

5-17-2000

CWU Faculty Senate Minutes - 05/17/2000

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MINUTES
CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE REGULAR MEETING MINUTES: May 17, 2000
<http://www.cwu.edu/~fsenate>

Presiding Officer: Linda S. Beath
Recording Secretary: Nancy Bradshaw

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

ROLL CALL:

Senators: All Senators or their alternates were present except Fuentes, Ely, Olivero, Owens, Stacy
Visitors: Ken Briggs, Toni Čuljak, David Dauwalder, Susan Donahoe, Mark Lundgren, Barbara Radke, and Sonja S. Zeller.

CHANGES TO AND APPROVAL OF AGENDA: MOTION NO. 00-33 (Passed): Senator DeVietti moved to approve the agenda as changed: Move Curriculum Committee items prior to Code Committee deliberations, delete Chair's report adding the extra time to the Code Committee items and move the president's report to follow the approval of the agenda.

PRESIDENT'S REPORT: Dr. Libby Street, on behalf of President Norton, presented gavels to Chair Beath and Chair Elect Nelson. She stated that this presentation was the result of the work done by the Provost's Governance Committee.

APPROVAL OF MINUTES: The minutes of the May 3, 2000, Faculty Senate meeting were approved as distributed.

COMMUNICATIONS: (Available for viewing in the Senate Office or distribution on request)

No communications.

REPORTS:

A. ACTION ITEMS:

Chair

Election of 2000-01 Faculty Senate Chair Elect

Lad A. Holden, Assistant Professor, Industrial and Engineering Technology

Election of 2000-01 Faculty Senate Executive Committee

Michael R. Braunstein, Associate Professor, Physics

Toni A. Čuljak, Associate Professor, English

Todd M. Schaefer, Assistant Professor, Political Science

Faculty Senate Curriculum Committee

Motion No. 00-35 (Passed): Toni Čulak, on behalf of the Faculty Senate Curriculum Committee, proposed a motion that was approved: "Change PHYS 211, 212, 213 to PHYS 181, 182, 183 and PHYS 211.1, 212.1, 213.1 to PHYS 181.1, 182.1, 183.1 in the General Education Program."

Motion No. 00-36 (Passed): Toni Čuljak, on behalf of the Faculty Senate Curriculum Committee, proposed a motion that after discussion was approved: "Addition of Health Education, 101, Health Essentials, to the Human Adaptations and Behavior section of the General Education Program."

Toni Čuljak informed Senators that the changes to the General Education Program will be effective Winter 2001.

Faculty Senate Code Committee

Motion No. 00-34 (Passed with Roll Call Vote): Beverly Heckart, on behalf of the Faculty Senate Code Committee, made a motion that after debate was approved: "That the Faculty Senate reorder priorities in the current salary policy *8.40-Yearly Salary Adjustments of the Faculty Code of Personnel Policy and Procedure* the following way:

1. Merit Level I
2. Merit Level II
3. Across the board adjustment"

Results of Roll Call Vote: Adamson-Aye, Baxter-Aye, Beaghan-No, Benson-No, Braunstein-Aye, Kurtz-Aye, Caples-No, Cocheba-Aye, DeVietti-Aye, Fordan-Aye, Gamon-No, Gray-Aye, Hawkins-Aye, Li-Aye, Kaminski-Aye, Lewis-Aye, Polishook-No, Monson-No, Nethery-Aye, Nelson-Aye, Heckart-Aye, Richmond-Aye, Connie Roberts-No, Scott Roberts-Aye, Schaeffer-Aye, Schwing-Aye, Snedeker-No, Uebelacker-Aye, Williams-Aye, Wyatt-No.

Motion No. 00-34A (Passed): Beverly Heckart, on behalf of the Faculty Senate Code Committee, made a motion that after debate and amendment was approved: "Changes to section 8.40 of the *Faculty Code of Personnel Policy and Procedure* attached as Exhibit A."

Motion No. 00-34B (Passed): Beverly Heckart, on behalf of the Faculty Senate Code Committee, made a motion that after debate and amendment was approved: "Changes to section 7.20 of the *Faculty Code of Personnel Policy and Procedure* attached as Exhibit A."

Motion No. 00-34C (Passed): Beverly Heckart, on behalf of the Faculty Senate Code Committee, made a motion that was approved: "Changes to Section 15.20.D of the *Faculty Code of Personnel Policy and Procedure* attached as Exhibit A."

Motion No. 00-34D (Passed): Beverly Heckart, on behalf of the Faculty Senate Code Committee, made a motion that was approved: "Changes to Section 15.20 of the *Faculty Code of Personnel Policy and Procedure* attached as Exhibit A."

Motion No. 00-34E (Passed): Beverly Heckart, on behalf of the Faculty Senate Code Committee, made a motion that was approved: "Changes to Section 5.10 of the *Faculty Code of Personnel Policy and Procedure* attached as Exhibit A."

Motion 00-34F (Passed): Beverly Heckart, on behalf of the Faculty Senate Code Committee, made a motion that after debate was approved: "Changes to Section 5.30 of the *Faculty Code of Personnel Policy and Procedure* attached as Exhibit A."

Motion 00-34G (Passed): Beverly Heckart, on behalf of the Faculty Senate Code Committee, made a motion that after debate was approved: "Changes to Section 8.65.D of the *Faculty Code of Personnel Policy and Procedure* attached as Exhibit A."

B. DISCUSSION ITEMS:

1. **Market Definition Report:** Chair Beath officially presented the final Market Definition report. Senators were asked to review and be prepared to discuss at the May 31, 2000 Faculty Senate meeting.
2. **CHAIR:** No report.
3. **CHAIR ELECT:** No report.
4. **SENATE CONCERNS:** None.
5. **STUDENT REPORT:** No report.
6. **FACULTY SENATE STANDING COMMITTEE REPORTS:**
 - ACADEMIC AFFAIRS COMMITTEE:** No report.
 - BUDGET COMMITTEE:** No report
 - CODE COMMITTEE:** No report
 - CURRICULUM COMMITTEE:** No report
 - PERSONNEL COMMITTEE:** No report
 - PUBLIC AFFAIRS COMMITTEE:** No report

OLD BUSINESS: No Old Business.

NEW BUSINESS:

Chair Beath presented the following motion and asked Senators to be prepared to vote on the motion at the May 31, 2000 Faculty Senate meeting. "All Faculty Senate standing committee appointment terms shall be 3 years, and no more than 2 consecutive terms shall be served by an individual on any one committee. Individuals who have completed the equivalent of two consecutive three year terms, by the end of the 2000-01 academic year, shall be replaced by the beginning of the 2001-02 school year."

ADJOURNMENT: The meeting adjourned at 5:45 p.m.

*****NEXT REGULAR FACULTY SENATE MEETING: May 31, 2000***
BARGE 412**

Exhibit A

Motion No. 00-34A

8.40 Yearly Salary Adjustments

Promotions in Rank

1. Each year the university president, after collaboration with the provost/vice president for academic affairs and the Faculty Senate budget committee, shall assign sufficient funds from the university's total budget allocation to support the promotion of faculty members.
 2. A faculty member promoted during any given biennium shall receive at least a salary increase of two (2) full steps grades on the salary scale and simultaneously attain at least the current minimum salary step for the new rank even if such increase exceeds two (2) full steps grades; provided further that if the promotion comes at a time of a scale adjustment, the faculty member shall benefit from the scale adjustment.
- B. In addition to promotions in rank, the salary of a faculty member may shall change as the result of any one of two (2) three (3) types of actions. Subject to the availability of funds during any biennium and to the mandates of the state legislature and/or the governor, the following descending order of priority for the two (2) three (3) types of actions shall be observed as yearly salary increases are considered.
1. {Move to Section B 3} ~~An across-the-board scale adjustment;~~
 2. 1. General Merit increase. General merit increases may shall be given to faculty members to reward them for outstanding service to the university fulfilling the criteria for Merit Level I.
 - a. ~~Such merit increases shall amount to a full grade be given in increments, or multiples thereof, of one or two sub-shares of the full steps in the published salary scale. according to the number of merit levels awarded faculty members at the time of a merit distribution (e.g., Merit Level I corresponds to one sub-share of a full step; a level II award at step 9-b would move a faculty member to step 10-a). All faculty members who meet the published criteria shall receive a general merit increase. The minimum criteria established by the Faculty Senate for the award of Merit Levels I and II shall be published annually together with the salary scale (See Section 8.15).~~
 - b. General Merit increases, which are permanent, are separate from special salary awards or adjustments identified elsewhere in this Code, such as in Sections 4.55 and 8.46. Faculty members newly hired or promoted are eligible for only four full merit steps grades above the step grade into which they are hired or promoted if such advancement exceeds the ceiling for their rank. Faculty members who participate in the conversion to the new salary schedule in 1991 shall also be eligible to advance four full steps grades on the scale even though such advancement exceeds the ceiling for their rank. No faculty member may receive a salary exceeding the top step grade on the salary scale.
 2. Special merit increase. Special merit increases shall be given to faculty members to reward them for fulfilling the criteria for Merit Level II.
 - a. Each special merit increase shall amount to one grade on the salary scale. All faculty members who meet the published criteria shall receive a special merit increase. The minimum criteria established by the Faculty Senate for the award of Merit Level II shall be published annually together with the salary scale (See Section 8.15).
 - b. Special merit increases, which are permanent, are separate from special salary awards or adjustment identified elsewhere in this Code, such as in Sections 4.55 and 8.46.
 3. {Move from Section A 1} An across-the-board scale adjustment. After all faculty members have received the merit awards for which they meet the criteria established by the Faculty Senate, appropriated funds may be used to adjust the faculty salary scale.

Motion No. 00-34B

7.20 Faculty Load - Instructional Faculty Members

- A. Central Washington University seeks to maintain teaching loads averaging no more than twelve (12) contact hours. This is to allow time for faculty to produce research, or works of scholarship or artistic merit and to prepare for classes. The load assignment policies listed below are geared to this assumption and the understanding that faculty members with primarily instructional responsibilities normally engage in a variety of professional activities in connection with the performance of their duties at the university.
- B. In order to help reconcile the various demands on the faculty member's time—demands such as writing or research or study, class preparation and related travel, grading, counseling and advising, committee work, teaching and other professional activities—and in order to facilitate the kind of professional achievement contemplated in this Faculty Code, the following principles shall be observed in the assigned load portion of a faculty member's responsibilities:
1. Teaching load
 - a. Recognizing that the teaching load will vary among the faculty and among different disciplines and subjects, exclusive of individual study, the average teaching load for the entire faculty for the academic year shall be twelve (12) contact hours per week, exclusive of continuing education, or its equivalent as determined by the provost/vice president for academic affairs, according to this formula: Contact-hour factors shall be used in determining and describing faculty teaching loads. The average yearly load in departments should be twelve (12) contact hours. The maximum load for any faculty member shall not exceed eighteen (18) contact hours in any one quarter.
- Determination of credit hour loads for individual faculty members shall normally follow the guidelines:
1. Lecture/demonstration/laboratory classes (actual class hours-1 class hour=1 contact hour)
 2. Activities classes (2 class hours=1 1/2 contact hours-1 class hour=3/4 contact hour)

3. Student-teaching/field-experience/cooperative education supervision
 - a. Student teaching/field experience
 1. Part-time campus supervisor-a 1 contact credit hour=1 1/4 full-time students
 2. Field supervisor - 1 contact credit hour=1 1/4 full-time students
 - b. Cooperative education supervision - 1 contact hour=30 student credit hours. Faculty shall receive remuneration according to the terms of Section 7.20.B.1.a.iv.e. of this Faculty Code.
4. Individual study supervision (all courses titled thesis (or equivalent) and individual study [296, 496, 596]) to be remunerated by payment or reassigned time as follows:
 - a. Undergraduate level-8 student credit hours=1 contact hour. Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study.
 - b. 500 level-6 student credit hours=1 contact hour. Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study.
 - c. 600-700 level (thesis or equivalent committee chair)-3 student credit hours = 1 contact hours. Credit to be given once upon submission to the department. During the regular academic year, reassigned time shall be accumulated and awarded when generated by the student's registration for thesis credit. Summer thesis credit shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter, provided that total summer school remuneration shall not exceed a maximum of fifteen (15) contact hours.
 - d. 599-600-600.1-6 theses (or equivalent) committees = 1 contact hour (membership on thesis, or equivalent, committee other than chair). Credit to be given once upon submission of the thesis to the department (thesis advisor). If submission occurs during the academic year, credit for reassigned time will be granted; if submission occurs during summer quarter, remuneration will occur, not to exceed a maximum of fifteen (15) contact hours.
 - e. The university recognizes that it is not always possible to foresee the timely scheduling of individual studies during some quarters and that individual faculty members may necessarily supervise these studies as an overload. Beginning with fall quarter 1999, two different modes of calculating contact hour loads that include individual studies may be employed by the faculty member. These modes shall be applied by the faculty member with the consent of the department chair and academic dean.
 - (i) Same quarter scheduling: individual study assigned as part of the faculty member's average credit hour load
 - (ii) Reassignment (See Section 7.20. B. 1. b.): individual faculty members shall experience an adjustment in their average loads after accumulating the contact hour equivalent of not more than ~~one~~ six (6) credit hours, provided that they continue to be employed by the university at the time that they complete the accumulation. ~~Only one such adjustment per academic year shall occur for an individual faculty member. Faculty members shall not earn reassignment under this Section 7.20. B. 1. a. 4. c. for more than one (1) lecture/demonstration/laboratory course at any one time. Decisions to distribute accumulated reassigned time shall be made by the faculty member and the department chair, in consultation with the appropriate dean, so that program planning and student needs are addressed.~~
 - (iii) The individual faculty member's department shall keep records of credits and contact hours accumulated quarter to quarter under this Section 7.20. B. 4.

Other types of instructional activities - contact hour equivalencies are arranged by agreement between the chair, the dean, and the provost/vice president for academic affairs.
 - f. The maximum teaching load of eighteen (18) contact hours per week includes continuing education credits which are subject to additional remuneration. This limit may be waived by academic deans for special cases.
 - g. The teaching load of any particular faculty member may vary from the average teaching load from one quarter to another by being adjusted by the department chair and dean to permit involvement in graduate thesis supervision, research, other instructional responsibilities or in special assignments; such load variations are normally approved only on a quarter-to quarter basis.

Deans establish and publish annually the guidelines and procedures for the award of reassigned time not related to individual study/thesis supervision. Such guidelines and procedures shall be consistent among the university's schools and colleges.
 - h. If, under unusual scheduling conditions, a large class must be taught, or a department or faculty member seeks to teach a large class, or a faculty member must travel a substantial distance off campus to teach a course, appropriate adjustments should be made to assist the instructor such as teaching assistance, reassigned time, clerical help and supplies.

Rationale: The proposed changes for 7.20 B. 1. a. seek the following:

- 1) To regularize the procedures for awarding reassigned time for activities other than individual studies so as to create well-publicized opportunities for faculty to pursue research and other scholarly activities.
- 2) To remove confusion and the potential for abuse in the administration of reassigned time as payment for individual studies.
- 3) To meet complaints from departments and their chairs concerning the "richness" of the formula for awarding reassigned time or payment to those faculty supervising theses or sitting on thesis committees and to eliminate unnecessary bureaucracy in the administration of reassigned time. Also the summer school provisions for theses and thesis committees matches the administration guidelines for 7.20 promulgated by the provost on November 30, 1999.
- 4) To accommodate those departments whose programs are built around a three-credit hour module and that would suffer damage to program integrity were six hours to be awarded to a faculty member all at one time.
- 5) To make it possible for faculty members increasingly involved in travel to centers at locations away from Ellensburg to receive some adjustment in load as compensation for travel time.

Motion No. 00-34C

15.20 D.

Load calculations shall be made in accordance with those applicable to the regular academic year per Section 7.20 of this Faculty Code, provided that the supervision as chair of these committees during summer session shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter and that the total summer school remuneration shall not exceed a maximum of fifteen (15) credit/contact hours (See Section 15.30), and provided further that service on these committees, other than as chair, shall be remunerated only if the thesis is submitted during summer session, provided that the maximum remuneration for summer session shall not exceed fifteen (15) contact hours;

Rationale: This proposal would simply insert into the summer school section the language from 7.20 in order to avoid confusion.

Motion No. 00-34D

15.20 Summer School Appointment

Except as provided in Section 4.85 C, appointment to teach in summer school shall be decided on the basis of the program requirements of the university. Whenever any department has more regular tenured and tenure-track faculty members wishing to teach for the summer than there are positions to be filled by members of the department, recommendations for appointment by the department chair and the deans to the dean of extended university programs and the provost/vice president for academic affairs shall be made according to the following provisions and restrictions:

Rationale: Occasionally, questions arise as to what constitutes the "regular" faculty of the university. This proposed change would answer the question. It also seeks to eliminate a fossil.

Motion No. 00-34E

5.10 Reappointment - Procedures

Final recommendations concerning the reappointment of any faculty member shall be submitted to the president of the university by the provost/vice president for academic affairs. In order to make recommendation to the provost/vice president for academic affairs and deans and to promote consistency, the tenured and tenure-track faculty, except phased retirees, of departments shall devise written criteria and procedures for evaluating probationary faculty for reappointment. These criteria and procedures shall be consistent with those used to evaluate probationary faculty for the award of tenure according to Sections 5.10 ad 5.25 F of this Faculty Code. Each school/college dean advises the provost/vice president for academic affairs, following a procedure which that utilizes recommendations or information from four possible sources, as follows:

- A. Following review of the candidate's professional record, only tenured and tenure-track faculty members, except phased retirees, in a candidate's department may submit a statement to the appropriate dean indicating his/her recommendation regarding reappointment. Tenured and tenure-track faculty members shall simultaneously provide to the department chair or program director and to the members of the personnel committee a copy of the statement submitted to the dean;
- B. Each department shall submit a departmental recommendation from only the tenured and tenure-track faculty, except phased retirees, regarding reappointment, using an established committee procedure in arriving at the recommendation but limiting the committee to tenured and tenure-track faculty. The candidate and the department chair shall receive a copy of the departmental recommendation.
- D. Individual faculty members under consideration shall submit an updated professional record and other materials helpful to an adequate consideration of their circumstances regarding reappointment to the tenured and tenure-track faculty of their department, to their department chair and school dean. Such materials may include solicited and unsolicited letters of support from individuals other than the tenured and tenure-track faculty of their departments. The material presented shall be available for review by the tenured and tenure-track faculty in the probationer's department at least one (1) month in advance of the date for submission of the departmental and chairs' recommendations for reappointment. It is the responsibility of the individual faculty member to make sure that the professional record and other materials are complete at the time of submission.
- E. When establishing personnel committees departments shall strive to promote reasonable continuity in membership over time in order to provide consistency in personnel decisions.

