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CWU Faculty Senate Minutes - 05/29/1991

Sue Tirotta

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REGULAR FACULTY SENATE MEETING
Central Washington University

May 29, 1991

Presiding Officer: Charles McGehee
Recording Secretary: Sue Tirotta

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

ROLL CALL

Senators: All Senators or their Alternates were present except Clark, Farkas, Kuhlmeier, Medlar, Nethery, Pickett, Smith, Taylor, Wallace and Yu.

Visitors: Paul Schmidt, Jim Maraviglia, James Pappas, Joan Mosebar, Don Schliesman, Chip Simmons, Libby Street and Anne Denman.

CHANGES TO AGENDA

-Change order of reports.

APPROVAL OF MINUTES

-The minutes of the May 15, 1991 meeting have not yet been distributed; they will be considered for approval at the October 9, 1991 Faculty Senate meeting.

COMMUNICATIONS

-5/10/91 letter from Academic Affairs Committee to Phil Tolin in response to his 3/12/91 letter concerning faculty workloads.

-5/16/91 letter from Dale Otto, Education/TESL, regarding Presidential Search; forwarded to Presidential Search Committee.

-5/13/91 letter from James Pappas, Dean of Admissions and Records, regarding enrollments; see report below.

REPORTS

1. STUDENT ENROLLMENT

James Pappas, Dean of Admissions and Records, distributed a report on student enrollments for Fall 1991. Dr. Pappas stated that, whereas most institutions of higher education across the nation are trying to recruit more students, Central is attempting to keep its enrollments within the boundaries set by the state. He reported that although the population of Washington state is rising, the number of students at C.W.U. has dropped 7% since 1980-81; C.W.U. has been overenrolled by approximately 375-400 students since Fall 1990, but since it is unknown at this time how many additional FTE (of the 550 requested) will be granted by the legislature for Fall 1991, enrollments are difficult to predict and control. A complicating factor has been that student retention rates have risen dramatically: in 1976-77, Central's retention rate was 42.44%; in 1980 it was 49.41%; by 1991 it had risen to 79.49% (the highest of Washington's four-year public institutions). Last year's Annual Average FTE number was 6090; this year, the Admissions Office is aiming for an Annual Average FTE between 6250 and 6275. Two means instituted to control enrollments and improve quality are 1) higher freshman admission requirements (since October 1990), and 2) higher transfer admissions requirements (since 1988).

Freshmen are admitted by reviewing High School Course Pattern Requirements and an Admissions Index which is computed by using a formula of standardized test scores and high school grade point average. The Higher Education Coordinating Board's minimum Index is 13; for Fall 1991 C.W.U. raised its Index to 18. After the Rolling Admissions date is reached, a priority admission system is used and the High School Admissions Index is raised.

Transfer student admissions requirements were raised so that there are a transfer admission scale and priority considerations used in

changes passed
10/9/91

WA 4-year institutions due to mandated enrollment lids.

1. STUDENT ENROLLMENT, continued

determination of admission. Highest priority consideration is granted to students with the appropriate AA degree and cumulative gpas of 2.0 in transfer.

Paradoxically, although student body headcount is up, graduation rates do not seem to be keeping pace. An estimated 17-21% of students are able to complete their course of study within four years, but students in Teacher Education, Business/Accounting, Engineering and several other programs normally require 5-6 years to complete their programs. Dean Pappas commented that extended requirements necessitating more than four years of study place a severe financial burden on most students.

2. CHAIR

-Chair McGehee reported that the Presidential Search Committee held its initial meeting on May 20, 1991. One member of the Board of Trustees withdrew from the Committee, which means that the Search Committee meetings no longer are considered to be a quorum of the Board and therefore are not considered under the Open Meetings Act. Committee members signed a standard statement of confidentiality prohibiting discussion of applicants' personalities and related issues both during and after the search process. The Committee noted that the advertisement for the position of President is generally seen as weak by those on and off campus. It is planned to run the ad one more time in the Chronicle of Higher Education, then withdraw it for revision.

The Committee was informed by Chair R.Y. Woodhouse that the statement of leadership qualities drafted by consultant Charles Nef, was not being released on the recommendation of legal counsel and to allay confusion. Committee members Anne Denman (Associate Dean/College of Letters, Arts and Sciences/Anthropology), David Pitts (Board of Trustees) and Shawn Christie (ASCWU/BOD/student) have been selected to serve on a subcommittee which will revise the ad and refine the list of qualifications; it is expected that the revised ad will be released to the public after the subcommittee's work is completed. The Committee is scheduled to meet again on June 13, but no further meetings have been scheduled until September 1991. Chair McGehee expressed hope that this schedule can be altered to allow the Committee to meet during the summer. Chair McGehee also reported that a notice was sent to all faculty on May 21 requesting them to contact friends, colleagues and professional associates who they think would make a good President and encouraging them to submit their application.

