Provost  
Institutional Research and Assessment**

**DATE: May 19, 1994**

**RE: Report on Student Evaluations of Faculty**

*Connie  
Roberts*

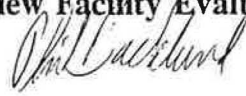
**The Ad Hoc Committee to review student evaluations of faculty has completed their report. As I understand the process, the Deans' Council needs to review it before it is submitted to the Senate for adoption. We would like to complete this process before year end.**

**Please be prepared to discuss the attached document at Deans' Council on Tuesday, May 24, and offer a recommendation to modify it or submit it to the Senate.**



## MEMORANDUM

**TO:** Dr. Connie Roberts

**FROM:** Philip M. Backlund, Chair, Jan Boyungs, John Brangwin, Jim Eubanks, Wayne Klemin, and Charlie McGehee  
Ad Hoc Committee to Review Faculty Evaluations  


**DATE:** May 18, 1994

**SUBJECT:** Committee Report

---

This report describes the work and findings of the Ad Hoc Committee to Review Faculty Evaluations, formed by Dr. Connie Roberts in the Winter Quarter of 1994. The original charge given to our committee read as follows: "Review the current student evaluations of faculty and draft recommendations for change to include policy, process and procedures, as well as the instrument itself." We have completed that review and our recommendations are described below. We have organized our report to include a brief history of student ratings, central questions about the student ratings process, and lastly, our recommendations.

### **History of Student Ratings at Central**

Student ratings of faculty have been used at Central since the early part of this century. Deans and other administrators have placed high value on student input in making promotion, merit, and tenure decisions over the years. However, many faculty have been concerned about the process used to gather this information. Indeed, some believe that students have no right to comment on the instructional practices of a professor. Even for professors who see some validity to the student's point of view, many believe the current process to be of questionable reliability and validity. Assuming that student ratings will continue to be a part of the overall evaluation process here at Central, the question becomes one of developing the best system to provide the most useful information consistent with the "assessment culture" and HEC Broad guidelines for faculty development.

### **Questions Regarding Student Ratings Reviewed by the Committee**

#### **I. What Purposes Can Evaluation Serve?**

Student rating of faculty can serve at least four purposes for the University.



areas of teaching listed above.

III. If students can only provide part of the information, who will provide the other important pieces of information? Another source reviewed noted "Each source of information, student, colleague, administrator, and self-assessment offers important but limited insights. No single source is enough for tenure, promotion, or retention decisions. Combining the sources produces a three-dimensional professor, not a cardboard figure."

As we have already outlined the information that can be provided by students, we turn to the other three sources.

From faculty peers: an appraisal of the appropriateness of course and instructional objectives, a review of teaching materials (assignments, hand-outs, projects, textbooks), mastery and currency of subject matter, research activity and professional recognition, participation in the academic community, student relations, and displayed concern for teaching, research, service.

From administrators: an appraisal of course load and other responsibilities, course enrollment factors, service to the institution and community, long-range evaluation and discernable improvement patterns, marketability of the course and department.

From the professor: a self-appraisal of teaching and other responsibilities, evidence of accomplishments, course and instructional objectives, student advising, committee memberships, and service to the institution and community.

Developing a complete picture of an individual professor's teaching is complicated, but very useful. It seems to be clear from the research we examined that student ratings should not be the sole source of information used for any of the four evaluative purposes listed in number II.

IV. How is the information to be collected, analyzed, and used?

Outlining the procedures for gathering and analyzing data from the sources of peers, administrators, and the individual professor are beyond the scope of this report. However, these procedures should be developed. Regarding student ratings, we develop our specific recommendations in a later section. In answering this question, we want to make two points:

- a. Faculty are generally not enthusiastic about student ratings. Research indicates that faculty acceptance of student ratings improves if the ratings are closely tied to teaching improvement. This leads to the second point.
- b. The critical factor in faculty acceptance of student ratings and the positive impact of these ratings on teaching improvement is the presence of an intermediary. The presence of someone to go over the ratings information, suggest changes or improvements, and to act as a resource for the faculty member is central to the long-term successful use of student ratings information to improve instruction.