Motion No. 00-34F

5.30 Tenure - Procedure for Granting

- A. Each faculty member with tenure in the candidate's department, except phased retirees, may submit a written statement of recommendation to the appropriate dean. Tenured faculty members shall simultaneously provide to the department chair and to other tenured members of the department a copy of the statement submitted to the dean;
- B. The tenured members of the department may shall submit a departmental recommendation in writing to the appropriate dean and the department chair using whatever committee procedure it they desire while limiting the committee membership to tenured faculty. Phased-retirees shall not serve on the tenure committee; In cases where fewer than three members of a department, in addition to the chair, are tenured, the tenured members of the department, with the approval of the appropriate dean, shall invite tenured faculty from other disciplines related to that of the department to participate in the committee proceedings. When establishing such tenure committees, departments shall strive to promote reasonable continuity in membership over time in order to provide consistency in personnel decisions.
- D. Each Colleges/ and schools may establish one standing personnel committee, consisting of tenured faculty members from the college/school to act in an advisory capacity to the dean. Only one member of a department in a school or college may serve on such committees. Members of the personnel committee shall not advise on the tenure of probationers personnel decisions concerning members of from their own departments-, but school/college personnel committees shall have access to all recommendations concerning personnel actions about which it advises. Alternates shall be elected at the same time as regular members to such personnel committees in order to substitute for regular members as needed. Phased retirees shall not serve as regular or alternate members on such committees. (See Section 8.65.D)

- E. The faculty member under consideration ~~may~~ shall submit data in support of his/her candidacy (see Section 5.10. D. of this faculty code);

Motion No. 00-34G

d.65

- D. Colleges and schools may establish one standing personnel committee, consisting of tenured faculty members from the college/school to act in an advisory capacity to the dean. Only one member of a department in a school or college may serve on such committees. Members of the personnel committee shall not advise on the personnel decisions concerning members of their own departments, but school/college personnel committees shall have access to all recommendations concerning personnel actions about which it advises. Alternates shall be elected at the same time as regular members to such personnel committees in order to substitute for regular members as needed. Phased retirees shall not serve as regular or alternate members on such committees. (See Section 5.30.D)

Rationale: This proposed new section 8.65.D reflects the proposals for departmental and school/college personnel committees suggested earlier for recommendations of reappointment and tenure.

FACULTY SENATE REGULAR MEETING

Wednesday, May 17, 2000, 3:10 p.m.

BARGE 412

AGENDA

I. ROLL CALL

II. MOTION NO. 00-33: CHANGES TO AND APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

IV. COMMUNICATIONS

V. REPORTS/ACTION ITEMS (10 Minutes)

Chair: Election of 2000-01 Faculty Senate Chair Elect (Exhibit A)

Election of 2000-01 Faculty Senate Executive Committee (Exhibit B)

Faculty Senate Code Committee (40 Minutes)

Motion No. 00-34: Proposed changes to the Faculty Code of Personnel Policy and Procedure. (Exhibit C)

Faculty Senate Curriculum Committee (15 Minutes)

Motion No. 00-35: "Change PHYS 211, 212, 213 to PHYS 181, 182, 183 and PHYS 211.1, 212.1, 213.1 to 181.1, 182.1, 183.1 in the General Education Program." (Exhibit D)

Motion No. 00-36: "Addition of Health Education, 101, Health Essentials, to the Human Adaptations and Behavior section." (Exhibit D)

VI. REPORTS/DISCUSSION ITEMS

1. MARKET DEFINITION REPORT: Josh Nelson (10 Minutes) (Exhibit E)

Discussion: Action at May 31, 2000 Faculty Senate Meeting

2. CHAIR (5 Minutes)

3. CHAIR ELECT (5 Minutes)

4. PRESIDENT (5 Minutes)

7. SENATE CONCERNS (5 Minutes)

8. STUDENT REPORT (5 Minutes)

9. SENATE COMMITTEES

Academic Affairs Committee: Susan Donahoe

Budget Committee: Barney Erickson

Code Committee: Beverly Heckart

Curriculum Committee: Toni Čuljak

Personnel Committee: Rob Perkins

Public Affairs Committee: Joshua Nelson

VII. OLD BUSINESS

VIII. NEW BUSINESS (10 Minutes)

Discussion item; Action at May 31, 2000 Faculty Senate Meeting: Implementation of Faculty Senate Standing Committee term limits attached as Exhibit F.

IX. ADJOURNMENT

*****NEXT REGULAR SENATE MEETING: May 31, 2000*****

BARGE 412

Exhibit A

Nominations for Chair Elect

J. A. Holden, Assistant Professor, Industrial and Engineering Technology
F. Lynn Richmond, Associate Professor, Business Administration

Exhibit B

Nominations for 2000-01 Executive Committee

Michael R. Braunstein, Associate Professor, Physics
Toni A. Čuljak, Associate Professor, English
Lad A. Holden, Assistant Professor, Industrial and Engineering Technology
F. Lynn Richmond, Associate Professor, Business Administration
Marla J. Wyatt, Assistant Professor, Family and Consumer Sciences

Exhibit C

Proposed Code Changes

Salary Policy

For the original hearings, the Code Committee made the following proposal concerning salary policy for the reasons stated in the original rationale.

Rationale: The Code Committee introduces this change, as previewed at a recent Faculty Senate meeting and on the institutional Internet, in order to meet the goal of moving faculty members continually up the salary scale and avoiding falling further and further behind the national averages for faculty compensation. Those faculty who responded to the Internet message favored the award of steps instead of bonuses for fulfilling the criteria for Merit Level II. The awarding of steps will increase the faculty salary base, whereas, according to a recent Attorney General's opinion, the award of bonuses will not do so.

The Code Committee suggests the award of a complete grade for fulfilling the criteria for Merit Level I in order to reflect the complaints of faculty members that the gaps between the shares (steps) are too small to justify the paper work that must accompany the application and the evaluation for merit. Currently there is only a one-percent difference between the shares (steps) which, for someone earning \$50,000 on a nine-month contract, amounts to an increase of only \$500 per year. For those with lower salaries, the increase is much less. Several faculty members have suggested to the Code Committee that something needs to remedy the small increases allowed by the current scale of ninety steps.

The change of steps to grades and shares to steps will occur as a result of a change in the language of the software being used to generate the salary scale. (See the attached salary scale for this academic year incorporating the new language.)

Original Proposal

8.40 Yearly Salary Adjustments

A. Promotions in Rank

1. Each year the university president, after collaboration with the provost/vice president for academic affairs and the Faculty Senate budget committee, shall assign sufficient funds from the university's total budget allocation to support the promotion of faculty members.
2. A faculty member promoted during any given biennium shall receive at least a salary increase of two (2) full steps grades on the salary scale and simultaneously attain at least the current minimum salary step for the new rank even if

such increase exceeds two (2) full steps grades; provided further that if the promotion comes at a time of a scale adjustment, the faculty member shall benefit from the scale adjustment.

In addition to promotions in rank, the salary of a faculty member ~~may~~ shall change as the result of any one of ~~two (2)~~ three (3) types of actions. Subject to the availability of funds during any biennium and to the mandates of the state legislature and/or the governor, the following descending order of ~~priority for the two (2)~~ three (3) types of actions shall be observed as yearly salary increases are considered.

1. ~~{Move to Section B 3} An across-the-board scale adjustment;~~
2. 1. General merit increase. General merit increases may shall be given to faculty members to reward them for outstanding service to the university fulfilling the criteria for Merit Level I.
 - a. ~~Such merit increases shall amount to a full grade be given in increments, or multiples thereof, of one or two sub-shares of the full steps in the published salary scale. according to the number of merit levels awarded faculty members at the time of a merit distribution (e.g., Merit Level I corresponds to one sub share of a full step; a level II award at step 9.b would move a faculty member to step 10.a): All faculty members who meet the published criteria shall receive a general merit increase.~~ The minimum criteria established by the Faculty Senate for the award of Merit Levels I ~~and II~~ shall be published annually together with the salary scale (See Section 8.15).
 - b. General merit increases, which are permanent, are separate from special salary awards or adjustments identified elsewhere in this Code, such as in Sections 4.55 and 8.46. Faculty members newly hired or promoted are eligible for only four full merit ~~steps grades~~ above the step grade into which they are hired or promoted if such advancement exceeds the ceiling for their rank. Faculty members who participate in the conversion to the new salary schedule in 1991 shall also be eligible to advance four full ~~steps grades~~ on the scale even though such advancement exceeds the ceiling for their rank. No faculty member may receive a salary exceeding the top step grade on the salary scale.
2. Special merit increase. Special merit increases shall be given to faculty members to reward them for fulfilling the criteria for Merit Level II.
 - a. Each special merit increase shall amount to one step on the salary scale. All faculty members who meet the published criteria shall receive a special merit increase. The minimum criteria established by the Faculty Senate for the award of Merit Level II shall be published annually together with the salary scale (See Section 8.15).
 - b. Special merit increases, which are permanent, are separate from special salary awards or adjustment identified elsewhere in this Code, such as in Sections 4.55 and 8.46.
3. ~~{Move from Section A 1} An across-the-board scale adjustment. After all faculty members have received the merit awards for which they meet the criteria established by the Faculty Senate, appropriated funds may be used to adjust the faculty salary scale.~~

Since the hearings, two developments have occurred that the majority of the Code Committee want the Faculty Senate to know about in order to make an informed decision.

1. In its discussions concerning the hearings, the Code Committee itself made changes to the second section of the preamble of 8.40.B.
- 8.40.B. In addition to promotions in rank, the salary of a faculty member ~~may~~ shall change as the result of any one of ~~two (2)~~ three (3) types of actions. Subject to the availability of funds during any biennium, ~~and~~ to the mandates of the state legislature and/or the governor; and the availability of salary savings (see Section 8.30), the

following ~~descending order of priority for the two (2)~~ three (3) types of actions shall be observed in the order listed as yearly salary increases are considered.

As a result of discussions with the provost and deans on April 28, the Code Committee agreed that only legislatively appropriated funds would be used to fund annual salary increases and that Merit Level I awards would consist of two steps. The Code Committee further agreed that awards of one step would be made to faculty members qualifying for Merit Level II.

3. At its further discussions with the provost and deans on May 5, the Code Committee learned that President Norton will not agree and will not forward to the Board the compromise agreed to on April 28. Instead, he favors a preamble that reads as follows:

8.40.B In addition to promotions in rank, the salary of a faculty member may change as a result of any one of three (3) types of actions. Subject to the availability of legislatively appropriated funds during any biennium and to the mandates of the state legislature and/or governor, the following three (3) types of actions shall be observed in the order listed as yearly salary increases are considered.

President Norton also favors awards of only one step for Merit Level I and one step for Merit Level II.

The majority of the Code Committee thinks that the award of only one step for Merit Level I is not sufficient reward for faculty members whose salaries are very low in relation to comparable institutions.

4. At least one more idea has surfaced in the Code Committee. Retain the language of the present code concerning the award of steps for Merit Levels I and II, but reorder priorities so that cross-the-board increases are calculated last.

Thus we would have Merit Level I as first priority, Merit Level II as second priority, and the section would read as follows:

- 8.40.B.1. General merit increase. General merit increase shall be given to faculty members to reward them for fulfilling the criteria for Merit Level I.
- a. Such merit increase shall be given in increments, or multiples thereof, of one or two steps in the published salary scale. The minimum criteria established by the Faculty Senate for the award of Merit Level I shall be published annually together with the salary scale.
- B. 2. Special merit increase. Special merit increases shall be given to faculty members to reward them for fulfilling the criteria for Merit Level II.
- a. Such merit increases shall be given in increments, or multiples thereof, of one or two steps in the published salary scale. The minimum criteria established by the Faculty Senate for the award of Merit Level II shall be published annually together with the salary scale.

The Code Committee submits the events listed above to the Faculty Senate for its consideration and disposition.

7.20 Faculty Load - Instructional Faculty Members

- C. Central Washington University seeks to maintain teaching loads averaging no more than twelve (12) contact hours. This is to allow time for faculty to produce research, or works of scholarship or artistic merit and to prepare for classes. The load assignment policies listed below are geared to this assumption and the understanding that faculty members with primarily instructional responsibilities normally engage in a variety of professional activities in connection with the performance of their duties at the university.
- D. In order to help reconcile the various demands on the faculty member's time--demands such as writing or research or study, class preparation and related travel, grading, counseling and advising, committee work, teaching and other professional activities--and in order to facilitate the kind of professional achievement contemplated in this Faculty Code, the following principles shall be observed in the assigned load portion of a faculty member's responsibilities:

1. Teaching load

- a. Recognizing that the teaching load will vary among the faculty and among different disciplines and subjects, exclusive of individual study, the average teaching load for the entire faculty for the academic year shall be twelve (12) contact hours per week, exclusive of continuing education, or its equivalent as determined by the provost/vice president for academic affairs, according to this formula: Contact-hour factors shall be used in determining and describing faculty teaching loads. The average yearly load in departments should be twelve (12) contact hours. The maximum load for any faculty member shall not exceed eighteen (18) contact hours in any one quarter.

Determination of credit hour loads for individual faculty members shall normally follow the guidelines:

1. Lecture/demonstration/laboratory classes (actual class hours-1 class hour=1 contact hour)
2. Activities classes (2 class hours=1 1/2 contact hours-1 class hour=3/4 contact hour)
3. Student-teaching/field-experience/cooperative education supervision
 - a. Student teaching/field experience
 1. Part-time campus supervisor-~~a~~ 1 contact credit hour=1 1/4 full-time students
 2. Field supervisor - 1 contact credit hour=1 1/4 full-time students
 - b. Cooperative education supervision - 1 contact hour=30 student credit hours. Faculty shall receive remuneration according to the terms of Section 7.20.B.1.a.iv.e. of this Faculty Code.
4. Individual study supervision (all courses titled thesis (or equivalent) and, individual study [296, 496, 596]) to be remunerated by payment or reassigned time as follows:
 - a. Undergraduate level-8 student credit hours=1 contact hour. Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study.
 - b. 500 level-6 student credit hours=1 contact hour. Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study.
 - c. 600-700 level (thesis or equivalent committee chair)-~~3~~ 4 student credit hours = 1 contact hours. Credit to be given once upon submission to the department. During the regular academic year, reassigned time shall be accumulated and awarded when generated by the student's registration for thesis credit. Summer thesis credit shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter, provided that total summer school remuneration shall not exceed a maximum of fifteen (15) contact hours.
 - d. 599-600-600.1-~~6~~ 9 theses (or equivalent) committees = 1 contact hour (membership on thesis, or equivalent, committee other than chair). Credit to be given once upon submission of the thesis to the department (thesis advisor). If submission occurs during the academic year, credit for reassigned time will be granted; if submission occurs during summer quarter, remuneration will occur, not to exceed a maximum of fifteen (15) contact hours.
 - e. The university recognizes that it is not always possible to foresee the timely scheduling of individual studies during some quarters and that individual faculty members may necessarily supervise these studies as an overload. Beginning with fall quarter 1999, two different modes of calculating contact hour loads that include individual studies may be employed by the faculty member. These modes shall be applied by the faculty member with the consent of the department chair and academic dean.
 - (i) Same quarter scheduling: individual study assigned as part of the faculty member's average credit hour load
 - (ii) Reassignment (See Section 7.20. B. 1. b.): individual faculty members shall experience an adjustment in their average loads after accumulating the contact hour equivalent of not more than ~~one lecture/demonstration/laboratory course (not to exceed six (6) credit hours, provided that they continue to be employed by the university at the time that they complete the accumulation. Only one such adjustment per academic year shall occur for an individual~~

~~faculty member. Faculty members shall not earn reassignment under this Section 7.20. B. 1. a. 4. e. for more than one (1) lecture/demonstration/laboratory course at any one time. Decisions to distribute accumulated reassigned time shall be made by the faculty member and the department chair, in consultation with the appropriate dean, so that program planning and student needs are addressed.~~

- (iii) The individual faculty member's department shall keep records of credits and contact hours accumulated quarter to quarter under this Section 7.20. B. 4.

Other types of instructional activities - contact hour equivalencies are arranged by agreement between the chair, the dean, and the provost/vice president for academic affairs.

- f. The maximum teaching load of eighteen (18) contact hours per week includes continuing education credits which are subject to additional remuneration. This limit may be waived by academic deans for special cases.
- g. The teaching load of any particular faculty member may vary from the average teaching load from one quarter to another by being adjusted by the department chair and dean to permit involvement in graduate thesis supervision, research, other instructional responsibilities or in special assignments; such load variations are normally approved only on a quarter-to quarter basis.

Deans establish and publish annually the guidelines and procedures for the award of reassigned time not related to individual study/thesis supervision. Such guidelines and procedures shall be consistent among the university's schools and colleges.

- h. If, under unusual scheduling conditions, a large class must be taught, or a department or faculty member seeks to teach a large class, or a faculty member must travel a substantial distance off campus to teach a course, appropriate adjustments should be made to assist the instructor such as teaching assistance, reassigned time, clerical help and supplies.

Rationale: The proposed changes for 7.20 B. 1. a. seek the following:

- 1) To regularize the procedures for awarding reassigned time for activities other than individual studies so as to create well-publicized opportunities for faculty to pursue research and other scholarly activities.
- 2) To remove confusion and the potential for abuse in the administration of reassigned time as payment for individual studies.
- 3) To meet complaints from departments and their chairs concerning the "richness" of the formula for awarding reassigned time or payment to those faculty supervising theses or sitting on thesis committees and to eliminate unnecessary bureaucracy in the administration of reassigned time. Also the summer school provisions for theses and thesis committees matches the administration guidelines for 7.20 promulgated by the provost on November 30, 1999.
- 4) To accommodate those departments whose programs are built around a three-credit hour module and that would suffer damage to program integrity were six hours to be awarded to a faculty member all at one time.
- 5) To make it possible for faculty members increasingly involved in travel to centers at locations away from Ellensburg to receive some adjustment in load as compensation for travel time.