Senator Ken Hammond reported that a recent newspaper quote attributed to a Board member stated that the Board of Trustees represents the university in the same way as the faculty members on the Search Committee represent the faculty. Senator Hammond emphasized that the Board of Trustees represents the state of Washington, not the university, and its members have been chosen for political reasons rather than for their expertise in the area of higher education. Anne Denman added that the Board originally appointed the Search Committee to aid it in its search, but this concept has been defeated because the Board has become the Search Committee itself. Senator Hammond recommended that no Board members serve on the Search Committee because the Board's purpose is to objectively evaluate the President, and its effectiveness will be compromised if it is responsible for selecting the President.

2. CHAIR, continued

*MOTION NO. 2814 Patrick McLaughlin moved and Tami Schrank seconded a motion to approve the membership of the 1991-92 Faculty Senate Standing Committees, Council of Faculty Representatives (CFR) and Faculty Legislative Representative (FLR) as follows:

SENATE ACADEMIC AFFAIRS COMMITTEE

Andrea Bowman, Education
Peter Burkholder, Philosophy
Ken Hammond, Geography
Gary Heesacker, Accounting
Jan Rizzuti, Math
Student (Unknown)

SENATE BUDGET COMMITTEE

Barry Donahue, Computer Science
Barney Erickson, Math
Wolfgang Franz, Economics
Wayne Klemin, BEAM
Rex Wirth, Political Science

SENATE CODE COMMITTEE

Cathy Bertelson, BEAM
Russell Hansen, Sociology
Owen Pratz, Psychology
John Herum, English
Hugh Spall, Business Admin

SENATE CURRICULUM COMMITTEE

Robert Jacobs, Political Science
Larry Lowther, History
Morris Uebelacker, Geography
Deborah Medlar, Accounting
Nancy Jurenka, Education
Student (Unknown)

SENATE PERSONNEL COMMITTEE

Jim Hawkins, Drama
Patricia Maguire, PEHLS
Patrick Owens, Library
Stephanie Stein, Psychology
Tom Thelen, Biology

COUNCIL OF FACULTY REPS

Ken Gamon, Math (3 yrs)
Robert Benton, English (2 yrs)
Erlice Killorn, PEHLS (1 yr)

FACULTY LEGISLATIVE REPRESENTATIVE (FLR)

Bob Wieking, IET (1991-94)

Motion passed.

-Chair McGehee reminded the members of the Senate Standing Committees to assemble directly after the Faculty Senate meeting in order to elect chairs so that committees will be prepared to begin work early during Fall quarter 1991.

3. PRESIDENT

President Donald Garrity reported that the selection process for the Dean of Library Services is nearly complete, and the Provost intends to make an offer to a finalist next week. He also reported that the Search Committee for the Dean of the School of Professional Studies, chaired by Dean Gerald Stacy/Graduate Studies and Research, is currently formulating an advertisement for that position.

On May 27 and 28, Central hosted the Governor of Shimane prefecture (Japan), his wife and a six-person team as they visited the campus. The Governor reported that a new college with a strong emphasis on international relations will be opened in Shimane prefecture.

It is anticipated that the chairs of the House and Senate Ways and Means Committees, Representative Gary Locke and Senator Dan McDonald, will soon meet to resolve biennial budget issues, and it is speculated that the legislature will reconvene in mid-June.

4. AD HOC COMMITTEE FOR FACULTY OPINION SURVEY OF ADMINISTRATORS

Ad Hoc Committee member Ken Harsha, BEAM, distributed the results of the 1991 Opinion Survey of Administrators. He reported that, of 370 faculty polled, 126 (34%) responded to the questionnaire. When asked if this low response rate was comparable to that of previous

4. AD HOC COMMITTEE FOR FACULTY OPINION SURVEY OF ADMINISTRATORS, continued surveys, he indicated that it was. Dr. Harsha stated that the results of the survey plus confidential comments received from faculty will be forwarded to the surveyed administrators and to the board or individual(s) to whom they report.

Chair McGehee cautioned readers of the report to note the number of total responses marked at the top of each page, as some results are based on a very small number of returns. He also reported that the Ad Hoc Committee for Faculty Opinion Survey of Administrators (Jack Dugan/Sociology, Bob Carbaugh/Economics, Ken Harsha/BEAM and John Silva/Psychology) will be reappointed next year in order to refine and revise the survey instrument. The next regularly scheduled survey will be conducted during 1992-93.