V. Selection Criteria. There are numerous different forms related to student rating of faculty. To select the most appropriate one for Central's use, the committee discussed and decided upon a range of selection criteria. These criteria were used to evaluate the instruments we examined, and guide our selection. The criteria are:

- a. Multiple forms. Given the range of class types at Central, and the criticism of

4. Data Analysis.

We recommend that Institutional Research develop a data base using the student ratings information. This data base would include:

- a) means for each item for each professor
- b) cumulative means on each item for each department, college/school, and the university

5. Data Reporting to Individual Faculty. We recommend the report form given to each professor summarizing course ratings include

- a. item means
- b. cumulative means for this course for this professor
- c. decile rankings for the college./school of the professor
- d. decile rankings for the university.
- e. summary of background data for students and for the course

Please see the model attached. This information would allow for tracking changes over time and would allow the faculty member to get a better sense of the items means.

6. We recommend this system be tested for one academic year and that the system be reviewed at the end of that year by a faculty committee that includes members of this committee.

**Conclusion**

The Committee strongly supports the role of students in the instructional development process. Effectively gathered student rating information can be useful for a number purposes. However, to attain maximum value, the student ratings systems need to be part of an overall system of feedback to faculty. Properly developed and used, student feedback can play a useful role in the improvement of instruction and in personnel decisions.

## INSTRUCTIONS FOR COURSE RATINGS

PLEASE READ THE FOLLOWING CAREFULLY BEFORE ADMINISTERING FORMS

### STEP 1 - SURVEY COVER SHEET

Please fill in the necessary information on the survey cover sheet.

### STEP 2 - IF OPTIONAL QUESTIONS DESIRED

Please see Institutional Research for instructions and examples of optional questions.

### STEP 3 - ADMINISTER THE FORMS

Allow 15-20 minutes for students to respond.  
Read the following statements to the students:

I am going to distribute course rating forms so that you can rate this course. Your participation is voluntary, and you may omit specific items if you wish. To ensure confidentiality, do not write your names on the forms. There is a possibility that your handwriting on the written comment sheet will be recognizable; however, I will not see the results of this evaluation until after the quarter is over and you have received your grades. Please be sure to use **PENCIL ONLY** on the mark-sense form.

I have chosen (identify person) to distribute and collect the forms. When you are finished, he/she will collect the forms, place them into an envelope, and mail them to the Office of Institutional Research. If there are no questions, I will leave the room and not return until all the questionnaires have been finished and collected. Thank you for your participation.

### STEP 4 - COLLECT AND RETURN THE FORMS

The person assigned to collect the forms should do the following:

- 1) Have the students return their computer forms and written comment sheets in separate piles;
- 2) Separate the unused forms from the used forms;
- 3) Place the Cover Sheet on top of all the forms and insert them into the envelope so that the address of the Office of Institutional Research is visible through the window; and
- 4) Return the envelope to the Office of Institutional Research either in person or by putting the envelope in campus mail (not the U.S. Mail).

**CENTRAL WASHINGTON UNIVERSITY**  
Office of Institutional Research  
Mail Stop 7512  
Ellensburg, WA 98926  
(509) 963-1855

LECTURE-DISCUSSION  
Central Washington University  
Instructional Assessment System

INSTRUCTOR: \_\_\_\_\_ COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL. Fill the bubble darkly and completely. Do not make stray marks. Erase completely.

A.	GENERAL EVALUATION	Excellent	Poor
1.	Course as a whole was:	<input type="radio"/>	<input type="radio"/>
2.	Instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>

B.	DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR	Always	Never
1.	Instructor met class regularly and on time.	<input type="radio"/>	<input type="radio"/>
2.	Class sessions were well organized.	<input type="radio"/>	<input type="radio"/>
3.	Course objectives were clearly stated.	<input type="radio"/>	<input type="radio"/>
4.	The instructor's speech was clear and easily understood.	<input type="radio"/>	<input type="radio"/>
5.	The instructor gave clear explanations.	<input type="radio"/>	<input type="radio"/>
6.	The instructor presented alternative explanations when needed.	<input type="radio"/>	<input type="radio"/>
7.	Appropriate examples and illustrations were used.	<input type="radio"/>	<input type="radio"/>
8.	Instructor raised important questions or problems.	<input type="radio"/>	<input type="radio"/>
9.	Students were confident in instructor's knowledge.	<input type="radio"/>	<input type="radio"/>
10.	The instructor was enthusiastic.	<input type="radio"/>	<input type="radio"/>
11.	Students were encouraged to express themselves.	<input type="radio"/>	<input type="radio"/>
12.	Answers to student questions were clear and meaningful.	<input type="radio"/>	<input type="radio"/>
13.	Extra help was available when needed.	<input type="radio"/>	<input type="radio"/>