15.20 D.

Load calculations shall be made in accordance with those applicable to the regular academic year per Section 7.20 of this Faculty Code; provided that the supervision as chair of theses committees during summer session shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter and that the total summer school remuneration shall not exceed a maximum of fifteen (15) credit/contact hours (See Section 15.30), and provided further that service on theses committees, other than as chair, shall be remunerated only if the thesis is submitted during summer session, provided that the maximum remuneration for summer session shall not exceed fifteen (15) contact hours;

Rationale: This proposal would simply insert into the summer school section the language from 7.20 in order to avoid confusion.

20 Summer School Appointment

Except as provided in Section 4.85 C, appointment to teach in summer school shall be decided on the basis of the program requirements of the university. Whenever any department has more ~~regular~~ tenured and tenure-track faculty members wishing to teach for the summer than there are positions to be filled by members of the department, recommendations for appointment by the department chair ~~to and the deans to the dean of extended university programs~~ and the provost/vice president for academic affairs shall be made according to the following provisions and restrictions:

Rationale: Occasionally, questions arise as to what constitutes the "regular" faculty of the university. This proposed change would answer the question. It also seeks to eliminate a fossil.

5.10 Reappointment - Procedures

Final recommendations concerning the reappointment of any faculty member shall be submitted to the president of the university by the provost/vice president for academic affairs. In order to make recommendation to the provost/vice president for academic affairs and deans and to promote consistency, the tenured and tenure-track faculty, except phased retirees, of departments shall devise written criteria and procedures for evaluating probationary faculty for reappointment. These criteria and procedures shall be consistent with those used to evaluate probationary faculty for the award of tenure according to Sections 5.10 ad 5.25 F of this Faculty Code. Each school/college dean advises the provost/vice president for academic affairs, following a procedure ~~which~~ that utilizes recommendations or information from four possible sources, as follows:

- A. Following review of the candidate's professional record, only tenured and tenure-track faculty members, except phased retirees, in a candidate's department may submit a statement to the appropriate dean indicating his/her recommendation regarding reappointment. Tenured and tenure-track faculty members shall simultaneously provide to the department chair or program director and to the members of the personnel committee a copy of the statement submitted to the dean;
- B. Each department shall submit a departmental recommendation from only the tenured and tenure-track faculty, except phased retirees, regarding reappointment, using an established committee procedure in arriving at the recommendation but limiting the committee to tenured and tenure-track faculty, The candidate and the department chair shall receive a copy of the departmental recommendation.
- D. Individual faculty members under consideration shall submit an updated professional record and other materials helpful to an adequate consideration of their circumstances regarding reappointment to the tenured and tenure-track faculty of their department, to their department chair and school dean. Such materials may include solicited and unsolicited letters of support from individuals other than the tenured and tenure-track faculty of their departments. The material presented shall be available for review by the tenured and tenure-track faculty in the probationer's department at least one (1) month in advance of the date for submission of the departmental and chairs' recommendations for reappointment. It is the responsibility of the individual faculty member to make sure that the professional record and other materials are complete at the time of submission.
- E. When establishing personnel committees departments shall strive to promote reasonable continuity in membership over time in order to provide consistency in personnel decisions.

5.30 Tenure - Procedure for Granting

- A. Each faculty member with tenure in the candidate's department, except phased retirees, may submit a written statement of recommendation to the appropriate dean. Tenured faculty members shall simultaneously provide to the department chair and to other tenured members of the department a copy of the statement submitted to the dean;
- B. The tenured members of the department may shall submit a departmental recommendation in writing to the appropriate dean and the department chair using whatever committee procedure ~~it~~ they desires while limiting the

committee membership to tenured faculty. ~~Phased retirees shall not serve on the tenure committee;~~ In cases where fewer than three members of a department, in addition to the chair, are tenured, the tenured members of the department, with the approval of the appropriate dean, shall invite tenured faculty from other disciplines related to that of the department to participate in the committee proceedings. When establishing such tenure committees, departments shall strive to promote reasonable continuity in membership over time in order to provide consistency in personnel decisions.

- D. ~~Each College/ and schools may establish one standing personnel committee, consisting of tenured faculty members from the college/school to act in an advisory capacity to the dean. Only one member of a department in a school or college may serve on such committees.~~ Members of the personnel committee shall not advise on the tenure of probationers personnel decisions concerning members of from their own departments-, but school/college personnel committees shall have access to all recommendations concerning personnel actions about which it advises. Alternates shall be elected at the same time as regular members to such personnel committees in order to substitute for regular members as needed. ~~Phased retirees shall not serve as regular or alternate members on such committees. (See Section 8.65.D)~~
- E. The faculty member under consideration ~~may~~ shall submit data in support of his/her candidacy (see Section 5.10. D. of this faculty code);

4.30 B. 1. Assistant Professor

- a. The doctorate degree, as recognized by United States accrediting associations, or ~~equivalent~~ appropriate terminal degree (i.e., standards established by recognized United States accrediting associations);
- or
- b. The master's degree as recognized by United States accrediting associations and forty- five (45) quarter credit hours of systematic study beyond that needed for the master's degree and three (3) years of professional academic experience;
- or
- c. The master's degree as recognized by United States accrediting associations and five (5) years of professional academic experience.

4.30 B. 2. Associate Professor

- a. The doctorate degree or ~~equivalent~~ appropriate terminal degree (i.e. standards established by recognized United States accrediting associations) and six (6) years of professional academic experience;
- or
- b. ~~The master's degree as recognized by United States accrediting associations and forty-five (45) quarter credit hours of systematic study beyond that needed for the master's degree and eight (8) years of professional academic experience.~~

4.30 B. 3.a. Professor

The doctorate degree in those fields in which such degrees are normally expected or the ~~equivalent~~ appropriate terminal degree (i.e., standards established by recognized United States accrediting associations) and ten (10) years of professional academic experience;

4.60 Non-Tenure Track Appointments

Non-tenure-track ranked positions and lecturers or adjuncts may be appointed by the Board of Trustees upon recommendation of an academic department, the appropriate academic administrators and the president when, in the judgment of the department such appointments are desirable to help the department meet teaching loads.

Non-tenure-track appointees who teach or supervise subjects or activities in which students receive credit shall hold at least the master's degree or equivalent as approved by United States accrediting agencies. Only in exceptional cases may this rule be waived.

- A. 4. Full-time non-tenure-track ranked positions and lecturers are not eligible for promotion, professional leave, tenure and other similar benefits. However, individuals holding such appointments may as a result of a national search, at any time be given a tenure-track appointment with academic rank subject to the qualifications specified in Section 4.30 of the Faculty Code. ~~and~~, with such appointment, upon recommendation of the department and approval by the appropriate dean, the provost/vice president for academic affairs and the president, such individuals may be given the right by the trustees to apply the length of time served towards promotion, tenure and professional leave or other similar benefits where applicable;
- A. 8. Full-time non-tenure-track appointees shall be evaluated by personnel committees (See Sections 5.07 and 8.65) and independently, by department chairs at least once each year before any renewal of the appointment occurs. Such evaluation shall take 4.60 A. 6 of the Faculty Code and the terms of the appointee's contract into account. Department chairs shall inform the dean of the results of the evaluation.
- B. 3. d. The performance of the adjunct appointees' contracted assignments shall be evaluated by personnel committees (See Sections 5.07 and 8.65) and, independently, by department chairs at least once each year . .

Rationale: The proposal that non-tenure track faculty hold at least the master's degree simply repeats the stipulation in Section 4.55 that tenure-track appointees possess at least the master's degree. It has come to the attention of the Code Committee that degree requirements for the non-tenure-track may be handled in a more cavalier manner than for the tenure-track in some schools/colleges of the university. Other proposed changes are necessary in order to conform to proposed new Section 5.05. (See above.)

8.65

- D. Colleges and schools may establish one standing personnel committee, consisting of tenured faculty members from the college/school to act in an advisory capacity to the dean. Only one member of a department in a school or college may serve on such committees. Members of the personnel committee shall not advise on the personnel decisions concerning members of their own departments, but school/college personnel committees shall have access to all recommendations concerning personnel actions about which it advises. Alternates shall be elected at the same time as regular members to such personnel committees in order to substitute for regular members as needed. Phased retirees shall not serve as regular or alternate members on such committees. (See Section 5.30.D)

Rationale: This proposed new section 8.65.D reflects the proposals for departmental and school/college personnel committees suggested earlier for recommendations of reappointment and tenure.

8.70. C

1. Promotion in rank will be made according to the criteria listed in this Code, except that faculty members normally cannot be promoted before completing ~~three (3)~~ four (4) years of service in their current rank at Central Washington University. Thus consideration for promotion can occur in the ~~third~~ fourth and subsequent years of service in the current rank. ~~Three (3)~~ Four (4) years in a current rank does not guarantee promotion. Primary responsibility for recommendations for promotion rests with the schools, colleges, library and appropriate deans.
3. It is the responsibility of faculty members to update each year their professional records. Faculty members who wish to be considered for promotion must make available to the department and its personnel committee updated professional record forms and other materials consistent with the university's and department's criteria for the award of promotion (Section 8.65.D). Individual tenured and tenure-track faculty members, excepting phased retirees, shall be entitled to submit recommendations to their dean concerning candidates for promotion. The personnel committee of the department or the department as a whole may prepare a list of recommendations for promotion to the dean. The

department chair will inform qualified faculty members of their placement on the chair's list, of the recommendation of the personnel committee whenever relevant, prior to the transmission of the list(s) to the appropriate administrator.

75 Merit

B. Merit-Procedure

1. (Second paragraph) The professional record, along with such other documentation as is pertinent to the case, that meets university, college/school and departmental criteria for the award of merit, shall is to be submitted to the appropriate chair and/or departmental personnel committee by the established deadline date for a given year (See academic calendar for submission dates).
- ~~7.~~ The reasons for granting merit will be made public to exemplify what is valued by the university.
- ~~7.8.~~ Departments, deans and the provost/vice president for academic affairs shall observe the deadlines for submission of merit recommendations posted in the academic calendar.
- ~~8.9.~~ In years when funds exist for merit awards, recommendations for merit shall be made by departments and a list established by deans and the provost/vice president for academic affairs.

8.80 Tenured Faculty Review

Tenured faculty shall be reviewed by departmental personnel committees and, independently, by department chairs at least once every three (3) years. Merit or promotion review may constitute such a continuing performance evaluation; if merit or promotion reviews do not occur for a given faculty member during a three (3) year period, a separate performance evaluation shall be conducted. The criteria and procedures for such evaluation shall be consistent with those for the award of merit and promotion.

Phased retirees shall be evaluated by departmental personnel committees and, independently, by department chairs at least once every three years in accordance with Section 9.92 G. of this Faculty Code.

Tenured faculty and phased retirees under review shall submit to the department chair and members of the department updated professional records and other materials consistent with the university and departmental criteria for merit and promotion and with Section 9.92 G of this Faculty Code.

Through the review of tenured faculty, the university encourages and assists faculty members in their efforts to improve professionally.

Exhibit D

Background and Rationale for Proposed Changes to the General Education Program:

Background and Rationale:

1. This renumbering scheme (listing the courses in this sequence as 100 level classes will:
Provide a clearer picture of the level of this course - many students are confused by the current number scheme, assuming that they must take PHYS 111 - 113 before they can take what is currently called PHYS 211 - 213 - a mistake that can cost a potential physics or engineering major up to a year in meeting requirements for graduation.

Provide a clearer picture of the level of this course to advisors (see a. above).

Provide a number scheme representing the level of this course consistent with other departments at CWU (e.g., chemistry offers a CHEM 111 sequence and a CHEM 181 - 183 sequence with somewhat similar distinction between the sequences).

Provide a number scheme consistent with the majority of undergraduate physics programs in Washington, (e.g. WWU, EWU, and UW, all of which list the equivalent of these courses as 100 level.)

2. General Education Course Addition - HED 101 Health Essentials - approved by the General Education Committee 4/19/00

Background and Rationale:

This proposal is submitted to address our interest in providing an option under the breadth requirement of the General Education Program. We submit this course for consideration under the foundations of Human Adaptations and Behavior section.

The 2000 Undergraduate Catalog states, "According to these ends our general education program...attempts to instill a critical awareness of human knowledge and of its relationship to the human condition." No human condition is more important than health. Health as the totality of a person's existence, recognizes the inter-relatedness of physical, psychological, emotional, social, spiritual, and environmental factors that contribute to the overall quality of a person's life. Breadth courses under the Foundation of Human Adaptation and Behavior include:

"an introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human interaction with natural and man made environment intended to help students make informed judgments concerning broad environmental issues".

The Health Essentials course fits perfectly under these descriptions in the catalog. The course description for HED 101 Health Essentials reads, "fundamental patterns and understanding of human interaction with natural and man made environments intended to help students make informed judgements influencing human health".

Today, the leading causes of illness and death are no longer due to conditions over which humans have little or no control. Rather, they are now due to human interactions with natural and man made factors that can cause illness or death. These diseases and causes of death such as heart disease, cancer, AIDS, and accidents result from environmental factors, people's behaviors, and the ways in which people chose to live.

Further justification for including Health Essentials as a breadth requirement is seen in the fact that the majority of universities nationwide include a general health course as part of their general education program.

In conclusion, it is simply very important to all students at CWU that they have an opportunity to acquire basic knowledge that can delay morbidity/mortality and help them to make informed choices that can improve the quality of life.

Exhibit E

Market Definition Report

Exhibit F

Proposed motion regarding Faculty Senate standing committee term limits.

Motion: "All Faculty Senate standing committee appointment terms shall be 3 years, and no more than 2 consecutive terms shall be served by an individual on any one committee. Individuals who have completed the equivalent of two consecutive three year terms, by the end of the 2000-01 academic year, shall be replaced by the beginning of the 2001-02 school year."

Rationale: Placing committee membership on a regular rotation will broaden the knowledge base of our faculty, diversify the input heard in committee forums, and strengthen the university's commitment to shared governance. While there are advantages of economy in having a few "experts" with extended committee tenures, the Faculty Senate can become overly dependent on a few individuals to interpret and make policy; these experienced individuals may continue to provide information as consultants. Collective rather than individual wisdom is essential for the healthy governance of a university.

FACULTY SENATE REGULAR MEETING

Wednesday, May 17, 2000, 3:10 p.m.

BARGE 412

AGENDA

I. ROLL CALL

II. MOTION NO. 00-33: CHANGES TO AND APPROVAL OF AGENDA - *delete chair report, move curriculum motions before code changes, move presidential report immediately following*

III. APPROVAL OF MINUTES *approval of agenda.*

IV. COMMUNICATIONS

V. REPORTS/ACTION ITEMS (10 Minutes)

Chair: Election of 2000-01 Faculty Senate Chair Elect (Exhibit A) *Lad Holden*
Election of 2000-01 Faculty Senate Executive Committee (Exhibit B) *Braunstein, Coljic, Schaffner*

Faculty Senate Code Committee (40 Minutes)

Motion No. 00-34: Proposed changes to the Faculty Code of Personnel Policy and Procedure. (Exhibit C)

Faculty Senate Curriculum Committee (15 Minutes)

Motion No. 00-35: "Change PHYS 211, 212, 213 to PHYS 181, 182, 183 and PHYS 211.1, 212.1, 213.1 to 181.1, 182.1, 183.1 in the General Education Program." (Exhibit D) *passed*

Motion No. 00-36: "Addition of Health Education, 101, Health Essentials, to the Human Adaptations and Behavior section." (Exhibit D) *passed.*

VI. REPORTS/DISCUSSION ITEMS

1. MARKET DEFINITION REPORT: Josh Nelson (10 Minutes) (Exhibit E)

Discussion: Action at May 31, 2000 Faculty Senate Meeting

2. CHAIR (5 Minutes)

3. CHAIR ELECT (5 Minutes)

4. PRESIDENT (5 Minutes)

7. SENATE CONCERNS (5 Minutes)

8. STUDENT REPORT (5 Minutes)

9. SENATE COMMITTEES

Academic Affairs Committee: Susan Donahoe

Budget Committee: Barney Erickson

Code Committee: Beverly Heckart

Curriculum Committee: Toni Čuljak

Personnel Committee: Rob Perkins

Public Affairs Committee: Joshua Nelson

VII. OLD BUSINESS

VIII. NEW BUSINESS (10 Minutes)

Discussion item; Action at May 31, 2000 Faculty Senate Meeting: Implementation of Faculty Senate Standing Committee term limits attached as Exhibit F.

IX. ADJOURNMENT

NEXT REGULAR SENATE MEETING: May 31, 2000

BARGE 412

Exhibit A

Nominations for Chair Elect

Lad A. Holden, Assistant Professor, Industrial and Engineering Technology
F. Lynn Richmond, Associate Professor, Business Administration

Exhibit B

Nominations for 2000-01 Executive Committee

Michael R. Braunstein, Associate Professor, Physics
Toni A. Čuljak, Associate Professor, English
Lad A. Holden, Assistant Professor, Industrial and Engineering Technology
F. Lynn Richmond, Associate Professor, Business Administration
Marla J. Wyatt, Assistant Professor, Family and Consumer Sciences

Exhibit C

Proposed Code Changes

Motion 00-34 priority motion **Salary Policy**

For the original hearings, the Code Committee made the following proposal concerning salary policy for the reasons stated in the original rationale.

Rationale: The Code Committee introduces this change, as previewed at a recent Faculty Senate meeting and on the institutional Internet, in order to meet the goal of moving faculty members continually up the salary scale and avoiding falling further and further behind the national averages for faculty compensation. Those faculty who responded to the Internet message favored the award of steps instead of bonuses for fulfilling the criteria for Merit Level II. The awarding of steps will increase the faculty salary base, whereas, according to a recent Attorney General's opinion, the award of bonuses will not do so.

The Code Committee suggests the award of a complete grade for fulfilling the criteria for Merit Level I in order to reflect the complaints of faculty members that the gaps between the shares (steps) are too small to justify the paper work that must accompany the application and the evaluation for merit. Currently there is only a one-percent difference between the shares (steps) which, for someone earning \$50,000 on a nine-month contract, amounts to an increase of only \$500 per year. For those with lower salaries, the increase is much less. Several faculty members have suggested to the Code Committee that something needs to remedy the small increases allowed by the current scale of ninety steps.

The change of steps to grades and shares to steps will occur as a result of a change in the language of the software being used to generate the salary scale. (See the attached salary scale for this academic year incorporating the new language.)