5. AD HOC COMMITTEE ON UNIVERSITY GOVERNANCE

Joan Mosebar, Assistant Dean of the School of Business and Economics, reported that the Ad Hoc Committee on University Governance (Connie Roberts, Chair/BEAM; Joan Mosebar/Asst. Dean of B&E; John Silva/Psychology; Anne Denman/Assoc. Dean of CLAS/Anthropology; Rosco Tolman/Foreign Languages; Ken Harsha/BEAM; Russ Schultz/Music; Charles McGehee/Sociology) met weekly during the 1990-91 academic year to review Central's governance process. The Committee reviewed Central's organizational and committee structure; interviewed key administrators, academic deans and department chairs; gathered pertinent data from other institutions; and reviewed basic operations such as resource allocation and budgeting. The Committee plans to meet during the summer and will issue a final report next year.

6. ACADEMIC AFFAIRS COMMITTEE

*MOTION NO. 2815 Peter Burkholder moved approval of changes in the Class Attendance Policy, as follows:

CLASS ATTENDANCE POLICY

Regular class attendance is expected of all students. Although in most courses attendance is not compulsory, except during the first week of classes, students are responsible for all requirements of the courses in which they are enrolled. Attainment of the educational objectives of a course normally presupposes class attendance. At the instructor's discretion regular attendance may be required. If a student fails to attend a class in which enrolled by the end of the third instructional day of the quarter, the course instructor may drop the student from the class roll and fill the space with another student. If by the end of the third instructional day of the quarter a student has failed to attend a class in which enrolled, the instructor may drop the student from the class roll and fill the space with another student. The instructor must notify the Registrar so the dropped student can be informed and the added student registered. Students are responsible for informing course instructors when it is impossible to attend the first class meeting...

(policy change effective Fall quarter 1991)

RATIONALE: A similar modification of the class attendance policy was approved by the Undergraduate Council on January 29, 1991.

- 1) The first new sentence stresses that class attendance often does have a rational ground.
- 2) The second new sentence places primary responsibility on instructors to decide whether regular attendance is warranted in their own classes, and authorizes them to require it. (Such a requirement is enforceable only if students have been notified of it; e.g., by a statement on the class syllabus.)
- 3) The third new sentence is merely an editorial recasting of a sentence in Central's current attendance policy. It makes clear

6. ACADEMIC AFFAIRS COMMITTEE, continued

that the phrase "by the end of the third instructional day of the quarter" is intended to modify "failed to attend" instead of just "enrolled."

In response to questions, Dr. Burkholder stated that the Academic Affairs Committee considered making class attendance mandatory by the third hour of class instruction, rather than the third day of the quarter, but the Committee was informed by the Registrar that this limitation might not be legal under state law. Dr. Burkholder emphasized that the "third instructional day" refers to the third day of the quarter rather than to the third class meeting. A Senator expressed concern that student waiting lists at the Extended Degree Centers may necessitate a stricter time limit before replacing a student in a class; Don Schliesman, Dean of Undergraduate Studies, stated that the University's policy is clear on this matter. A Senator asked what implications this policy has for lab classes that do not meet until after the third day of the quarter. Dr. Burkholder replied that an instructor would be allowed (but not required) to drop any student not attending the first class meeting if that meeting occurred after the third day of the quarter. He pointed out that the policy clearly states that "students are responsible for informing course instructors when it is impossible to attend the first class meeting."

The question was called for on MOTION NO. 2815. Motion passed.

7. BUDGET COMMITTEE

*MOTION NO. 2816 Barry Donahue moved approval of faculty salary distribution as follows:

The Faculty Senate recommends that the funds appropriated by the legislature for salary increases for the first year of the 1991-93 biennium be distributed as follows:

- 1) Funding of merit not to exceed 1.0% of current salary base.
- 2) The remainder of the funds to be used to adjust the salary scale (i.e., cost of living).

Dr. Donahue explained that the January 1, 1991 salary adjustment required 1.0% to fund the full merit list. Assigning the same percentage to merit this year would result in a merit allocation somewhat higher than the 20% cap specified in Faculty Code section 8.40 ("...normally up to twenty [20] percent of all available funds may be designated by the Board of Trustees in any year for merit increases; the Faculty Senate may consent to the expenditure of more than twenty [20] percent for merit.") Although it is uncertain exactly how much money will be allocated, a 3.5%-4.0% increase of the base scale is expected. The Consumer Price Index (CPI) shows the inflation rate for the first four months of 1991 to be approximately 2.1% (slightly below the "core inflation rate" figure), so a scale adjustment of 2.5-3.0% would cover cost of living increases.