C.	INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS	Always	Never
1.	Class time was used efficiently.	<input type="radio"/>	<input type="radio"/>
2.	Instructor was interested whether students learned.	<input type="radio"/>	<input type="radio"/>
3.	Instructor helped develop an appreciation for field in which course resides.	<input type="radio"/>	<input type="radio"/>
4.	Instructor applied course material to real world issues.	<input type="radio"/>	<input type="radio"/>
5.	Course objectives were met.	<input type="radio"/>	<input type="radio"/>
6.	Assigned readings and other out-of-class work were valuable.	<input type="radio"/>	<input type="radio"/>
7.	Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/>	<input type="radio"/>
8.	Amount of work was appropriate to course credits and level.	<input type="radio"/>	<input type="radio"/>
9.	Student responsibilities and requirements were clearly stated.	<input type="radio"/>	<input type="radio"/>

D.	HOW WOULD YOU DESCRIBE:	High	Low
1.	The intellectual challenge presented?	<input type="radio"/>	<input type="radio"/>
2.	The amount of effort to succeed?	<input type="radio"/>	<input type="radio"/>
3.	Your involvement (doing assignments, attending classes, etc.)?	<input type="radio"/>	<input type="radio"/>

E.	GENERAL INFORMATION ABOUT YOURSELF
1.	Why did you take this course? (Mark as many as apply): <input type="radio"/> in my MAJOR or MINOR <input type="radio"/> a GENERAL ED REQUIREMENT/ELECTIVE <input type="radio"/> Reputation of instructor <input type="radio"/> Time of day <input type="radio"/> Curiosity <input type="radio"/> Advice of advisor <input type="radio"/> Advice of friend <input type="radio"/> Only course available to fit schedule
2.	My class is: <input type="radio"/> FRESHMAN <input type="radio"/> SOPHOMORE <input type="radio"/> JUNIOR <input type="radio"/> SENIOR <input type="radio"/> GRADUATE <input type="radio"/> OTHER
3.	Grade you expect to receive: <input type="radio"/> A <input type="radio"/> B+ <input type="radio"/> B- <input type="radio"/> C <input type="radio"/> D+ <input type="radio"/> F <input type="radio"/> Credit <input type="radio"/> S <input type="radio"/> A- <input type="radio"/> B <input type="radio"/> C+ <input type="radio"/> C- <input type="radio"/> D <input type="radio"/> No Credit <input type="radio"/> U



SEMINARS  
Central Washington University  
Instructional Assessment System

INSTRUCTOR: \_\_\_\_\_ COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL. Fill the bubble darkly and completely. Do not make stray marks. Erase completely.

A.	GENERAL EVALUATION	Excellent	Poor
1.	Course as a whole was:	<input type="radio"/>	<input type="radio"/>
2.	Instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>

B.	DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR	Always	Never
1.	Instructor met the session(s) regularly and on time.	<input type="radio"/>	<input type="radio"/>
2.	Session(s) was (were) well organized.	<input type="radio"/>	<input type="radio"/>
3.	Instructor was well prepared.	<input type="radio"/>	<input type="radio"/>
4.	Instructor skillfully led discussions.	<input type="radio"/>	<input type="radio"/>
5.	Instructor contributed to discussions.	<input type="radio"/>	<input type="radio"/>
6.	Seminar atmosphere was conducive to student learning.	<input type="radio"/>	<input type="radio"/>
7.	Instructor raised important questions or problems.	<input type="radio"/>	<input type="radio"/>
8.	Students were confident in instructor's knowledge.	<input type="radio"/>	<input type="radio"/>
9.	Instructor was enthusiastic.	<input type="radio"/>	<input type="radio"/>
10.	Students were encouraged to express themselves.	<input type="radio"/>	<input type="radio"/>
11.	Instructor was open to student views.	<input type="radio"/>	<input type="radio"/>
12.	Sessions were interesting.	<input type="radio"/>	<input type="radio"/>