Original Proposal *motion 00-34A - 2nd motion after priority motion passed*

8.40 Yearly Salary Adjustments

A. Promotions in Rank

1. Each year the university president, after collaboration with the provost/vice president for academic affairs and the Faculty Senate budget committee, shall assign sufficient funds from the university's total budget allocation to support the promotion of faculty members.
2. A faculty member promoted during any given biennium shall receive at least a salary increase of two (2) full steps grades on the salary scale and simultaneously attain at least the current minimum salary step for the new rank even if

such increase exceeds two (2) full ~~steps~~ grades; provided further that if the promotion comes at a time of a scale adjustment, the faculty member shall benefit from the scale adjustment.

In addition to promotions in rank, the salary of a faculty member ~~may~~ shall change as the result of any one of ~~two (2)~~ three (3) types of actions. Subject to the availability of funds during any biennium and to the mandates of the state legislature and/or the governor, the following descending order of ~~priority for the two (2)~~ three (3) types of actions shall be observed as yearly salary increases are considered.

1. ~~{Move to Section B 3} An across-the-board scale adjustment;~~
2. 1. General merit increase. General merit increases shall be given to faculty members to reward them for outstanding service to the university fulfilling the criteria for Merit Level I.
 - a. ~~Such merit increases shall amount to a full grade be given in increments, or multiples thereof, of one or two sub-shares of the full steps in the published salary scale. according to the number of merit levels awarded faculty members at the time of a merit distribution (e.g., Merit Level I corresponds to one sub-share of a full step; a level II award at step 9.b would move a faculty member to step 10.a); All faculty members who meet the published criteria shall receive a general merit increase.~~ The minimum criteria established by the Faculty Senate for the award of Merit Levels I ~~and II~~ shall be published annually together with the salary scale (See Section 8.15).
 - b. General merit increases, which are permanent, are separate from special salary awards or adjustments identified elsewhere in this Code, such as in Sections 4.55 and 8.46. Faculty members newly hired or promoted are eligible for only four full merit ~~steps~~ grades above the ~~step~~ grade into which they are hired or promoted if such advancement exceeds the ceiling for their rank. Faculty members who participate in the conversion to the new salary schedule in 1991 shall also be eligible to advance four full ~~steps~~ grades on the scale even though such advancement exceeds the ceiling for their rank. No faculty member may receive a salary exceeding the top ~~step~~ grade on the salary scale.
2. Special merit increase. Special merit increases shall be given to faculty members to reward them for fulfilling the criteria for Merit Level II.
 - a. Each special merit increase shall amount to one ^{grade} step on the salary scale. All faculty members who meet the published criteria shall receive a special merit increase. The minimum criteria established by the Faculty Senate for the award of Merit Level II shall be published annually together with the salary scale (See Section 8.15).
 - b. Special merit increases, which are permanent, are separate from special salary awards or adjustment identified elsewhere in this Code, such as in Sections 4.55 and 8.46.
3. {Move from Section A 1} An across-the-board scale adjustment. After all faculty members have received the merit awards for which they meet the criteria established by the Faculty Senate, appropriated funds may be used to adjust the faculty salary scale.

Since the hearings, two developments have occurred that the majority of the Code Committee want the Faculty Senate to know about in order to make an informed decision.

1. In its discussions concerning the hearings, the Code Committee itself made changes to the second section of the preamble of 8.40.B.
- 8.40.B. In addition to promotions in rank, the salary of a faculty member ~~may~~ shall change as the result of any one of ~~two (2)~~ three (3) types of actions. Subject to the availability of funds during any biennium, ~~and~~ to the mandates of the state legislature and/or the governor; and the availability of salary savings (see Section 8.30), the

following ~~descending order of priority for the two (2)~~ three (3) types of actions shall be observed in the order listed as yearly salary increases are considered.

2. As a result of discussions with the provost and deans on April 28, the Code Committee agreed that only legislatively appropriated funds would be used to fund annual salary increases and that Merit Level I awards would consist of two steps. The Code Committee further agreed that awards of one step would be made to faculty members qualifying for Merit Level II.
3. At its further discussions with the provost and deans on May 5, the Code Committee learned that President Norton will not agree and will not forward to the Board the compromise agreed to on April 28. Instead, he favors a preamble that reads as follows:

8.40.B In addition to promotions in rank, the salary of a faculty member may change as a result of any one of three (3) types of actions. Subject to the availability of legislatively appropriated funds during any biennium and to the mandates of the state legislature and/or governor, the following three (3) types of actions shall be observed in the order listed as yearly salary increases are considered.

President Norton also favors awards of only one step for Merit Level I and one step for Merit Level II.

The majority of the Code Committee thinks that the award of only one step for Merit Level I is not sufficient reward for faculty members whose salaries are very low in relation to comparable institutions.

4. At least one more idea has surfaced in the Code Committee. Retain the language of the present code concerning the award of steps for Merit Levels I and II, but reorder priorities so that cross-the-board increases are calculated last.

Thus we would have Merit Level I as first priority, Merit Level II as second priority, and the section would read as follows:

8.40.B.1. General merit increase. General merit increase shall be given to faculty members to reward them for fulfilling the criteria for Merit Level I.

- a. Such merit increase shall be given in increments, or multiples thereof, of one or two steps in the published salary scale. The minimum criteria established by the Faculty Senate for the award of Merit Level I shall be published annually together with the salary scale.

B. 2. Special merit increase. Special merit increases shall be given to faculty members to reward them for fulfilling the criteria for Merit Level II.

- a. Such merit increases shall be given in increments, or multiples thereof, of one or two steps in the published salary scale. The minimum criteria established by the Faculty Senate for the award of Merit Level II shall be published annually together with the salary scale.

The Code Committee submits the events listed above to the Faculty Senate for its consideration and disposition.

Motion No. 00-34B

7.20 Faculty Load - Instructional Faculty Members

- C. Central Washington University seeks to maintain teaching loads averaging no more than twelve (12) contact hours. This is to allow time for faculty to produce research, or works of scholarship or artistic merit and to prepare for classes. The load assignment policies listed below are geared to this assumption and the understanding that faculty members with primarily instructional responsibilities normally engage in a variety of professional activities in connection with the performance of their duties at the university.
- D. In order to help reconcile the various demands on the faculty member's time--demands such as writing or research or study, class preparation and related travel, grading, counseling and advising, committee work, teaching and other professional activities--and in order to facilitate the kind of professional achievement contemplated in this Faculty Code, the following principles shall be observed in the assigned load portion of a faculty member's responsibilities:

1. Teaching load

- a. Recognizing that the teaching load will vary among the faculty and among different disciplines and subjects, exclusive of individual study, the average teaching load for the entire faculty for the academic year shall be twelve (12) contact hours per week, exclusive of continuing education, or its equivalent as determined by the provost/vice president for academic affairs, according to this formula: Contact-hour factors shall be used in determining and describing faculty teaching loads. The average yearly load in departments should be twelve (12) contact hours. The maximum load for any faculty member shall not exceed eighteen (18) contact hours in any one quarter.

Determination of credit hour loads for individual faculty members shall normally follow the guidelines:

1. Lecture/demonstration/laboratory classes (actual class hours-1 class hour=1 contact hour)
2. Activities classes (2 class hours=1 1/2 contact hours-1 class hour=3/4 contact hour)
3. Student-teaching/field-experience/cooperative education supervision
 - a. Student teaching/field experience
 1. Part-time campus supervisor-~~a~~ 1 contact credit hour=1 1/4 full-time students
 2. Field supervisor - 1 contact credit hour=1 1/4 full-time students
 - b. Cooperative education supervision - 1 contact hour=30 student credit hours. Faculty shall receive remuneration according to the terms of Section 7.20.B.1.a.iv.e. of this Faculty Code.
4. Individual study supervision (all courses titled thesis (or equivalent) and, individual study [296, 496, 596]) to be remunerated by payment or reassigned time as follows:
 - a. Undergraduate level-8 student credit hours=1 contact hour. Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study.
 - b. 500 level-6 student credit hours=1 contact hour. Credit for reassigned time shall be counted only at the time that the grade sheet verifies the completion of the individual study.
 - c. 600-700 level (thesis or equivalent committee chair) ~~3/4~~ ^{1/2} student credit hours = 1 contact hours. Credit to be given once upon submission to the department. During the regular academic year, reassigned time shall be accumulated and awarded when generated by the student's registration for thesis credit. Summer thesis credit shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter, provided that total summer school remuneration shall not exceed a maximum of fifteen (15) contact hours.
 - d. ~~599-600-600.1-6-9~~ ¹⁻⁶⁻⁹ theses (or equivalent) committees = 1 contact hour (membership on thesis, or equivalent, committee other than chair). Credit to be given once upon submission of the thesis to the department (thesis advisor). If submission occurs during the academic year, credit for reassigned time will be granted; if submission occurs during summer quarter, remuneration will occur, not to exceed a maximum of fifteen (15) contact hours.
 - e. The university recognizes that it is not always possible to foresee the timely scheduling of individual studies during some quarters and that individual faculty members may necessarily supervise these studies as an overload. Beginning with fall quarter 1999, two different modes of calculating contact hour loads that include individual studies may be employed by the faculty member. These modes shall be applied by the faculty member with the consent of the department chair and academic dean.
 - (i) Same quarter scheduling: individual study assigned as part of the faculty member's average credit hour load
 - (ii) Reassignment (See Section 7.20. B. 1. b.): individual faculty members shall experience an adjustment in their average loads after accumulating the contact hour equivalent of not more than ~~one lecture/demonstration/laboratory course~~ (not to exceed six (6) credit hours, provided that they continue to be employed by the university at the time that they complete the accumulation. ~~Only one such adjustment per academic year shall occur for an individual~~

Amendment

~~faculty member. Faculty members shall not earn reassignment under this Section 7.20. B. 1. a. 4. e. for more than one (1) lecture/demonstration/laboratory course at any one time. Decisions to distribute accumulated reassigned time shall be made by the faculty member and the department chair, in consultation with the appropriate dean, so that program planning student needs are addressed.~~

- (iii) The individual faculty member's department shall keep records of credits and contact hours accumulated quarter to quarter under this Section 7.20. B. 4.

Other types of instructional activities - contact hour equivalencies are arranged by agreement between the chair, the dean, and the provost/vice president for academic affairs.

- f. The maximum teaching load of eighteen (18) contact hours per week includes continuing education credits which are subject to additional remuneration. This limit may be waived by academic deans for special cases.
- g. The teaching load of any particular faculty member may vary from the average teaching load from one quarter to another by being adjusted by the department chair and dean to permit involvement in graduate thesis supervision, research, other instructional responsibilities or in special assignments; such load variations are normally approved only on a quarter-to quarter basis.

Deans establish and publish annually the guidelines and procedures for the award of reassigned time not related to individual study/thesis supervision. Such guidelines and procedures shall be consistent among the university's schools and colleges.

- h. If, under unusual scheduling conditions, a large class must be taught, or a department or faculty member seeks to teach a large class, or a faculty member must travel a substantial distance off campus to teach a course, appropriate adjustments should be made to assist the instructor such as teaching assistance, reassigned time, clerical help and supplies.

Rationale: The proposed changes for 7.20 B. 1. a. seek the following:

- 1) To regularize the procedures for awarding reassigned time for activities other than individual studies so as to create well-publicized opportunities for faculty to pursue research and other scholarly activities.
- 2) To remove confusion and the potential for abuse in the administration of reassigned time as payment for individual studies.
- 3) To meet complaints from departments and their chairs concerning the "richness" of the formula for awarding reassigned time or payment to those faculty supervising theses or sitting on thesis committees and to eliminate unnecessary bureaucracy in the administration of reassigned time. Also the summer school provisions for theses and thesis committees matches the administration guidelines for 7.20 promulgated by the provost on November 30, 1999.
- 4) To accommodate those departments whose programs are built around a three-credit hour module and that would suffer damage to program integrity were six hours to be awarded to a faculty member all at one time.
- 5) To make it possible for faculty members increasingly involved in travel to centers at locations away from Ellensburg to receive some adjustment in load as compensation for travel time.

15.20.D. *Motion 00-34C*

Load calculations shall be made in accordance with those applicable to the regular academic year per Section 7.20 of this Faculty Code; provided that the supervision as chair of theses committees during summer session shall be remunerated according to the number of thesis credits generated by the faculty member during summer quarter and that the total summer school remuneration shall not exceed a maximum of fifteen (15) credit/contact hours (See Section 15.30), and provided further that service on theses committees, other than as chair, shall be remunerated only if the thesis is submitted during summer session, provided that the maximum remuneration for summer session shall not exceed fifteen (15) contact hours;

Rationale: This proposal would simply insert into the summer school section the language from 7.20 in order to avoid confusion.

Motion 00-34 D passed

5.20 Summer School Appointment

Except as provided in Section 4.85 C, appointment to teach in summer school shall be decided on the basis of the program requirements of the university. Whenever any department has more ~~regular~~ tenured and tenure-track faculty members wishing to teach for the summer than there are positions to be filled by members of the department, recommendations for appointment by the department chair to and the deans ~~to the dean of extended university programs~~ and the provost/vice president for academic affairs shall be made according to the following provisions and restrictions:

Rationale: Occasionally, questions arise as to what constitutes the "regular" faculty of the university. This proposed change would answer the question. It also seeks to eliminate a fossil.

Motion 00-34 E passed

5.10 Reappointment - Procedures

Final recommendations concerning the reappointment of any faculty member shall be submitted to the president of the university by the provost/vice president for academic affairs. In order to make recommendation to the provost/vice president for academic affairs and deans and to promote consistency, the tenured and tenure-track faculty, except phased retirees, of departments shall devise written criteria and procedures for evaluating probationary faculty for reappointment. These criteria and procedures shall be consistent with those used to evaluate probationary faculty for the award of tenure according to Sections 5.10 ad 5.25 F of this Faculty Code. Each school/college dean advises the provost/vice president for academic affairs, following a procedure ~~which~~ that utilizes recommendations or information from four possible sources, as follows:

- A. Following review of the candidate's professional record, only tenured and tenure-track faculty members, except phased retirees, in a candidate's department may submit a statement to the appropriate dean indicating his/her recommendation regarding reappointment. Tenured and tenure-track faculty members shall simultaneously provide to the department chair or program director and to the members of the personnel committee a copy of the statement submitted to the dean;
- B. Each department shall submit a departmental recommendation from only the tenured and tenure-track faculty, except phased retirees, regarding reappointment, using an established committee procedure in arriving at the recommendation but limiting the committee to tenured and tenure-track faculty, The candidate and the department chair shall receive a copy of the departmental recommendation.
- D. Individual faculty members under consideration shall submit an updated professional record and other materials helpful to an adequate consideration of their circumstances regarding reappointment to the tenured and tenure-track faculty of their department, to their department chair and school dean. Such materials may include solicited and unsolicited letters of support from individuals other than the tenured and tenure-track faculty of their departments. The material presented shall be available for review by the tenured and tenure-track faculty in the probationer's department at least one (1) month in advance of the date for submission of the departmental and chairs' recommendations for reappointment. It is the responsibility of the individual faculty member to make sure that the professional record and other materials are complete at the time of submission.
- E. When establishing personnel committees departments shall strive to promote reasonable continuity in membership over time in order to provide consistency in personnel decisions.

Motion 00-34 F passed

5.30 Tenure - Procedure for Granting

- A. Each faculty member with tenure in the candidate's department, except phased retirees, may submit a written statement of recommendation to the appropriate dean. Tenured faculty members shall simultaneously provide to the department chair and to other tenured members of the department a copy of the statement submitted to the dean;
- B. The tenured members of the department may shall submit a departmental recommendation in writing to the appropriate dean and the department chair using whatever committee procedure it they desires ~~while limiting the~~

2022 amendment ~~partial strike out~~
failed at

committee membership to tenured faculty. ~~Phased retirees shall not serve on the tenure committee;~~ In cases where fewer than three members of a department, in addition to the chair, are tenured, the tenured members of the department, with the approval of the appropriate dean, shall invite tenured faculty from other disciplines related to that of the department to participate in the committee proceedings. When establishing such tenure committees, departments shall strive to promote reasonable continuity in membership over time in order to provide consistency in personnel decisions.

Amendment
to Struck
failed at

Each Colleges/ and schools may establish one standing personnel committee, consisting of tenured faculty members from the college/school to act in an advisory capacity to the dean. Only one member of a department in a school or college may serve on such committees. Members of the personnel committee shall not advise on the ~~tenure of probationers~~ personnel decisions concerning members of from their own departments; but school/college personnel committees shall have access to all recommendations concerning personnel actions about which it advises. Alternates shall be elected at the same time as regular members to such personnel committees in order to substitute for regular members as needed. Phased retirees shall not serve as regular or alternate members on such committees. (See Section 8.65.D)

E. The faculty member under consideration ~~may~~ shall submit data in support of his/her candidacy (see Section 5.10. D. of this faculty code);

4.30 B. 1. Assistant Professor may 31

a. The doctorate degree, as recognized by United States accrediting associations, or ~~equivalent~~ appropriate terminal degree (i.e., standards established by recognized United States accrediting associations);

or

b. The master's degree as recognized by United States accrediting associations and forty-five (45) quarter credit hours of systematic study beyond that needed for the master's degree and three (3) years of professional academic experience;

or

c. The master's degree as recognized by United States accrediting associations and five (5) years of professional academic experience.

4.30 B. 2. Associate Professor

a. The doctorate degree or ~~equivalent~~ appropriate terminal degree (i.e. standards established by recognized United States accrediting associations) and six (6) years of professional academic experience;

or

b. ~~The master's degree as recognized by United States accrediting associations and forty-five (45) quarter credit hours of systematic study beyond that needed for the master's degree and eight (8) years of professional academic experience.~~

4.30 B. 3.a. Professor

The doctorate degree in those fields in which such degrees are normally expected or the ~~equivalent~~ appropriate terminal degree (i.e., standards established by recognized United States accrediting associations) and ten (10) years of professional academic experience;

4.60 Non-Tenure Track Appointments

Non-tenure-track ranked positions and lecturers or adjuncts may be appointed by the Board of Trustees upon recommendation of an academic department, the appropriate academic administrators and the president when, in the judgment of the department such appointments are desirable to help the department meet teaching loads.

Non-tenure-track appointees who teach or supervise subjects or activities in which students receive credit shall hold at least the master's degree or equivalent as approved by United States accrediting agencies. Only in exceptional cases may this rule be waived.

- A. 4. Full-time non-tenure-track ranked positions and lecturers are not eligible for promotion, professional leave, tenure and other similar benefits. However, individuals holding such appointments may as a result of a national search, at any time be given a tenure-track appointment with academic rank subject to the qualifications specified in Section 4.30 of the Faculty Code. ~~and;~~ With such appointment, upon recommendation of the department and approval by the appropriate dean, the provost/vice president for academic affairs and the president, such individuals may be given the right by the trustees to apply the length of time served towards promotion, tenure and professional leave or other similar benefits where applicable;
- A. 8. Full-time non-tenure-track appointees shall be evaluated by personnel committees (See Sections 5.07 and 8.65) and independently, by department chairs at least once each year before any renewal of the appointment occurs. Such evaluation shall take 4.60 A. 6 of the Faculty Code and the terms of the appointee's contract into account. Department chairs shall inform the dean of the results of the evaluation.
- B. 3. d. The performance of the adjunct appointees' contracted assignments shall be evaluated by personnel committees (See Sections 5.07 and 8.65) and, independently, by department chairs at least once each year . .

Rationale: The proposal that non-tenure track faculty hold at least the master's degree simply repeats the stipulation in Section 4.55 that tenure-track appointees possess at least the master's degree. It has come to the attention of the Code Committee that degree requirements for the non-tenure-track may be handled in a more cavalier manner than for the tenure-track in some schools/colleges of the university. Other proposed changes are necessary in order to conform to proposed new Section 5.05.

(See above.)

8.65

- Motion 00-34 G passed -*
- D. Colleges and schools may establish one standing personnel committee, consisting of tenured faculty members from the college/school to act in an advisory capacity to the dean. Only one member of a department in a school or college may serve on such committees. Members of the personnel committee shall not advise on the personnel decisions concerning members of their own departments, but school/college personnel committees shall have access to all recommendations concerning personnel actions about which it advises. Alternates shall be elected at the same time as regular members to such personnel committees in order to substitute for regular members as needed. Phased retirees shall not serve as regular or alternate members on such committees. (See Section 5.30.D)

Rationale: This proposed new section 8.65.D reflects the proposals for departmental and school/college personnel committees suggested earlier for recommendations of reappointment and tenure.

8.70. C

- may 31*
1. Promotion in rank will be made according to the criteria listed in this Code, except that faculty members normally cannot be promoted before completing ~~three (3)~~ four (4) years of service in their current rank at Central Washington University. Thus consideration for promotion can occur in the ~~third~~ fourth and subsequent years of service in the current rank. ~~Three (3)~~ Four (4) years in a current rank does not guarantee promotion. Primary responsibility for recommendations for promotion rests with the schools, colleges, library and appropriate deans.
3. It is the responsibility of faculty members to update each year their professional records. Faculty members who wish to be considered for promotion must make available to the department and its personnel committee updated professional record forms and other materials consistent with the university's and department's criteria for the award of promotion (Section 8.65.D). Individual tenured and tenure-track faculty members, excepting phased retirees, shall be entitled to submit recommendations to their dean concerning candidates for promotion. The personnel committee of the department or the department as a whole may prepare a list of recommendations for promotion to the dean. The

department chair will inform qualified faculty members of their placement on the chair's list, of the recommendation of the personnel committee whenever relevant, prior to the transmission of the list(s) to the appropriate administrator.

8.75 Merit

B. Merit-Procedure

1. (Second paragraph) The professional record, along with such other documentation as is pertinent to the case, that meets university, college/school and departmental criteria for the award of merit, shall ~~is to~~ be submitted to the appropriate chair and/or departmental personnel committee by the established deadline date for a given year (See academic calendar for submission dates).
7. ~~The reasons for granting merit will be made public to exemplify what is valued by the university.~~
- 7.8- Departments, deans and the provost/vice president for academic affairs shall observe the deadlines for submission of merit recommendations posted in the academic calendar.
- 8.9- In years when funds exist for merit awards, recommendations for merit shall be made by departments and a list established by deans and the provost/vice president for academic affairs.

8.80 Tenured Faculty Review

Tenured faculty shall be reviewed by departmental personnel committees and, independently, by department chairs at least once every three (3) years. Merit or promotion review may constitute such a continuing performance evaluation; if merit or promotion reviews do not occur for a given faculty member during a three (3) year period, a separate performance evaluation shall be conducted. The criteria and procedures for such evaluation shall be consistent with those for the award of merit and promotion.

Phased retirees shall be evaluated by departmental personnel committees and, independently, by department chairs at least once every three years in accordance with Section 9.92 G. of this Faculty Code.

Tenured faculty and phased retirees under review shall submit to the department chair and members of the department updated professional records and other materials consistent with the university and departmental criteria for merit and promotion and with Section 9.92 G of this Faculty Code.

Through the review of tenured faculty, the university encourages and assists faculty members in their efforts to improve professionally.

Exhibit D

Background and Rationale for Proposed Changes to the General Education Program:

Background and Rationale:

1. This renumbering scheme (listing the courses in this sequence as 100 level classes will:
Provide a clearer picture of the level of this course - many students are confused by the current number scheme, assuming that they must take PHYS 111 - 113 before they can take what is currently called PHYS 211 - 213 - a mistake that can cost a potential physics or engineering major up to a year in meeting requirements for graduation.

Provide a clearer picture of the level of this course to advisors (see a. above).

Provide a number scheme representing the level of this course consistent with other departments at CWU (e.g., chemistry offers a CHEM 111 sequence and a CHEM 181 - 183 sequence with somewhat similar distinction between the sequence

Provide a number scheme consistent with the majority of undergraduate physics programs in Washington, (e.g. WWU, EWU, and UW, all of which list the equivalent of these courses as 100 level.)

2. General Education Course Addition - HED 101 Health Essentials - approved by the General Education Committee 4/19/00

Background and Rationale:

This proposal is submitted to address our interest in providing an option under the breadth requirement of the General Education Program. We submit this course for consideration under the foundations of Human Adaptations and Behavior section.

The 2000 Undergraduate Catalog states, "According to these ends our general education program...attempts to instill a critical awareness of human knowledge and of its relationship to the human condition." No human condition is more important than health. Health as the totality of a person's existence, recognizes the inter-relatedness of physical, psychological, emotional, social spiritual, and environmental factors that contribute to the overall quality of a person's life. Breadth courses under the Foundation of Human Adaptation and Behavior include:

"an introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human interaction with natural and man made environment intended to help students make informed judgments concerning broad environmental issues".

The Health Essentials course fits perfectly under these descriptions in the catalog. The course description for HED 101 Health Essentials reads, "fundamental patterns and understanding of human interaction with natural and man made environments intended to help students make informed judgements influencing human health".

Today, the leading causes of illness and death are no longer due to conditions over which humans have little or no control. Rather, they are now due to human interactions with natural and man made factors that can cause illness or death. These diseases and causes of death such as heart disease, cancer, AIDS, and accidents result from environmental factors, people's behaviors, and the ways in which people chose to live.

Further justification for including Health Essentials as a breadth requirement is seen in the fact that the majority of universities nationwide include a general health course as part of their general education program.

In conclusion, it is simply very important to all students at CWU that they have an opportunity to acquire basic knowledge that can delay morbidity/mortality and help them to make informed choices that can improve the quality of life.

Exhibit E

Market Definition Report

Exhibit F

Proposed motion regarding Faculty Senate standing committee term limits.

Motion: "All Faculty Senate standing committee appointment terms shall be 3 years, and no more than 2 consecutive terms shall be served by an individual on any one committee. Individuals who have completed the equivalent of two consecutive three year terms, by the end of the 2000-01 academic year, shall be replaced by the beginning of the 2001-02 school year."

Rationale: Placing committee membership on a regular rotation will broaden the knowledge base of our faculty, diversify the input heard in committee forums, and strengthen the university's commitment to shared governance. While there are advantages of economy in having a few "experts" with extended committee tenures, the Faculty Senate can become overly dependent on a few individuals to interpret and make policy; these experienced individuals may continue to provide information as consultants. Collective rather than individual wisdom is essential for the healthy governance of a university.

Faculty Senators,

I am sorry that I could not be with you today but I am accompanying four students to an industrial distribution conference. I would like to thank the executive committee for nominating me as a candidate to the Faculty Senate Chair elect position.

My main concerns at this time are that we try to put in place a policy for faculty salaries, promotion, and tenure and that we ensure that we are represented and have an active voice in the shared governance of the University.

I have worked with these concerns on the Ad Hoc committee for market definition which worked this year to make the report that you will all consider today, the Faculty Senate Budget Committee for the 97 - 99 academic year where we worked on the merit I and II policies with the code committee. The second year we worked to come up with the salary equity adjustment plan. We also meet throughout the year with the Code Committee to make code changes to validate the equity adjustments. I was also on the faculty senate representative to the Ad Hoc Summer School Budget Committee to represent the concerns of faculty in terms of the summer school budget.

I am currently on the Council of Faculty Representatives (CFR) to work with faculty from the other universities in the state to come to an understanding of how the legislative code is put into policy by the different universities. The council also considers legislation that effects the universities and the collective faculty. I am also on the Affirmative Action and the Athletics Committee.

I also taught the first two years at a West Side extension campus and so I am aware of the challenges that are present due to that circumstance.

Again I apologize for my absence.

Best regards,

A handwritten signature in black ink, appearing to be 'Lad Holden', with a long horizontal flourish extending to the right.

Lad Holden

motion 00-34

- ADAMSON, Karen *aye*
- ALSOSZATAI-PETHEO, John
- BAXTER, Louise *aye*
- BEAGHAN, Jim *no*
- BEATH, Linda *aye*
- BENSON, William *no*
- BRAUNSTEIN, Michael *aye*
- KURTZ, Martha *aye*
- CAPLES, Minerva *no*
- COCHEBA, Don *aye*
- DeVIETTI, Terry *aye*
- ELY, Lisa
- FORDAN, Robert *aye*
- GAMON, Ken *no*
- GRAY, Loretta *aye*
- GUNN, Gerald
- HAWKINS, Jim *aye*
- LI, Chenyang *aye*
- KAMINSKI, Walter *aye*
- KILEN, Josh *Alternate substitute*
- LEWIS, Keith *aye*
- POLISHOOK, Mark *no*
- MONSON, Luetta *no*
- NETHERY, Vince *aye*
- NELSON, Joshua *aye*
- NGALAMULUME, Kalala
- OLIVERO, Michael
- OWENS, Patrick
- RICHMOND, Lynn *aye*
- ROBERTS, Connie *no*
- ROBERTS, Scott *aye*
- SCHAEFER, Todd *aye*
- SCHWING, James *aye*
- SPENCER, Andrew
- STACY, Gerald
- THYFAULT, Alberta
- UEBELACKER, Morris *aye*
- WILLIAMS, Wendy *aye*
- WYATT, Marla *no*

- HOLTFRETER, Robert
- FUENTES, Agustin
- RAUBESON, Linda
- VACANT
- BOWMAN, Andrea
- DUGAN, Jack
- PALMQUIST, Bruce
- ARRINGTON, Jane
- DONAHOE, Susan
- GHOSH, Koushik
- ~~WEYANDT, Lisa~~
- MELBOURNE, Timothy
- GARRETT, Roger
- HARPER, James
- POWELL, Joe
- FAIRBURN, Wayne
- VASEK, Cheri
- HOOD, Webster
- HOLDEN, Lad
- Holt, Nicole*
- BACH, Glen
- GAUSE, Tom
- WOODCOCK, Don
- VACANT
- LEFKOWITZ, Natalie
- HECKART, Beverly *aye*
- VACANT
- CANNASCATO, Daniel
- BRADLEY, James
- LOCHRIE, Mary
- D'ACQUISTO, Leo
- WIRTH, Rex
- DONAHUE, Barry
- SNEDEKER, Jeff *no*
- ABDALLA, Laila
- BUTTERFIELD, Carol
- ALWIN, John
- PENICK, Jeff
- SCHACTLER, Carolyn

Total: 39

Quorum: 20

aye 21 - 9 no

TALLY

2000-01 FACULTY SENATE EXECUTIVE COMMITTEE
May 17, 2000

Executive Committee Members

	<u>#1</u>	<u>#2</u>
 23 Michael R. Braunstein, Physics	TOTAL: _____	TOTAL: _____
 18 Toni A. Čuljak, English	TOTAL: _____	TOTAL: _____
 14 Marla J. Wyatt, Family and Consumer Sciences	TOTAL: _____	TOTAL: _____
▲ Lad Holden, Industrial & Engineering Tech.	TOTAL: _____	TOTAL: _____
 16 F. Lynn Richmond, Business Administration	TOTAL: _____	TOTAL: _____
 18 Schaefer	TOTAL: _____	TOTAL: _____
_____ (write-in)	TOTAL: _____	TOTAL: _____
_____ (write-in)	TOTAL: _____	TOTAL: _____
_____ (write-in)	TOTAL: _____	TOTAL: _____

TALLY

2000-01 FACULTY SENATE EXECUTIVE COMMITTEE

May 17, 2000

Executive Committee Members

	#1	#2
XXXXXXXXXX Michael R. Braunstein, Physics	TOTAL: 23	TOTAL: _____
XXXXXXXXXX Toni A. Culjak, English	TOTAL: 18	TOTAL: _____
XXXXXXXXXX Marla J. Wyatt, Family and Consumer Sciences	TOTAL: 14	TOTAL: _____
 Lad Holden, Industrial & Engineering Tech.	TOTAL: _____	TOTAL: _____
XXXXXXXXXX F. Lynn Richmond, Business Administration	TOTAL: 16	TOTAL: _____
XXXXXXXXXX Schaefer	TOTAL: 18	TOTAL: _____
_____ (write-in)	TOTAL: _____	TOTAL: _____
_____ (write-in)	TOTAL: _____	TOTAL: _____
_____ (write-in)	TOTAL: _____	TOTAL: _____

TALLY

2000-01 FACULTY SENATE EXECUTIVE COMMITTEE

May 17, 2000

CHAIR ELECT

#1

#2

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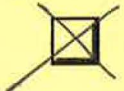
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West-side - 2 Senators

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1 Senator voted for Lynn

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**Central Washington University
Market Definition Report**

**Prepared for the
Central Washington University Faculty Senate**

by

Faculty Senate Ad Hoc Market Definition Committee

Joshua Nelson, Committee Chair

College of Arts and Humanities

Lois Breedlove, Communication

Keith Lewis, Art

College of the Sciences

Michael Braunstein, Physics

Terry DeVietti, Psychology

College of Education and Professional Studies

Lad Holden, Industrial & Engineering Technology

Connie Roberts, Administrative Management & Business Education

School of Business and Economics

Karen Adamson, Accounting

Peter Saunders, Economics

Library

Daniel CannCasciato

Ex Officio

Mark Lundgren, Director, Institutional Studies

May 2000

Executive Summary

The Senate Ad Hoc Market Definition Committee was charged with addressing three basic questions as a result of an issue raised in the 1998-99 Faculty Salary Equity Study regarding salary compression. This summary poses each of the three questions, offers a brief response, and presents recommendations.

1. What is the definition of market as it applies to faculty salaries?

Market Definition: "The forces that determine the compensation required to attract, hire, and retain those faculty necessary for the university to accomplish its mission."

2. Do, or should, these definitions apply to the university culture?

The committee believes that market forces should be applied in the future through a clear and equitable process. In the absence of a salary policy, market forces have been applied inconsistently; this practice has had a negative effect on faculty morale. Central Washington University should establish an explicit faculty salary administration policy that among other things addresses market forces.

3. How can these market definitions be applied or implemented in university hiring practices?

Recommendations:

- As a guiding reference to achieve a **short-term solution** to this immediate concern, the committee recommends that the mean CWU faculty salary be raised to the CUPA mean by using a percentage adjustment for rank and discipline.
- The committee further recommends that a two-year time-frame be set to achieve this initial goal.
- Thereafter, the committee recommends that a *true* merit process be developed that results in significant advancement as opposed to the mini-steps currently used for merit.
- To achieve a **long-term solution**, the Market Definition Committee recommends that a salary administration board be created to develop and administer a faculty salary administration policy. Included in that policy should be significant step promotions for longevity, merit, and promotions in rank. The CUPA data should be used as a guiding reference in establishing salary ranges for faculty in the various ranks and disciplines. In addition, other market forces may need to be considered to attract and retain quality faculty.
- The most important and significant characteristic of any eventual salary policy should be that it is made public, easy to access, and based upon an available formula. All faculty need to know that they are being treated fairly and that salary adjustments are being made in a consistent and rational manner across the university.

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Introduction

In November 1999 the Faculty Senate created the Ad Hoc Market Definition Committee. The impetus for creating this committee came from various quarters. In the general recommendations section of its report to the CWU president, the NASC accreditation team pointed out that faculty salaries had become a source of various problems and officially recommended that the issue receive immediate attention. Also, concerns brought to light by the 1998-99 Faculty Salary Equity Study regarding salary compression added momentum to the formation of this group.

In creating this committee, the Faculty Senate tried to choose its members to reflect as broad a range of professional and philosophical thinking among the faculty as possible. The committee members were:

Joshua Nelson, Faculty Senate Chair Elect, Market Definition Committee Chair

College of Arts and Humanities

Lois Breedlove, Communication

Keith Lewis, Art

College of the Sciences

Michael Braunstein, Physics

Terry DeVietti, Psychology

College of Education and Professional Studies

Lad Holden, Industrial & Engineering Technology

Connie Roberts, Administrative Management & Business Education

School of Business and Economics

Karen Adamson, Accounting

Peter Saunders, Economics

Library

Daniel CannCasciato

Ex Officio

Mark Lundgren, Director, Institutional Studies

The committee was charged with addressing three basic questions:

- What is the definition of market as it applies to faculty salaries?
- Do, or should, these definitions apply to the university culture?
- How can these market definitions be applied or implemented in university hiring practices?

Market Definition

Early on in the committee's work, the following market definition was created. This definition served to guide the committee's response with the remaining two questions.

Market Definition: "The forces that determine the compensation required to attract, hire, and retain those faculty necessary for the university to accomplish its mission."