C.	INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS	Always	Never
1.	Class time was used efficiently.	<input type="radio"/>	<input type="radio"/>
2.	Instructor was interested whether students learned.	<input type="radio"/>	<input type="radio"/>
3.	Instructor helped develop an appreciation for field in which course resides.	<input type="radio"/>	<input type="radio"/>
4.	Instructor applied course material to real world issues.	<input type="radio"/>	<input type="radio"/>
5.	Course objectives were met.	<input type="radio"/>	<input type="radio"/>
6.	Assigned readings and other out-of-class work were valuable.	<input type="radio"/>	<input type="radio"/>
7.	Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/>	<input type="radio"/>
8.	Amount of work was appropriate to course credits and level.	<input type="radio"/>	<input type="radio"/>
9.	Student responsibilities and requirements were clearly stated.	<input type="radio"/>	<input type="radio"/>

D.	HOW WOULD YOU DESCRIBE:	High	Low
1.	The intellectual challenge presented?	<input type="radio"/>	<input type="radio"/>
2.	The amount of effort to succeed?	<input type="radio"/>	<input type="radio"/>
3.	Your involvement (doing assignments, attending classes, etc.)?	<input type="radio"/>	<input type="radio"/>

E.	GENERAL INFORMATION ABOUT YOURSELF
1.	Why did you take this seminar? (Mark as many as apply): <input type="radio"/> in my MAJOR or MINOR <input type="radio"/> a GENERAL ED REQUIREMENT/ELECTIVE <input type="radio"/> Reputation of instructor <input type="radio"/> Time of day <input type="radio"/> Curiosity <input type="radio"/> Advice of advisor <input type="radio"/> Advice of friend <input type="radio"/> Only course available to fit schedule
2.	My class is: <input type="radio"/> FRESHMAN <input type="radio"/> SOPHOMORE <input type="radio"/> JUNIOR <input type="radio"/> SENIOR <input type="radio"/> GRADUATE <input type="radio"/> OTHER
3.	Grade you expect to receive: <input type="radio"/> A <input type="radio"/> B+ <input type="radio"/> B- <input type="radio"/> C <input type="radio"/> D+ <input type="radio"/> F <input type="radio"/> Credit <input type="radio"/> S <input type="radio"/> A- <input type="radio"/> B <input type="radio"/> C+ <input type="radio"/> C- <input type="radio"/> D <input type="radio"/> No Credit <input type="radio"/> U

**SKILL ACQUISITION**  
 Central Washington University  
 Instructional Assessment System

INSTRUCTOR: \_\_\_\_\_ COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

**DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.**

USE A NO. 2 PENCIL. Fill the bubble darkly and completely. Do not make stray marks. Erase completely.

A.	GENERAL EVALUATION	Excellent	Poor
1.	Course as a whole was:	<input type="radio"/>	<input type="radio"/>
2.	Instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>

B.	DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR	Always	Never
1.	Instructor met the class regularly and on time.	<input type="radio"/>	<input type="radio"/>
2.	Opportunities were given to practice what was learned.	<input type="radio"/>	<input type="radio"/>
3.	Skills were sequentially developed.	<input type="radio"/>	<input type="radio"/>
4.	Instructor gave explanations of rationales underlying new techniques or skills.	<input type="radio"/>	<input type="radio"/>
5.	Expected skills were correctly demonstrated.	<input type="radio"/>	<input type="radio"/>
6.	Instructor showed confidence in students' ability.	<input type="radio"/>	<input type="radio"/>
7.	Instructor gave timely and helpful feedback.	<input type="radio"/>	<input type="radio"/>
8.	Students were confident in instructor's knowledge.	<input type="radio"/>	<input type="radio"/>
9.	Students were allowed freedom to develop own skills and ideas.	<input type="radio"/>	<input type="radio"/>
10.	Instructor was able to deal with student difficulties.	<input type="radio"/>	<input type="radio"/>
11.	Instruction was tailored to meet varying student skill levels.	<input type="radio"/>	<input type="radio"/>
12.	Extra help was available when needed.	<input type="radio"/>	<input type="radio"/>