Currently, Central Washington University has no explicit policy concerning the impact of market on faculty salaries. However, the current salary differences between faculty disciplines across the university indicate that market considerations are used to establish faculty salaries. The lack of such a policy undermines CWU's mission through the resentment, sense of entitlement, misunderstanding, and mistrust which is generated among faculty.

Furthermore, the current state of affairs does not adequately address the fact that genuine market forces are associated with faculty salaries. This deficiency has created, for instance, failed searches due to lack of candidates for faculty positions that are necessary for CWU to accomplish its mission.

CWU can draw from a number of external examples (see PSU Faculty Salary Policy, Appendix A) and internal rationales to justify the establishment of a market-driven faculty salary policy. A strong precedent for establishing a market-driven faculty salary policy at CWU exists in the formation of the CWU Administrative Exempt Salary Plan; this plan was generated by the administration and approved by the Board of Trustees (May 14, 1999). The policy uses College and University Personnel Association (CUPA) market data to establish salary ranges. This salary administration plan, incidentally, was used to adjust administrative exempt salaries in 1996-97 and 1997-98 to make them more nearly in parity with CWU's peer institutions than are current faculty salaries. The Administrative Exempt Salary Plan is included in Appendix B.

Models of Possible Faculty Salary Market Policies

The committee evaluated a broad spectrum of possible models for establishing faculty salary ranges. A brief summary of each of the models follows. One example of the cohort model, the CUPA model, is explained in great detail because it relates directly to the committee's recommendation for a short-term solution.

Free Market Model

The fundamental assumption of the Free Market Model is that CWU is competing for faculty with the private sector as well as other institutions of higher education and that this market places significantly different values on different disciplines. The market can be addressed by analyzing and applying labor statistics in setting faculty salary ranges. Application of this model will result in salary variations based on faculty discipline. The model also allows for significant variation in salaries among faculty due to rank and merit.

Assumptions:

1. There are many employment opportunities in the private sector or government for numerous academic disciplines, such as accounting, business administration, economics, etc.
2. Therefore, those academic professions which compete with the free market are affected by the salaries prevailing in the private sector or government.
3. There is an opportunity cost of working at the university. That opportunity cost is the salary differential between the market salary and the university salary.
4. In order to attract qualified applicants for academic openings, the university must take into salary consideration this opportunity cost.
5. It is also true that direct comparisons between academic jobs and private sector jobs can not easily be made because benefits associated with academic jobs may not exist in the private sector. Such benefits may include job satisfaction derived from teaching and research, academic freedom, longer vacations, etc.

6. Given point number 5, it seems appropriate to use some sort of a discount rate when using private market jobs as a basis for academic salaries.

Small Liberal Arts College Model

The fundamental assumption of the small liberal arts college model is that CWU is competing for faculty who each perform fundamentally the same role (teaching, research, and service) in the accomplishment of the university's mission. Because this role is independent of faculty discipline, this model suggests that faculty salaries should be independent of discipline. The market can be addressed primarily through simple allocation of all available salary funds without regard to discipline. The model allows for variation in salaries among faculty primarily due to rank and merit.

Cohort Model

The fundamental assumption of the cohort model is that CWU is competing for faculty among a cohort of like institutions; upon addressing market forces, the cohort has found that certain disciplines demand higher salaries in order to accomplish the university's mission. This market can be addressed by analyzing and applying salary data from CWU's cohort institutions in setting faculty salary ranges. As a result, variations in salary by faculty discipline are inevitable. The model also allows for significant variation in salaries among faculty due to rank and merit. The CUPA Faculty Salary Benchmarks are presented as an example of the cohort model and offer reasonably reliable and valid data on which to base immediate salary adjustments.

CUPA Faculty Salary Benchmarks

Faculty salaries at universities are often compared on the basis of averages computed across academic disciplines and faculty ranks. These comparisons of overall average salaries can be misleading. A university may achieve a high overall average salary simply because it has disproportionate numbers of faculty in the senior ranks or in high-salaried fields such as engineering or accounting. Another institution may pay relatively high salaries to faculty in each rank and discipline, but have a low overall average salary if it has few senior faculty and few programs in the high-salaried disciplines. Thus, a clear understanding of faculty salary compensation requires salary benchmarks that do not confound rates of salary compensation with variations in the distributions of faculty ranks and disciplines.

The CUPA provides just such a set of salary benchmarks for comprehensive universities.¹ Every year CUPA conducts a survey of faculty salaries for which more than 200 comprehensive universities report data. CUPA then produces a report of mean faculty salaries computed separately by faculty rank and discipline. A comprehensive institution can compare its own average salaries by rank and discipline to the CUPA benchmarks to determine how well its faculty are paid compared to faculty across the nation of the same rank and discipline.

CUPA classifies faculty disciplines using federal Classification of Instructional Program (CIP) codes. Although CUPA does not collect data on all academic disciplines, major academic disciplines and many specialized disciplines are included in data collection. At Central Washington University, only the Administrative Management and Business Education (AMBE) department does not fit straightforwardly into a CUPA category.

Table 1 and Table 2 use CUPA mean salaries for comprehensive universities as benchmarks against which to gauge the effects of the 1999 adjustments to tenure-track faculty salaries that

¹ Oklahoma State University also collects faculty salary data by rank and discipline, but only for institutions granting doctoral degrees.

were made after adjustments for promotion in rank. These adjustments include a 3% raise for all faculty and additional adjustments for compression and equity paid to roughly two-thirds of the tenure-track faculty. The tables display the deviations of CWU salaries from CUPA benchmarks by rank but not discipline. Nevertheless, CUPA benchmarks have been applied on the basis of both rank and discipline. Thus, deviations from CUPA benchmarks take into account disciplinary differences in salaries, but are averaged separately by rank as well as for the entire faculty.²

In order to keep attention focused on the effects of the 1999 salary adjustments, only the salaries of continuing tenure-track faculty are included in the data displayed in the tables. Table 1 displays CWU salaries for the 1998-1999 academic year (after promotions), the corresponding CUPA mean salary benchmarks collected in the fall of 1998, and the deviation of CWU salaries from the CUPA benchmarks. Table 2 displays CWU salaries after the 3% general salary raise and the adjustments for compression and equity. The adjusted salaries went into effect in the fall of 1999. The CUPA benchmarks in Table 2 are inflated to compensate for the average salary increases at comprehensive universities between fall 1998 and fall 1999 as reported by the American Association of University Professors (AAUP) salary survey.³ For full professors and associate professors, the AAUP reports a 3.4% increase in salaries at comprehensive universities. For assistant professors the increase is 2.7%. The deviations displayed in Table 2 represent the differences between the adjusted CWU salaries and the inflated CUPA benchmarks.

The data displayed in the two tables show that CWU salaries are considerably below average for comprehensive universities. However, the 1999 salary adjustments did narrow the gap between CWU salaries and CUPA benchmarks. When salary deviations are averaged over all disciplines and ranks, unadjusted CWU salaries were \$6,497 below the 1998 CUPA benchmarks. Following the 1999 salary adjustments, CWU salaries are \$5,781 below the inflated CUPA benchmarks.

Data for AMBE faculty were excluded from these calculations. Procedures for deriving AMBE benchmarks from CUPA data have not yet been established. The CUPA data for 1999 are not yet available. AAUP data are not reported by discipline, but they are the best data available at the moment on changes in faculty salaries. The CUPA benchmarks are inflated separately by rank.

The salaries of CWU's full professors are farthest from the CUPA benchmarks. The unadjusted salaries of full professors were \$9,580 below the 1998 CUPA benchmarks. Full professors' adjusted salaries remain \$8,597 below the inflated CUPA benchmarks. Associate professors' unadjusted salaries were \$5,014 below the 1998 CUPA benchmarks, whereas their adjusted salaries are \$4,815 below the inflated CUPA benchmarks. In contrast, new assistant professors' unadjusted salaries were only \$701 below the 1998 CUPA benchmarks, and the adjusted salaries for new assistant professors are \$126 above the inflated CUPA benchmarks. Salaries of continuing assistant professors, however, have not reached parity with the CUPA benchmarks. They were \$2,257 below the 1998 CUPA benchmarks, and remain \$1,705 below the inflated benchmarks.

These data exemplify the usefulness of CUPA mean salaries for benchmarking faculty salary compensation. CUPA benchmarks have two major advantages over the percentile benchmarks reported by the Washington Higher Education Coordinating Board:

1. CUPA benchmarks take into account the variations of faculty salaries across ranks and academic disciplines.
2. CUPA data can be used to compute deviations in dollars from salary benchmarks. A dollar deviation value is more intuitively meaningful than percentile differences.

² The CUPA data for 1999 are not yet available. AAUP data are not reported by discipline, but they are the best data available at the moment on changes in faculty salaries. The CUPA benchmarks are inflated separately by rank.

³ The CUPA data for 1999 are not yet available. AAUP data are not reported by discipline, but they are the best data available at the moment on changes in faculty salaries. The CUPA benchmarks are inflated separately by rank.

However, comparisons to CUPA benchmarks must be made with some caution. CUPA means are derived from data on a large number of faculty drawn from a large set of comprehensive universities, permitting the reasonable assumption to be made that many potential sources of distortion are "averaged out" of the CUPA means. But serious distortions might be present in the mean salaries calculated by rank and discipline for a single university. This is because disaggregation by rank and discipline at a single university may not leave sufficient numbers of cases upon which to calculate statistically stable and representative means. Care must be taken to check for "outliers" (e.g., a former top administrator with a correspondingly large salary) which can severely distort the mean salary for faculty in a given rank and discipline.

Moreover, CUPA does not collect data on the average years in rank of a faculty. If a large fraction of the faculty in a particular rank and discipline have been recently promoted, their mean salary should be expected to be correspondingly low in comparison to CUPA benchmarks because the CUPA benchmarks would be derived from faculty with longer average service in rank. Nor can the CUPA data measure the performance of faculties in different disciplines and ranks.

In general, it should not be assumed that all faculty at an institution should have salaries at the same point in relation to CUPA means. Differences in years in rank and faculty performance should be evaluated in applying CUPA benchmarks, and the mean salaries at an institution should be carefully scrutinized for distortions due to outliers.

Table 1
Deviations of Unadjusted CWU Salaries from 1998 CUPA Salary Benchmarks*

	CWU Faculty Headcount	CWU Mean Salary, 1998-1999	CUPA Mean Salary, Fall 1998	Mean Deviation from CUPA Benchmark	Greatest Negative Deviation	Greatest Positive Deviation	Standard Deviation of Salary Deviations
Professor	148	\$52,831	\$62,411	-\$9,580	-\$22,101	+\$3,711	\$4,998
Associate	62	\$44,547	\$49,561	-\$5,014	-\$12,657	+\$4,617	\$4,334
Continuing Assistant	60	\$38,458	\$40,715	-\$2,257	-\$7,813	+\$2,096	\$2,096
New Assistant	19	\$38,687	\$39,388	-\$701	-\$5,427	+\$3,530	\$2,146
All Ranks	289	\$47,140	\$53,636	-\$6,497	-\$22,101	+\$4,617	\$5,407

Table 2
Deviations of Adjusted CWU Salaries from Inflated CUPA Benchmarks*

	CWU Faculty Headcount	CWU Mean Salary After Adjustments	Inflated CUPA Mean Salary	Mean Deviation from Inflated Benchmark	Greatest Negative Deviation	Greatest Positive Deviation	Standard Deviation of Salary Deviations
Professor	148	\$55,936	\$64,533	-\$8,597	-\$20,091	+\$6,024	\$5,647
Associate	62	\$46,431	\$51,246	-\$4,815	-\$11,029	+\$4,562	\$3,997
Continuing Assistant	60	\$40,110	\$41,814	-\$1,705	-\$6,036	+\$3,479	\$2,084
New Assistant	19	\$40,577	\$40,451	+\$126	-\$2,621	+\$4,641	\$1,833
All Ranks	289	\$49,602	\$55,383	-\$5,781	-\$20,091	+\$6,024	\$5,550

* CWU salaries are standardized to a nine-month contract in conformity with CUPA reporting practices.

Pragmatic Considerations and Recommendations

The urgency of this issue and its impact on faculty morale caused the committee to divide its recommendations into short-term solutions and long-term considerations.

Short-Term Solution

- As a guiding reference to achieve a short-term solution to this immediate concern, the Market Definition Committee recommends that the mean Central Washington University faculty salary be raised to the CUPA mean using a percentage adjustment by rank and discipline.
- The Committee further recommends that a time of two years be set to obtain this initial goal.
- Thereafter, the Committee recommends a *true* merit process that results in significant advancement as opposed to the mini-steps currently used for merit.

Long-Term Recommendations

- The Committee recommends that a salary administration board be created to develop a plan for faculty compensation. Included in that plan should be significant step promotions for longevity, merit, and promotions in rank.
- The CUPA data should be used as a guiding reference in establishing salary ranges for faculty in the various ranks and disciplines. In addition, other market forces may need to be considered to attract and retain quality faculty.
- The most important and significant characteristic of any eventual salary policy should be that it is public, easily accessible, and based upon an available formula. All faculty need to know that they are being treated fairly and that salary adjustments are being made in a consistent and rational manner across the university.

APPENDIXES

Appendix A. Pennsylvania State University Faculty Salary Policy

Appendix B. 1999 CWU Administrative Exempt Salary Plan

SENATE Year End Report

Report of the Faculty Senate Committee on the Economic Status of the Faculty

May 21, 1998

FRONT PAGE

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I. Introduction

The Senate Committee on the Economic Status of the Faculty (SCESF) is charged by the "Rules of the Faculty Senate" to:

- Gather and organize data on faculty salaries and benefits,
- Represent the faculty in the determination of University policy on salary issues, and
- Issue an annual report on the economic status of the faculty.

In performing these responsibilities during the past year, SCESF has focused on three broad concerns:

- The salary setting process: how funds become available for faculty salaries and the how salary decisions are made.
- External comparisons: the overall levels of faculty salaries in comparison with external indicators.
- Internal comparisons: inequality of faculty salaries within the University, and sources of possible salary inequity that might occur within observed inequality.

Major sections of this Report are devoted to each of these three topics, while a concluding section contains SCESF's recommendations.

In performing its responsibilities, SCESF has been cognizant of Penn's current salary policy as stated by the President, Provost, and Executive Vice President (Almanac April 22, 1997, p.2). Penn's guiding principle in salary planning for is to pay faculty and staff (a) competitively, (b) in relationship to the markets for their services, and (c) in order to acknowledge their contributions to the University and to help Penn remain a strong and financially viable institution.

We have also followed up on the single recommendation of the 1996-97 SCESF "to monitor the ongoing salary information carefully, and pay particular attention to any decline in the position of SAS faculty compared with peer institutions" (Almanac May 13, 1997, p. 8). This we have done, and can report that available evidence indicates that SAS faculty salary levels have maintained their competitive position with respect to salary levels of comparable groups at other major research universities. Furthermore, SAS salary increments for the current year have equaled or exceed the growth in the consumer price index to the same high degree as have faculty salary increments elsewhere within Penn—a condition that represents a significant improvement since the prior reporting year. In studying faculty salaries for this report, SCESF has benefited from detailed salary information that has been provided by Penn's administration (excluding, of course, individual faculty salaries). Our understanding of salary variability has been enhanced enormously by access to this information (a circumstance that has become University policy only in recent years) and by the assistance of those who have produced it. The SCESF acknowledges this cooperation with appreciation.

II. Resources for Faculty Salaries

Faculty salaries are the product of a two-step process. First, most of each School's resources are raised in accordance with the principles of Penn's Responsibility Center Budgeting System. In addition, subvention is distributed to Schools by Penn's central administration. Of these resources, each School makes a certain amount available for faculty salaries in three respects: (a) sustaining existing faculty appointments, (b) providing annual salary increments for continuing faculty members, and (c) creating salary funding for new faculty positions. In addition, Schools must provide funds for employee benefits that approximate 30% of all such faculty salary expenditures. Second, Deans of Schools make annual salary increment recommendations to the Provost for continuing faculty members by a different process. These two steps are described separately in the following sections.

A. Responsibility Center Budgeting System

In accordance with principles of the Responsibility Center Budgeting System (RCBS), each of Penn's 12 schools has available a certain amount of income annually. In turn, each School is obligated to establish a level of annual expenses that does not exceed the total of available income. Income and expenses are both classified into two major types: "General Operating Funds" (formerly termed "unrestricted"), the expenditure of which is not restricted by principles established by donors; and "Designated Funds" (formerly termed "restricted"), the expenditure of which is restricted by principles established by the donors of such funds. Because payment of the base academic year salaries of standing faculty members is assured from General Operating Funds (even though significant portions of such salaries are actually paid from Designated Funds), only principles of the RCBS as applied to General Operating Funds are described here.

In general, the income available to each School is of three types: earned income, gift income, and centrally-awarded subvention. These sources are shown in greater detail in Table 1 for all of Penn's 12 Schools combined. Tuition is, by far, the greatest source of school income, with indirect cost recoveries from externally funded projects a distant second. With respect to faculty salaries, it is possible (at least in principle) that the amount of money available could be increased by augmenting a school's income from one or more of the nine specific sources listed in Table 1. To the extent that it is possible to increase a school's income from sources that are based on the work of faculty (e.g., tuition), faculty members have some influence over the growth of income that is available for supporting faculty salaries.

Expenses for each school are of three general types: faculty compensation (i.e., salary plus benefits), operating expenses (including staff compensation and student aid), and costs allocated to Schools (e.g., facility expenses) by RCBS principles. These expenses are shown in greater detail in Table 1 for all of Penn's 12 Schools combined. Faculty compensation and total allocated costs are the greatest (and equivalent) sources of school expenses during FY 1998. With respect to faculty salaries, it is possible (at least in principle) that the amount of money available could be increased by reducing a school's "standard of living," i.e., by reducing the level of staff and other support, facilities used, and/or student aid.

In essence, the RCBS sends the message to Schools that each can spend as much as it can earn, and that each School has a great deal of latitude in how its income is spent. More, or less, might be spent on faculty salaries at a school's discretion. A major exception to this message is that a significant component of income is subvention—an annual award of funds to each school by the University centrally. The amount of subvention awarded to each school is based on a number of considerations such as an adjustment for certain inequalities among Schools in the costs of providing instruction and supporting research. One of many such considerations can be the variation of average faculty salaries by rank among Schools. For this and other reasons, the percentage of school expenses provided by subvention income varied widely among Penn's Schools from a low of 4% to a high of 28% during FY 1998 (footnote 1). These numbers suggest that considerable central judgment is used in allocating subvention to Schools.