C.	INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS	Always	Never
1.	Class time was used efficiently.	<input type="radio"/>	<input type="radio"/>
2.	Instructor was interested whether students learned.	<input type="radio"/>	<input type="radio"/>
3.	Instructor helped develop an appreciation for field in which course resides.	<input type="radio"/>	<input type="radio"/>
4.	Instructor applied course material to real world issues.	<input type="radio"/>	<input type="radio"/>
5.	Course objectives were met.	<input type="radio"/>	<input type="radio"/>
6.	Assigned readings and other out-of-class work were valuable.	<input type="radio"/>	<input type="radio"/>
7.	Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/>	<input type="radio"/>
8.	Amount of work was appropriate to course credits and level.	<input type="radio"/>	<input type="radio"/>
9.	Student responsibilities and requirements were clearly stated.	<input type="radio"/>	<input type="radio"/>

D.	HOW WOULD YOU DESCRIBE:	High	Low
1.	The intellectual challenge presented?	<input type="radio"/>	<input type="radio"/>
2.	The amount of effort to succeed?	<input type="radio"/>	<input type="radio"/>
3.	Your involvement (doing assignments, attending classes, etc.)?	<input type="radio"/>	<input type="radio"/>

E.	GENERAL INFORMATION ABOUT YOURSELF
1.	Why did you take this course? (Mark as many as apply): <input type="radio"/> in my MAJOR or MINOR <input type="radio"/> a GENERAL ED REQUIREMENT/ELECTIVE <input type="radio"/> Reputation of instructor <input type="radio"/> Time of day <input type="radio"/> Curiosity <input type="radio"/> Advice of advisor <input type="radio"/> Advice of friend <input type="radio"/> Only course available to fit schedule
2.	My class is: <input type="radio"/> FRESHMAN <input type="radio"/> SOPHOMORE <input type="radio"/> JUNIOR <input type="radio"/> SENIOR <input type="radio"/> GRADUATE <input type="radio"/> OTHER
3.	Grade you expect to receive: <input type="radio"/> A <input type="radio"/> B+ <input type="radio"/> B- <input type="radio"/> C <input type="radio"/> D+ <input type="radio"/> F <input type="radio"/> Credit <input type="radio"/> S <input type="radio"/> A- <input type="radio"/> B <input type="radio"/> C+ <input type="radio"/> C- <input type="radio"/> D <input type="radio"/> No Credit <input type="radio"/> U

LAB INSTRUCTION  
Central Washington University  
Instructional Assessment System

INSTRUCTOR: \_\_\_\_\_ COURSE \_\_\_\_\_ SECTION \_\_\_\_\_

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

USE A NO. 2 PENCIL. Fill the bubble darkly and completely. Do not make stray marks. Erase completely.

A.	GENERAL EVALUATION	Excellent						Poor					
1.	Course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B.	DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR	Always						Never					
1.	Lab instructor met the class regularly and on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Lab instructor gave clear explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Lab instructor was prepared for lab sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Lab instructor raised important questions or problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Lab instructor was enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Students were confident in lab instructor's knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Lab instructor was able to solve unexpected problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Answers to student questions were clear and meaningful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Safety procedures were communicated and enforced (if applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Instructor was able to deal with student learning difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Lab sessions applied to material taught in lecture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Extra help was available when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C.	INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS	Always						Never					
1.	Class time was used efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Instructor was interested whether students learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Instructor helped develop an appreciation for field in which course resides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Instructor applied course material to real world issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Course objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Assigned readings and other out-of-class work were valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Amount of work was appropriate to course credits and level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Student responsibilities and requirements were clearly stated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D.	HOW WOULD YOU DESCRIBE:	High						Low					
1.	The intellectual challenge presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	The amount of effort to succeed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Your involvement (doing assignments, attending classes, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E.	GENERAL INFORMATION ABOUT YOURSELF
1.	Why did you take this course? (Mark as many as apply): <input type="radio"/> in my MAJOR or MINOR <input type="radio"/> a GENERAL ED REQUIREMENT/ELECTIVE <input type="radio"/> Reputation of instructor <input type="radio"/> Time of day <input type="radio"/> Curiosity <input type="radio"/> Advice of advisor <input type="radio"/> Advice of friend <input type="radio"/> Only course available to fit schedule
2.	My class is: <input type="radio"/> FRESHMAN <input type="radio"/> SOPHOMORE <input type="radio"/> JUNIOR <input type="radio"/> SENIOR <input type="radio"/> GRADUATE <input type="radio"/> OTHER
3.	Grade you expect to receive: <input type="radio"/> A <input type="radio"/> B+ <input type="radio"/> B- <input type="radio"/> C <input type="radio"/> D+ <input type="radio"/> F <input type="radio"/> Credit <input type="radio"/> S <input type="radio"/> A- <input type="radio"/> B <input type="radio"/> C+ <input type="radio"/> C- <input type="radio"/> D <input type="radio"/> No Credit <input type="radio"/> U