B. How Annual Salary Increment Decisions Are Made

Annual salary increment recommendations for continuing faculty members are made by

Department Chairs (in Schools with Departments) and by Deans, with review and oversight by the Provost (see Almanac 1997, April 22, p. 2 for a statement of the "Salary Guidelines For 1997-98" pertaining to salary planning for FY 1998). Penn's President, Provost, and Executive Vice President set an upper limit on a "pool percentage" for salary increments. For FY 1998, Schools were authorized to award, as increments, a pool of up to 3.5% of the FY 1997 salaries of continuing faculty members. The recommended salary increment range was 2% to 6%, with Deans being obligated to consult with the Provost about any increments outside this range. Deans could supplement the pool by 0.5% without the Provost's approval, and by more than this with the Provost's approval. To address possible inequity in faculty salaries, Deans were asked to "pay particular attention to those faculty who meet our standards of merit but whose salaries for various reasons have lagged over the years."

Within this framework of available funds, Department Chairs and Deans had the responsibility to recommend salary increments to the Provost for each continuing faculty member based on general merit, including recognition of outstanding teaching, scholarship, research, and service. In addition, the Provost reviews the Deans' faculty salary recommendations "to insure that raises on average reflect market conditions in each discipline."

III. Penn Faculty Salaries: External Comparisons

Average Penn Faculty Salaries (i.e., academic year base salaries) are compared with two external indicators in the following sections: growth in the Consumer Price Index (CPI) for Philadelphia, and a survey of faculty salaries at about 25 public and private research universities in the United States conducted annually by the Massachusetts Institute of Technology (MIT). As a methodological note, all faculty salary information discussed in this report refers to the aggregated "academic year base salary" of individual faculty members whether salaries are paid from General Operating Funds and/or from Designated Funds. In addition, all salary data reported exclude the School of Medicine.

A. Growth in the Consumer Price Index (CPI) for Philadelphia

Faculty salary increments by rank, averaged for all Schools except Medicine, for FY 1997, FY 1998, and compound cumulative for FY 1988-97, are shown in Table 2 in comparison with comparable data for the CPI (Philadelphia and National) and Penn budget guidelines. It is heartening to observe that median faculty salary increments for all three ranks for FY 1997 exceeded the percentage growth in the CPI and Penn's budget guidelines in both years.

Most impressive, however, were the cumulative compound salary increments for the 10-year period from 1988-97 seen in Table 2. On the whole (all ranks combined), cumulative mean Penn faculty salary increments were almost double the growth in the CPI (National)--a welcome reversal of the substantial net loss of purchasing power of faculty salaries during the 1970s. Obviously, some of the ground lost then has been regained in recent years.

Furthermore, the mean compound cumulative growth in faculty salaries over the 10-year period exceeded Penn's budget guidelines by a wide margin. These guidelines refer to the centrally-recommended salary pool percentage. What has happened is that many (perhaps

all) of the Deans of Penn's Schools have added considerable additional school resources to the recommended cumulative base pool for salary increments. If we estimate the compound cumulative increase over the 10-year period for all ranks combined to be 89% (the exact number is not available), the cumulative compound additional contribution of Schools to the salary pool must have approximated 30% (89% minus the recommended budget guideline of 59%). Thus, it is apparent that both Penn's central and school administrations have made substantial joint efforts to raise the level of faculty salaries well in excess of the rate of inflation in the CPI during the past 10 years.

B. Faculty Salary Levels at Other Research Universities

The best available salary data from other institutions of higher education is provided by the MIT annual survey of an elite group of approximately 25 private and public research universities (the sample size varies somewhat from year-to-year). The sample includes Ivy League and other major private universities, as well as a number of highly regarded public research universities. In short, it is a group of universities which Penn can consider to be peer institutions. Mean faculty salaries by rank (Professor, Associate Professor, Assistant Professor) by discipline have been made available to the SCESF for the Fall Semesters for the years 1982 through 1996. These salary data are reported for the following disciplinary areas:

- Science (at Penn, represented by SAS departments)
- Humanities and Social Sciences (at Penn, represented by SAS departments)
- Engineering (at Penn, represented by SEAS)
- Architecture (at Penn, represented by GSFA)
- Management (at Penn, represented by Wharton)

The most meaningful comparisons of Penn faculty salaries with those at other institutions in the sample are broken out by discipline by rank. However, as a broad overall generalization, it is fair to conclude that Penn faculty salaries (for the four Schools included in this analysis as weighted by faculty size) were at the 69th percentile rank as of the Fall Semester 1996—a slight improvement since 1982 [\(footnote 2\)](#). By rank, full professor salaries were at the 71st percentile; associate professor salaries were at the 75th percentile, and assistant professor salaries were at the 59th percentile. Thus, Penn faculty salaries (for the four Schools included) in comparison with a substantial group of peer institutions are certainly at a competitive level. However, there is clearly room for improvement in Penn's competitive position, especially at the assistant professor level. As in SCESF's 1997 report, we can provide some information about salary levels for each disciplinary area included in the MIT survey. For example, Penn's SAS was represented by two disciplinary areas: sciences and social science/humanities. As shown in [Table 3](#), the average salary levels of faculty members at each of the three professorial ranks in each of these SAS areas compared very favorably (in the 62nd to 81st percentile range) with salary levels of comparable groups at the other institutions as of the Fall Term 1996. However, the average salary levels of faculty members from Penn's SEAS were close to the 60th percentile of the engineering groups in other institutions surveyed. By contrast, the average salaries of faculty members in GSFA and Wharton were well above those in

the MIT sample (68th to 94th percentile), except at the assistant professor level which were average or lower.

In sum, while none of Penn's four Schools ranked first or second within its relevant disciplinary group in the survey sample, none of Penn's Schools ranked below the average of the other institutions. Therefore, there is cause for satisfaction in Penn's level of salary competitiveness.

As reviewed in the previous section, the compound cumulative faculty salary increments at Penn were almost twice the growth in the national CPI from 1988-97. By contrast, the MIT data show only a slight gain in the relative standing of Penn's average faculty salaries during the period 1982-1996. It seems clear that our peer institutions in recent years have likewise increased faculty salaries well in excess of growth in the CPI. Therefore, the substantial increase in faculty salaries that has been attained at Penn during the past 10 years has been necessary just to maintain our reasonably strong competitive position.

IV. Penn Faculty Salaries: Internal Comparisons

As previous reports of the SCESF have highlighted, there is a great deal of inequality (e.g., variability) in faculty salaries at Penn attributable to several recognized factors: differences in individual merit, rank, time in rank, external labor market forces, the relative wealth of Schools, and perhaps differences among Schools in allocating salary increments.

One of SCESF's concerns has been that, among all the existing variability in faculty salaries, there might well be some significant element of inequity (i.e., salary setting based on incomplete or inaccurate information about merit, or bias that could be involved in the process of deciding salary increments). However, it is not possible for the SCESF to pinpoint any instance of individual, or group, inequity without individual faculty salaries and associated information about individual merit, labor market forces, etc. What we can do is review many facets of salary inequality and raise questions about the possibility that inequity might be responsible for some degree of the observed inequality. SCESF can then recommend that senior academic administrators (Department Chairs, Deans, and the Provost) review the dimension of inequality in question with a view to correcting inequities that might be identified.

We turn next to a review of several dimensions of inequality of faculty salaries at Penn. As with the external comparisons reviewed above, all salary data reported below exclude the School of Medicine.

A. School Differences in Salary Increments in Comparison with the CPI (Philadelphia)

As shown in [Table 4](#), a high percentage of faculty members in all of Penn's Schools (including three disciplinary areas of SAS) were awarded salary increments for FY 1998 that exceeded the CPI (Philadelphia.). Except for the relatively low percentage for Annenberg (78%), variability among schools/areas on this indicator was quite low. The high percentages for most schools/areas (92% - 100%) should be reassuring to most faculty members.

Similarly, the vast majority of full professors of all Schools and disciplinary areas received cumulative salary increments that exceeded growth in the CPI (Philadelphia.) over the

years from 1992 through 1998. On this indicator, Annenberg's percentage was very high (100%), while the social science area of SAS was relatively low. The high percentages (over 90%) for most school/areas indicate that only a small minority of full professors have fallen behind growth in the CPI over the most recent seven year period. SCESF recognizes that there are legitimate reasons for individual faculty members to be awarded increments less than the growth in the CPI. For example, in a particular year, the salary increment pool may only approximate, or even be less than, the rate of growth in the CPI. Furthermore in a small department or school, a few promotions or market adjustments needed to retain a valued faculty member could obligate a disproportionate share of an existing increment pool, thereby leaving little to award to other faculty members in the unit. Finally, some faculty members may be sufficiently lacking in merit to justify an increment exceeding the CPI growth. However, when a salary increment pool is available well in excess of CPI growth (as it has been in recent years), it is difficult to imagine that circumstances such as these would limit salary increments to less than CPI growth for more than 10% of the faculty in a school/area. It therefore seems possible that the cumulative salary increments received by some of the full professors in the social science area have been inequitable, at least in part.

B. Variability in Faculty Salaries by Rank

Mean faculty salaries by rank are shown in [Table 5](#) for all Schools combined (except Medicine, of course). Such data give the crudest perspective on rank differences in salary, however, because of aggregation biases across Schools. For example, one might expect a considerably larger difference between mean assistant and associate professor salaries. The modest difference might be accounted for by the facts that the Law School has no associate professors (which, if it did, could increase the associate professor mean) and the Wharton School has a considerably higher percentage of assistant professors than is typical of other Schools (a fact that could increase the assistant professor mean). A more meaningful comparison of variation in faculty salaries is made by computing the ratios for continuing faculty members for each school and then computing a mean weighted ratio (weighted for the number of continuing faculty members at each rank in each school) ([footnote 3](#)). The weighted ratios thus computed are also seen in [Table 5](#). Viewed in this way, there is much greater variability in mean salary levels by rank. This is due, in part, to the base salary level of assistant professors used to compute the ratios. And as we have seen with respect to Penn's competitive position in the 26 peer institutions included in the MIT faculty salary survey, the weighted average of Penn assistant professor salaries were less competitive (59th percentile) than those of associate professors (75th percentile) and full professors (71st percentile).

C. Variability in Professorial Salaries by Years of Service

Sufficient information was available to the SCESF to compute, for each school except Nursing, the ratio of the mean salaries of full professors appointed to a Penn faculty during the past 20 years (i.e., since 1977) to the mean salary of professors appointed before 1978. Ordinarily, it might be expected that this ratio would be less than 1.00, which would mean that more years in service at Penn is associated with higher professorial salaries. However, in six of ten Schools for which data are available (Nursing

has no professors predating 1978), the more recently appointed professors have higher salaries on the average (in three of these six Schools, over 10% higher). Professors in the SAS are the major exception, where the more recently appointed professors have average salaries about 10% less than those who have held appointments for 20 years or more. While data such as these on a dimension of variability of faculty salaries do not demonstrate inequity, it is possible that more recently-appointed faculty members in some Schools have been placed on a higher salary scale, and justifiable upward adjustments in scale have not been made in the salaries of many of the more senior professors.

D. Variability in Professorial Salary Levels

As reported by the SCESF last year by school, the mean salary of the best paid 20% of full professors was 75% higher than the mean salary of the lowest paid 20% of full professors. This 75% figure was based on the weighted mean of professors from thirteen broad disciplinary areas—ten Schools (Annenberg, Dental, Education, Engineering, Fine Arts, Law, Nursing, Social Work, Veterinary Medicine and Wharton) and three disciplinary areas of SAS (humanities, natural sciences, and social sciences). We have monitored this index of inequality of professorial salaries and found no substantial difference for FY 1998 (the best paid 20% is now 72% higher than the 20% lowest paid). As previously, this percentage ranges from a low of 45% for one school to a high of 207% for another. As reported last year's SCESF, there continues to be considerable stability in these percentages (overall and by school) since FY 1993. For a fuller discussion of trends based on this indicator, the reader is referred to SCESF's report of last year ([Almanac May 13, 1997, p. 7](#)).

As with other indicators of inequality, the wide differences between the salaries of the upper and lower 20% of full professors do not in themselves demonstrate inequity. However, it is possible that some of the gap between these two groups of professors is inequitable, and that the inequities become exacerbated over time as annual salary increment percentages are applied to the base salaries of these in the lowest quintile of professorial salaries.

E. Variability of Average Salary Levels by School

As reported by a previous SCESF (Almanac Supplement April 11, 1995), there is considerable variability of average faculty salaries by rank by school. During the current year (FY 1998), the median salary of faculty members continuing in the same rank at the highest paying school was more than that of the lowest paying school by the following percentages: full professors-58%; associate professor-65%; assistant professor-94%. As noted by the SCESF in 1995, variability among Schools is no doubt a product of market forces in the hiring of faculty members and in the relative wealth of Schools. The relative wealth of Schools is, in major part, a function of how much income a School is able to earn and the level of non-faculty expenditures it regards as essential—all as discussed above in the section on the RCBS.

Whether the inequality of faculty salary levels among Schools represents some degree of inequity is controversial. Some argue that it is, while others argue that it is a natural outcome of the wealth inherent in various disciplines and professional fields that Schools represent. Any effort to reduce such inequality substantially would no doubt require

fundamental changes in the RCBS--a system that is well entrenched and has served the University well for more than two decades.

F. Variability in Average Salary Increments

As reported in Table 2, median faculty salary increments by rank for FY 1997 and FY 1998 all exceeded the growth in the CPI for most recent full year available and exceeded Penn's budget guidelines. These salary increments are broken out by school in Table 6 where it can be seen that all Schools awarded median salary increments that exceed the budget guideline in all three professorial ranks.

Table 6 reveals that there is considerable variability in median salary increment percentages both among Schools within ranks, and among ranks within Schools. Other than the most general University policy to base faculty salary increments on merit (including recognition of outstanding teaching, scholarship, research, and service), the SCESF is not aware of specific information about merit and market factors that is available to Department Heads and Deans, and how they weigh this information in deciding salary increments for individual faculty members. Without such information, it is not possible to determine whether any inequity is involved in the salary increments reported in Table 6. At the least, it is encouraging to see that faculty salary increment funds are distributed widely among the Schools and ranks within Schools, and at a level that exceeds, on average, budget guidelines pertaining thereto.

V. Discussion and Recommendations

A. Competitiveness of Penn Faculty Salary Levels

Evidence available from the MIT salary survey indicates that there is room for improvement in faculty salary levels in four of Penn's Schools for which salary data are available in comparison with similar disciplinary areas located at other leading research universities. Regrettably, no evidence is available about the competitiveness of faculty salaries for Penn's other Schools. In view of the importance to retaining and recruiting the highest quality faculty members to maintain Penn's stature and competitiveness for students, research support, and giving, it is recommended that Penn's academic administrators at the central, school, and department levels:

1. continue to place a high priority on at least maintaining Penn's competitive position with respect to faculty salary levels at leading research universities,
2. make substantial efforts to allocate sufficient resources to improve Penn's competitive position with respect to faculty salary levels at leading research universities, and
3. seek, or compile, evidence about the competitiveness of faculty salary levels for Penn's Schools not included in the MIT survey, and make efforts to allocate sufficient resources to attain, or maintain, competitive salary levels in these Schools as well.

B. Inequity in Faculty Salaries

While SCESF has long recognized a variety of reasons (e.g., merit, rank, market forces) for inequality among faculty salaries within Departments, among Departments with Schools, and among Schools, there nonetheless exists some degree of salary inequity (i.e., unfair or unjustified inequality) among the large amount of salary inequality. Since there is no legitimate reason for intended salary inequity, it is assumed that, in the long run, such salary inequity that may exist is unintended. Ultimately, responsibility for identifying and correcting any inequity in faculty salaries must reside with academic administrators at the departmental, school, and central levels because there are no other individuals or groups within the University who have access to individual faculty salary and performance data which are vital to assessing whether particular faculty salary levels are fully justified, or are partly inequitable. Therefore it is recommended that Penn's academic administrators take the following actions to identify and correct inequity that may reside in the salaries of some faculty members:

1. By using both central and school data bases, identify faculty members by rank within Schools who have unusually low salary levels (the bottom 10%) and determine whether such low salary levels are justified by evidence of poor performance. When such evidence is lacking, such faculty members should be awarded an upward salary adjustment in accordance with merit and other relevant criteria.
2. By using both central and school data bases, identify faculty members by rank within Schools who have unusually high salary levels (the top 10%) and determine whether such high salary levels are justified by evidence of exceptional performance. When such evidence is lacking, salary increments awarded to such faculty members should be moderated, possibly over a period of years, by limiting future annual increments to growth in the CPI (Philadelphia.) until the salary level is deemed to be equitable in accordance with merit and other relevant criteria. This recommendation is not intended to limit extraordinarily high salary levels for faculty members of exceptional merit. It is, instead, intended to limit annual increments to faculty members with very high salaries that are not justified by evidence of corresponding high performance.
3. For continuing associate and full professors not identified in V.B.1. above, academic administrators should also review the salary levels of these faculty members who have received cumulative salary increments less than the growth in the CPI (Philadelphia) during the years 1992-98 to determine whether such low salary levels are justified by evidence of poor performance. When such evidence is lacking, faculty members identified by this method should be awarded an upward salary adjustment in accordance with their merit and other relevant criteria so that their cumulative salary increment over the past seven years are at least as high as growth in the CPI.
4. Academic administrators should review the considerable variability in salary levels of full professors within Schools to identify evidence of inequity. For example, the average salary level of full professors in a number of Schools who entered Penn employment before 1978 is considerably lower than for their peers who entered Penn employment since 1977. Since it is quite possible, at least for some Schools,

that average performance differences between these two groups of professors may not justify the different average salary levels. Instead, the more recently hired professors may have, in effect, been hired in accordance with a higher salary scale for a school, while the salaries of other professors with many more years of experience at Penn may have never been increased to the more recent and higher salary scale. If so, this inequality of salary levels represents inequity. When such a condition is identified, faculty members in the disadvantaged group should be awarded an upward salary adjustment in accordance with their individual merit and other relevant criteria.