**Central Washington University**

**INDIVIDUAL STUDENT COMMENT SHEET**

**Instructor:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- \* Your answers to the following questions will be used by the instructor to improve this course and his/her teaching methods for future courses. Please be as thoughtful and constructive as possible in your comments
- \* This sheet with your handwritten comments will not be seen by your instructor until after your grades have been turned in.
- \* You are **NOT** required to answer any of these questions.

I. What aspects of the teaching or content of this course do you feel were especially good?

II. What changes could be made to improve the teaching or the content of this course?

III. Please use the back of this sheet for any additional comments or special questions.  
Thank you for your participation!

STUDENT RATING OF TEACHING									
This course was rated by 207 students.									
(All percentages are based on the number of students who rated each item.)									
A. GENERAL EVALUATION:									
	Percentages					Mean	Cum. Mean of Course	Decile Rank	
	Always			Never				Institution	College Division
1. Course as a whole was:	35	49	12	3	0	0	4.17	4.10	7----- 8----
2. Instructor's effectiveness in teaching the subject matter was:	30	50	19	1	0	0	4.10	4.08	6----- 7----
B. DIAGNOSTIC FEEDBACK FOR THE INSTRUCTOR									
	Always			Never					
1. Instructor met class regularly and on time.	42	40	18	0	0	0	4.24	4.28	8----- 9----
2. Class sessions were well organized.	38	41	20	1	0	0	4.16	4.12	8----- 8----
3. Course objectives were clearly stated.	49	40	10	1	0	0	4.39	4.40	8----- 9----
4. The instructor's speech was clear and easily understood.	46	37	15	2	0	0	4.28	4.26	8----- 8----
5. The instructor gave clear explanations.	49	41	10	0	0	0	4.39	4.36	8----- 8----
6. The instructor presented alternative explanations when needed.	39	40	18	3	0	0	4.16	4.23	7----- 8----
7. Appropriate examples and illustrations were used.	54	36	10	1	0	0	4.42	4.40	6----- 7----
8. Instructor raised important questions or problems.	50	35	14	1	0	0	4.34	4.28	6----- 7----
9. Students were confident in instructor's knowledge.	40	44	16	1	0	0	4.22	4.21	8----- 9----
10. The instructor was enthusiastic.	28	41	28	3	1	0	3.94	3.92	8----- 8----
11. Students were encouraged to express themselves.	20	29	38	11	2	1	3.54	3.83	4---- 4----
12. Answers to student questions were clear and meaningful.	35	49	14	2	0	0	4.18	4.16	7----- 8----
13. Extra help was available when needed.	37	34	25	4	1	0	4.01	3.98	4---- 5----
C. INFORMATION ABOUT THE COURSE USEFUL TO OTHER STUDENTS									
	Always			Never					
1. Class time was used efficiently.	42	40	18	1	0	0	4.24	4.27	8----- 9----
2. Instructor was interested whether students learned.	38	41	20	1	0	0	4.16	4.12	8----- 8----
3. Instructor helped develop an appreciation for field in which course resides.	49	40	10	2	0	0	4.39	4.40	9----- 9----
4. Instructor applied course material to real world issues.	46	37	15	0	0	0	4.28	4.26	7----- 8----
5. Course objectives were met.	49	41	10	0	0	0	4.39	4.37	8----- 8----
6. Assigned readings and other out-of-class work were valuable.	39	40	18	3	0	0	4.16	4.20	8----- 8----
7. Evaluative and grading techniques (tests, papers, projects, etc.) were fair.	54	36	10	1	0	0	4.42	4.38	8----- 6----
8. Amount of work was appropriate to course credits and level.	50	35	14	1	0	0	4.34	4.36	7----- 7----
9. Student responsibilities and requirements were clearly stated.	40	44	16	1	0	0	4.22	4.19	8----- 9----
D. HOW WOULD YOU DESCRIBE:									
	High			Low					
1. The intellectual challenge presented?	35	49	14	2	0	0	4.18	4.23	7----- 8----
2. The amount of effort to succeed?	37	34	25	4	1	0	4.01	3.98	4---- 5----
3. Your involvement (doing assignments, attending classes, etc.)?	29	45	22	4	0	1	3.97	3.86	6----- 7----
E. GENERAL INFORMATION ABOUT YOURSELF									
Why course was taken:	Class Composition		Grade Expected			Survey Number: CWU-WP90-3307			
In Major or Minor	28	Freshman	52	A	15	D+	0	Printed: 05/20/94	
General Ed Requirement/Elective	11	Sophomore	23	A-	36	D	3	Batch: RRR-1343, Form B	
Reputation of instructor	87	Junior	12	B+	18	F	0	Enrollment: 530 students	
Time of day	13	Senior	5	B	23	Credit	0		
Curiosity	2	Graduate	1	B-	54	No Credit	0		
Advice of advisor	32	Other	1	C+	38	S	0		
Advice of friend	23	Omitted	7	C	11	U	0		
Only course available to fit schedule	5			C-	0	Omitted	12		
Omitted	6								



# CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

June 2, 1994

Ivory Nelson  
President  
Central Washington University  
Campus

Dear President Nelson:

The Faculty Senate approved the following resolution regarding faculty collective bargaining at its June 1, 1994, meeting:

**WHEREAS** the Faculty at Central Washington University have traditionally supported the right of faculty to choose to engage in collective bargaining and,

**WHEREAS** Initiative 601 puts all of public higher education at risk and,

**WHEREAS** more than 60% of the C.W.U. faculty have signed authorization cards,

**BE IT SO RESOLVED** that the Faculty Senate of Central Washington University supports the request of the United Faculty of Central, AFT/NEA, that the Board of Trustees of C.W.U. agree to a collective bargaining election supervised by the Public Employment Relations Commission (PERC) and to collectively bargain with faculty if the majority of the faculty vote to do so.

Please notify the members of the Board of Trustees of this Faculty Senate action.

Sincerely,

Sidney Nesselroad, Chair  
Faculty/Senate

c: Frank Carlson [United Faculty of Central, AFT/NEA]  
Walter Arlt [United Faculty of Central, AFT/NEA]  
Gloria Craig, Secretary to the Board

sft

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# UNITED FACULTY OF CENTRAL

UFC-AFT/NEA

RECEIVED

APR 05 1994

PRESIDENT'S OFFICE

April 1, 1994

*JA*

Mrs. Susan E. Gould  
19225-92nd West  
Edmonds, WA 98020

Dear Chairman Gould:

The purpose of this letter is to inform you that the members of the Central Washington University Association for Higher Education and the Central Washington University Federation of Teachers have joined to form the United Faculty of Central AFT/NEA. The United Faculty of Central (UFC), a labor organization, is engaged in soliciting authorization cards from Central faculty.

At your June meeting we will be coming to you to request your cooperation in asking the Public Employment Relations Commission (PERC) to conduct a bargaining representation election. We realize that the tradition at Central has been for faculty to support and for Trustees to oppose collective bargaining. While traditions have their place, we believe that a discussion on the merits of an organized faculty in the face of I-601 and projected budget cuts is not only warranted but also critical to preserving a strong, quality public higher education system.

We would ask for time on the June agenda to have a dialogue about collective bargaining.