5. Academic administrators should also review the considerable variability in the salary levels of full professors within Schools with respect to another possible indicator of salary inequity: the ratio of the salary levels of the 20% of full professors with the lowest salaries to the salary levels of the 20% of full professors with the highest salaries. For Penn overall, the average salary level of the highest paid group is about 75% above the average salary of the lowest paid group. However, this percentage difference ranges by school from a low of below 50% to well over 100%. If such wide variability between the low and high salary groups is not justified by performance differences and other legitimate criteria, then these average differences contain a component of inequity. When such a condition is identified, faculty members in the disadvantaged group should be awarded an upward salary adjustment in accordance with their individual merit and other relevant criteria.

C. Establishing a Floor for Salary Increments

To prevent or minimize possible salary inequities, it is recommended that a policy be established whereby all faculty members who perform at a satisfactory level will be assured an annual salary increment equaling the growth in the CPI (Philadelphia) provided the salary increment pool is at least 1% greater than the growth in the CPI. As a minimum, it is recommended that a policy be established whereby all faculty members who perform at a satisfactory level will be assured a cumulative salary increment during the most recent five year period that equals the cumulative growth in the CPI provided sufficient salary increment funds have been available to make this possible.

D. Subvention Pool Allocation Criteria

Average salary levels by rank differ widely among Schools. While there are a number of recognized reasons for such inequality, it is not clear that all of this inequality is justified. Even if the inequality is justified, such wide disparities are a source of poor morale among many faculty members in the relatively low paying Schools. To reduce the variability among average salary levels by rank across Penn's Schools, it is recommended that efforts be made centrally to moderate some of the largest salary disparities by explicitly taking them into consideration in determining the amount of annual subvention allocations to Schools.

E. Comprehensive Policy on Faculty Compensation

It is recommended that Penn's Central Administration initiate steps to develop, in consultation with the Senate Executive Committee, a University-wide comprehensive faculty compensation policy based on a stated set of general principles, and that salary and benefits (and changes thereto) be administered in accordance with this policy. Without such a policy, the current approach treats salary and various benefits in piecemeal fashion resulting in problems such as: (a) tradeoffs between allocating resources to salary and benefits components of compensation are not guided by stated principles and often poorly understood, (b) changes in one benefit may impact on one or more other benefits not under review, and (c) reductions in benefits without offsetting adjustments to salary may well reduce total compensation. A comprehensive compensation policy should entail the following four general principles as a minimum:

1. Penn should be committed to maintaining high faculty salaries and benefits in comparison with peer universities as part of its efforts to attract and retain distinguished scholars for each of its Faculties,
2. While changes in the structure of faculty salary levels and the benefits program are constructive and inevitable, any changes should be made with regard to their possible impact on specific benefits and salary, and tradeoffs between amounts spent on salary and benefits should ensure that the level of total compensation is not reduced.
3. Though there are a number of recognized sources of salary inequality among individual faculty members, departments, and schools, continuing efforts should be made by academic administrators to identify and correct variability that is the product of inequity.
4. Since there are many individual differences in the needs of faculty members for particular components of a broad-based benefits program, considerable flexibility should be provided within the package of benefits for faculty members to tailor a set to benefits that is most responsive to personal needs.

In developing a comprehensive compensation policy, the following faculty salary issues should be considered, and specific policies should be developed to address them:

1. Sources of inequality of individual faculty salaries by rank within departments/schools as a function of factors such as merit, rank, market forces, relative wealth of Schools, and years of service (e.g., discrepancies between newly hired versus longer-term full professors) (footnote 4); identification and correction of possible inequities in these respects.
2. Sources of inequality of average faculty salaries by rank among departments within schools, among schools, and between faculty and administrators; identification and correction of possible inequities in these respects.
3. Specification and publication of criteria (and their weighting) for salary increments, including the reporting to each faculty member (by their relevant department heads or deans) of information about the assessment of her/his performance in awarding a salary increment. In addition, individual faculty members should be made to feel welcome to provide further information, or to correct misinformation, relevant to

- established criteria for deciding her/his salary increment.
4. Review of salary increments over a multi-year period (e.g., over five-year blocks of time), as well as annual increments.
 5. Weight given to outside offers of employment in deciding salary increments.
 6. The linking of a salary increment floor (with the possibility of exceptions in special cases) to growth in the Consumer Price Index.
 7. For Schools that are departmentalized, faculty members should be made aware of their option to seek redress of perceived salary inequity directly from their Dean when efforts to resolve such perceived inequity with the relevant Department Chair have failed. Likewise for Schools that are not departmentalized, faculty members should be made aware of their option to seek redress of perceived salary inequity directly from the Provost when efforts to resolve such perceived inequity with their Dean have failed. Under either of these circumstances, the faculty member should be advised of the rationale for the faculty member's salary level by the relevant Department Head/Dean before seeking redress at a higher administrative level. In turn, the Dean/Provost should also provide the reasons for her/his decision to the faculty member.

*Members of the Senate Committee on the
Economic Status of the Faculty*

Roger Allen, Professor of Arabic

Jane Barnsteiner, Professor of Nursing

Erling E. Boe, Professor of Education, Chair

Joseph Gyourko, Professor of Real Estate and Finance

Rebecca Maynard, University Trustee Professor of Education

Bruce J. Shenker, Professor of Pathology/Dental Medicine

Ex officio

Vivian C. Seltzer, Professor of Social Work, Chair, Faculty Senate

*John C. Keene, Professor of City and Regional Planning,
Chair-elect, Faculty Senate*

*Peter J. Kuriloff, Professor of Education, Past Chair,
Faculty Senate*

FOOTNOTES

1. In defining this range, the three schools receiving grants from the Commonwealth of Pennsylvania (Medicine, Veterinary Medicine, Dental Medicine) have been excluded.
2. Modest improvement in the competitive standing of average faculty salary levels from 1982 though 1996 was observed in Penn's science, social science and humanities, architecture, and management areas, while a definite decline in the competitive standing of average engineering salaries was evident.
3. Weighted ratios were based on all Schools except Annenberg, Fine Arts, and Law (and Medicine, as usual) because each of these three Schools had no faculty members at one or more of the three professorial ranks.

4. The identification of these sources is not intended to imply that they are illegitimate sources of salary inequality. However, it is possible that the sources listed may also result in some degree of salary inequity. In addition, other possible sources of inequity may be involved in producing some of the inequality that exists.

TABLES

Table 1

General Operating Funds Budget for All Schools Combined at the University of Pennsylvania for Fiscal Year 1998 Reported in Millions of Dollars (Excludes the Designated Funds Budget)

Income	Dollars \$1,000,000s	Percentage
1. Tuition	\$294	48%
2. Indirect Cost Recovery	79	13%
3. Subvention	66	11%
4. Commonwealth*	36	6%
5. Sales and Services	28	5%
6. Special Fees	18	3%
7. Gifts	9	1%
8. Other	23	4%
9. Health Services Transfer for School of Medicine	53	9%
Total Income	\$606	100%
Expenses		
1. Faculty Compensation	\$163	27%
2. Staff Compensation	102	17%
3. Current Operating Expenses	98	16%
4. Student Aid	83	13%
5. Allocated Costs		
a. Library	30	5%
b. School Facilities etc.	81	13%
c. Central Administration	54	9%
Total Expenses	\$611	100%

* Grant from the Commonwealth of Pennsylvania is designated for three schools as follows: Veterinary Medicine: \$31M; Medicine: \$4M; Dental Medicine: \$1M.

Table 2

Average salary percentage increments of continuing Penn standing faculty members by rank in comparison with the Consumer Price Index (CPI) Penn Budget Guidelines

Group/Condition	Average	Fiscal Year 1997	Fiscal Year 1998	Compound Cumulative 1988-97
Assistant Profs	Median	3.5%	4.3%	
	Mean	5.0%	6.0%	100.8%
Associate Profs	Median	3.5%	4.0%	
	Mean	4.3%	5.4%	87.2%
Full Professors	Median	3.1%	4.3%	
	Mean	3.8%	5.0%	84.6%
CPI for June:				
(Philadelphia)	--2.3%	NA		
(National)	--	45.6%		
Budget Guidelines	Mean	3.0%	3.5%	59.2%

NOTE: Salary percentage increments pertain to all Penn standing faculty members who continued in the same rank during the periods of time reported. Excluded were all members of the Faculty of Medicine, all Clinician Educators from three other schools (Dental Medicine, Veterinary Medicine, and Nursing) that have such positions, and faculty members who were promoted or entered Penn employment during the periods of time reported.

Table 3

Percentile Ranks of mean salary levels of Penn standing faculty members by selected academic disciplines in comparison with 26 public and private research universities as of the Fall Term 1996.

Academic Disciplines	Percentile Ranks by Prof. Level			Number of Institutions Sampled
	Full	Associate	Assistant	
Sciences	65	69	65	26
Soc Sci/Human	73	81	62	26
Engineering	61	70	35	23
Architecture	78	94	35	18
Management	79	68	58	19
Weighted Mean	71	75	59	26

NOTE: Salary percentile ranks pertain to Penn standing faculty members from the Sciences (of SAS) and Social Sciences and Humanities (of SAS), and the Schools of Engineering and Applied Science, Fine Arts (for architecture), and Wharton (for management).

Table 4

Percentage of standing faculty members (excluding clinician educators) awarded percentage salary increments exceeding the percentage growth in the consumer price index (CPI) for Philadelphia.

Schools and Disciplinary Areas	Percentage of Faculty with Salary Increments Exceeding Growth in the CPI (Philadelphia)	
	All Standing Faculty For FY 1998	Continuing Full Profs: Cumulative For FYs 1992-98
Annenberg	78%	100%
Dental Medicine	100%	100%
Engineering & Applied Sci	93%	89%
Grad Education	100%	100%
Grad Fine Arts	85%	89%
Humanities (A&S)	99%	99%
Law	97%	93%
Natural Science (A&S)	92%	91%

Nursing	89%	100%
Social Science (A&S)	95%	81%
Social Work	94%	100%
Veterinary Med	95%	94%
Wharton	99%	95%

NOTE: Salary increments pertain to all Penn standing faculty members who continued in the same rank during the periods of time reported. Excluded were all members of the Faculty of Medicine, all Clinician Educators from three other schools (Dental Medicine, Veterinary Medicine, and Nursing) that have such positions, and faculty members who were promoted or entered Penn employment during the periods of time reported.

Table 5

Mean salary levels of Penn standing faculty members by rank during FY 1998

Rank	Mean Salary	Ratio to Asst. Prof. Salary Level	
		Unweighted	Weighted
Full Professor	\$105,616	1.69	1.89
Associate Professor	69,585	1.11	1.26
Assistant Professor	62,527	1.00	1.00

NOTE: Mean salary levels are based on all Penn standing faculty members who continued in the same rank during the periods of time reported. Excluded were all members of the Faculty of Medicine, all Clinician Educators from three other schools (Dental Medicine, Veterinary Medicine, and Nursing) that have such positions, and faculty members who were promoted effective FY 1998.

Table 6

**Median salary percentage increments of
Penn standing faculty members by rank during FY 1998**

School	Median Salary Increments Professorial Rank		
	Full	Associate	Assistant
All Schools	4.3%	4.0%	4.3%
Annenberg	5.0%	--	--
Arts & Sciences	3.9%	3.7%	3.6%
Dental Medicine	4.3%	4.0%	3.9%
Eng & Applied Sci	4.6%	4.3%	5.2%
Grad Education	4.8%	5.1%	4.3%
Grad Fine Arts	4.1%	--	3.8%
Law	4.3%	--	7.0%
Nursing	4.2%	4.34%	3.4%
Social Work	4.8%	4.0%	4.2%
Veterinary Med	4.3%	4.0%	8.2%
Wharton	5.0%	4.9%	6.8%
Budget Guideline	3.5%	3.5%	3.5%

NOTE 1: The Budget Guideline shown under each rank is for comparison purposes. As per Penn policy, it is a guideline for a salary increment pool for all standing faculty in each School, but not specifically for each rank.

NOTE 2: Salary percentage increments pertain to all Penn standing faculty members who continued in the same rank during the periods of time reported. Excluded were all members of the Faculty of Medicine, all Clinician Educators from three other schools (Dental Medicine, Veterinary Medicine, and Nursing) that have such positions, and faculty members who were promoted or entered Penn employment during the periods of time reported.

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1999 CWU Administrative Exempt Salary Plan

Approved by the Board of Trustees May 14, 1999

This document defines the guidelines and process by which salary levels may be established for Central Washington University administrative exempt positions. In accordance with Section 4.011 of the CWU Exempt Employees' Code, the Board of Trustees shall adopt an exempt salary plan and distribute it to all exempt employees. The administrative exempt salary plan is based on the College and University Personnel Association (CUPA) salary survey. The CUPA salary survey is updated each year. The table utilized for Central reflects comprehensive institutions with comparable budgets.

The establishment of the CWU exempt salary plan in no way dictates the application of salary distribution policies. Establishment of how salary adjustments will be made at the time funding is available will include the following: consistency with legislative guidelines, review and analysis of staff relative to performance, equity, and other issues as described in Exempt Code Section 4.012.

The cabinet will invite recommendations from the Association of Exempt Administrative and Professional Staff regarding the decision rules to be applied to the distribution of additional salary funds, when such funds are available. If distribution of funds is performance based, recommendations will be solicited from the immediate supervisors of administrative exempt personnel.

Because of the use of the CUPA salary survey, several specific guidelines must be defined. They include the following:

Guidelines

1. The 20th and 80th percentile on the appropriate CUPA table will set the recommended limits of the salary range identified for each CUPA position.
2. Whenever possible, CWU job titles will be tied to a specifically identified CUPA position number by Human Resources (HR). The process for identifying a position number for positions that cannot be tied to a specific CUPA position number is outlined on page 3 of this plan.
3. The respective vice president (or the president for those who report directly to the president) will notify the employee of his or her assigned CUPA match on the salary plan. If individual exempt employees have questions about their match, they may register their concerns with their vice president or president. If the vice president or president believes the employee is inappropriately matched, the vice president or president may appoint a review committee composed of three administrative exempt employees: one from HR, one from the employee's division, and the third from outside the employee's division. The review committee will recommend an appropriate match to the vice president or president. Any change must be approved by the vice president or president and the President's Cabinet and will be recorded by the Vice President for Business and Financial Affairs.
4. The exempt salary plan shall be placed and maintained on the Web by the Vice President for Business and Financial Affairs. Central Washington University will review its exempt salary plan no less than every

biennium.

5. Each year the Vice President for Business and Financial Affairs will distribute the appropriate salary table from the current CUPA salary survey to each vice president for his or her review. Changes to the CWU salary schedule will be made when new titles are added to CUPA that more accurately describe a Central position. Those changes will be processed through the dean/director and appropriate vice president, approved by the Cabinet, and will be recorded by the Vice President for Business and Financial Affairs. All pay increases resulting from these changes come from the operating budget for the unit having the affected position unless alternative funding has been set aside for this purpose. (State dollars authorized by the legislature specifically for merit or across-the-board increases cannot be used for this purpose.)
6. Every exempt position advertised will identify the minimum salary no less than the CUPA 20th percentile and may identify an upper limit to the salary range up to a maximum of the CUPA 80th percentile. The top of the range can be less than the 80th percentile, depending on the extent to which the unit budget can support funding for the position.
7. If the job title and position do not exist in the salary schedule, then approval for the establishment of a new job title and salary range must be brought to the President's Cabinet.
8. The monthly personnel reports delivered by the vice presidents at President's Cabinet meetings will include (a) a status report of all administrative exempt position searches, (b) a report of all administrative exempt positions undergoing changes in position descriptions that are expected to result in a change in CUPA match or salary increase, and (c) a status report of title changes. The cabinet will consider these items upon presentation by the vice president.
9. Salary adjustments due to increased levels of responsibility resulting from a cabinet-approved reorganization may be considered. If the additional duties result in a different CUPA match as determined by the Office of Human Resources, the salary adjustment if any will be commensurate with the range for the new match. If the reorganization results in (a) an increase in FTE reporting to the administrative exempt employee of more than 33 percent, (b) an increase in size of budget oversight of greater than 33 percent, and (c) supervision of more than 10 FTE, then an increase in the administrative exempt employee's salary of up to 5 percent may be approved.

Salary increases approved due to cabinet-approved reorganizations may take effect either January 1 or July 1. Funding for such changes must come from the operational budgets within the division in question. State dollars authorized for merit or across the board increases shall not be used for this purpose.

10. Persons hired into or assigned to grant-funded positions are subject to this policy. Job descriptions are based on the elements of the position, not on source of funds.

Process to Identify CUPA Numbers for Positions Without Direct Matches to CUPA Position Titles

1. Job titles (new and existing) not specifically identified in the appropriate CUPA table but are related to a CUPA title will have a salary range established by utilizing the table below for positions that match the list.

Associate Vice President.....75 percent of vice president range

Assistant Vice President.....	65 percent of vice president range
Associate Dean.....	75 percent of dean range
Assistant Dean.....	65 percent of dean range
Associate Director.....	75 percent of director range
Assistant Director.....	65 percent of director range
Program Coordinator.....	50 percent of dean/director range

When no direct CUPA match for a job title exists, a CUPA match may be based on a proportionate representation of segments of the position responsibilities that do match current CUPA titles. For example, if a CWU position is a combination of CUPA title "x" and CUPA title "y," and if the CWU position is deemed 40 percent "x" and 60 percent "y," then the CWU CUPA range would reflect the 20th and 80th percentiles of each position averaged in the appropriate proportional manner.

2. Because the CUPA system uses a decimal representation for certain CUPA positions, Central will use letters "B" through "E" for positions using one of the alternative approaches in item 1.

- The letter "B" will be used for the associate title. (ex. 213B)
- The letter "C" will be used for the assistant title.
- The letter "D" will be used for the program coordinator title.
- The letter "E" will be used for positions with ranges established through a proportionate representation of segments of the position.

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3. Administrative Assistant/Secretary to Vice Presidents and to the President will have a salary range with a minimum above the top step of the highest classified range in the office support series and a salary schedule designation of VPS. The top of the Administrative Assistant/Secretary to a Vice President/President range shall be 132 percent of the minimum. The minimum will be termed the "20th percentile," the maximum will be termed the "80th percentile."

4. Administrative assistants with specific functions will have CUPA code numbers assigned from titles best suited to their functions. Examples:

- Administrative Assistant (Accountant), CUPA number related to Accounting: Salary range of Accountant.
- Administrative Assistant (Facilities), CUPA number related to facilities title: Salary range of facilities title.
- Administrative Assistant (Function), CUPA number related to function: salary range of function.