Sincerely yours,

*Frank Carlson*  
Frank Carlson  
for UFC AFT/NEA

*Walter "Spike" Art*  
Walter "Spike" Art  
for UFC AFT/NEA

cc: Board of Trustees ✓  
President Nelson ✓  
Secretary to the Board



CENTRAL WASHINGTON UNIVERSITY

Office of the President

BOARD OF TRUSTEES

*bc: Faculty  
Lena*

May 25, 1994

Frank Carlson  
Walter "Spike" Art  
UFC AFT/NEA  
Campus

Dear Professors Carlson and Art:

After due consideration by members of the Board of Trustees, I must decline the request in your letter of April 1, 1994 for time at the June Board of Trustees meeting to have a dialogue about collective bargaining. It is felt that it would be inappropriate until such time as the state legislature decides the issue of collective bargaining for faculty. If collective bargaining for faculty becomes a reality, each element of the "Faculty Code of Personnel Policy and Procedure" would be bargained. However, at present, the Board would be in violation of its own policy if it bypassed the Senate and its defined role as the representative body of the university's faculty.

Specifically, I call your attention to the following sections of the University Policies Manual and the "Faculty Code of Personnel Policies and Procedures":

## PART 1 - BOARD OF TRUSTEES.

### Section 1-4.0 BOARD STATEMENT ON ACADEMIC FREEDOM.

Faculty and students engaged in the pursuit of truth must be free to grow intellectually and challenge conventional wisdom and to explore new avenues of thought, tempered by intellectual discipline and good taste. It is a prime objective of the Central Washington University board of trustees and administration to foster such freedom and to establish only those rules and regulations which are essential to the orderly operation of the institution or which enhance its quality. The board of trustees



believes strongly that administrative rules are means, not ends, and they should be designed to further and not to interfere with the primary objectives of the institution: the pursuit of truth, the acquisition of knowledge, and the development of intellect.

A system of governance for a complex campus cannot exist, however, without explicit ground rules and guidelines.

Closely related to the question of academic freedom is meaningful and systematic involvement of the faculty and staff in the governance of the university. *Appropriate formal means shall be employed to ensure that all employee groups have an effective voice on various matters relating to the institution. These should include all matters which have a direct bearing on the validity of the institution as a center of learning such as curriculum development, selection of principal academic personnel, faculty appointments, retention and promotions, and standards of conduct, both academic and social.*

*The means by which this involvement would occur at Central Washington University is best determined by the faculty, the staff, and the administration with the approval of the university board of trustees.* (Emphasis supplied.)

#### PART 4 - FACULTY CODE OF PERSONNEL POLICY AND PROCEDURE.

##### Section 1.05 Code of Personnel Policy and Procedure - Defined

- A. The Faculty Code of Personnel Policy and Procedure of Central Washington University is a set of policies approved by the Board of Trustees pursuant to the board's authority in RCW 28B.40.120, subsection (11), wherein the Legislature provided authorization to ". . . promulgate such rules and regulations, and perform all other acts not forbidden by law, as the board of trustees may in its discretion deem necessary or appropriate to the administration of the university." (Emphasis supplied.)
- B. *This code is binding on the faculty as defined in Section 2.10, the university administration, and the Board of Trustees. Provisions*

may be changed in accordance with procedures provided in Section 1.15. (Emphasis supplied)

- C. All university policies and procedures are subject to federal laws, to the laws of the state of Washington and the authority vested in the Board of Trustees. *Nothing in this code shall be construed as an abrogation or an extension in any way of any responsibility or power vested in the Board of Trustees by the laws of the state of Washington.* (Emphasis supplied.)

All provisions of this code may be subject to and superseded by Washington State Legislative Enactments.

##### Section 2.10 - Faculty - Defined

- A. As used in this Faculty Code, the word "faculty" shall mean only those individuals employed full time by the university:
1. who teach, coach, serve as athletic director, supervise, research, or engage in similar academic endeavors in which students receive credit. . . .
  2. who occupy administrative positions and who hold one of the professional ranks listed in Section 4.20, and. . . .
  3. who serve as librarians and/or professional media specialists or who serve as member of the counseling and testing services. . . .

##### Section 3.05 Faculty Senate

*The Faculty Senate, as the representative body of the university's faculty as defined in Section 2.10 of this Faculty Code shall have the responsibility of acting for and on behalf of that Faculty in all matters.* (Emphasis supplied.)

##### Section 3.10 Faculty Senate - Powers

The Faculty Senate shall have the following powers and duties:

Frank Carlson  
Walker "Spitz" Arlt  
May 25, 1994  
Page 4

- 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.

Sincerely,



Susan E. Gould, Chair  
Board of Trustees  
Central Washington University

gc

c: President Ivory V. Nelson