A Senator argued for allocating as much money as possible to scale adjustment since funding merit dilutes the salary scale and leads to wage compression when new faculty are hired at a higher market value than those already in service. Another Senator protested that, since professional growth adjustments have been eliminated, merit awards and promotion are the only ways to move upward on the salary scale. Budget Committee member Ken Harsha stated that the Committee's intent in proposing this distribution is to move as many merit nominees as possible upward on the scale. Senators observed that long-standing arguments regarding salary distribution and the merit system have never been resolved to everyone's satisfaction but that it is reasonable to adhere to the plan developed by the Budget Committee last year and not set aside the provisions of the Faculty Code.

A show of hands vote was held on MOTION NO. 2816. Motion passed (16 yes, 12 no).

8. CODE COMMITTEE
None

9. CURRICULUM COMMITTEE

*MOTION NO. 2817 Warren Street moved approval of University Curriculum Committee pages 1123-1141 with the following changes:

- UCC Page 1124, proposed Program Change, Percussion Performance Major: under MUS 164-464, change "...Keyboard study at the 171 or 164 level..." to "...Keyboard study at the 164 or 171 level..."
- UCC Page 1126, proposed B.A./Music Major: insert MUS 104 course title: "Introduction to Musical Studies."
- UCC Page 1127, proposed Music Teaching minor, Broad Area Choral and Instrumental (K-12): retain "Choral Performance Ensemble...6 credits," indicate 3 credits for MUS 154, and change total credits to 51.
- UCC Page 1129, proposed Teaching English as a Second Language (TESL) Minor: change "Eng 320" to "ENG 320."
- UCC Page 1130, Physical Education Course Addition: change "PE 117" to "PEF 117."
- UCC Page 1131, PRIM 599.1 Course Addition: change "...research ont he cognitive..." to "...research on the cognitive..."
- UCC Page 1131, B.S./Primate Studies Major Program Addition: change "BISC 375 GENERAL ECOLOGY" to "BISC 375 General Ecology."
- UCC Page 1134, Flight Technology Course Additions: delete UCC votes.
- UCC Page 1135, proposed Flight Officer Option: change "Completion of the major, assists the student..." to "Completion of the major assists the student..." and change "contract operator *(FBO)..." to "contract operator (FBO)*..."
- UCC Page 1136, proposed Flight Officer Option: change "FLT 211 Meteorology" to "FLT 210 Meteorology."
- UCC Page 1138, proposed Airway Science Option: change "The curriuclum is disciplined and structured to educate..." to "The curriculum is structured to educate..."
- UCC Page 1139, proposed Airway Science Management Concentration: change "...should score 90, or higher on the Air Traffic Control..." to "should score 90 or higher on the Air Traffic Control..." and insert "65" credit notation for core courses.
- UCC Page 1140, proposed Aviation Maintenance Management Concentration: change "...coverage of the theoretical and practical application..." to "coverage of theoretical and practical applications..."; change "...curriculum under the Federal Aviation Regulation 147..." to "curriculum under Federal Aviation Regulation 147..."; and delete "Opportunities exist both in government and the private sectors of aviation."
- UCC Page 1141, change "...and practical application." to "and practical applications."; and change "...in government and aviation electronics,..." to "...in government and private aviation electronics,..."

Motion passed.

UCC PAGE

1123-27	Music Teaching Minors; Music Education Majors; Percussion Performance Major; Theory/Composition Major	Program Change
1128	DHC 131, 132, 133	Course Additions
1128	DHC 231, 232, 233	Course Additions
1128	DHC 331, 332, 333	Course Additions
1128	DHC 431, 432, 433	Course Additions
1128	B.A./Bilingual Intercultural Ed. Major	Program Deletion
1129	Bilingual/TESL Minor	Program Change
1129	TESL Minor	Program Change
1130	PEF 117	Course Addition

9. CURRICULUM COMMITTEE, continued

<u>UCC PAGE</u>		
1130	HOFN 441	Course Addition
1131	PRIM 220	Course Addition
1131	PRIM 311	Course Addition
1131	PRIM 314	Course Addition
1131	PRIM 392	Course Addition
1131	PRIM 411	Course Addition
1131	PRIM 490	Course Addition
1131	PRIM 496	Course Addition
1131	PRIM 596	Course Addition
1131	PRIM 498	Course Addition
1131	PRIM 499	Course Addition
1131	PRIM 495	Course Addition
1131	PRIM 497	Course Addition
1131	PRIM 599.1	Course Addition
1131	B.S./Primate Studies Major	Program Addition
1132	FLT 250 to FLT 253	Course Change
1132	FLT 251 to FLT 252	Course Change
1132	FLT 252.1	Course Addition
1132-33	FLT 319	Course Change
1133	FLT 357.1	Course Addition
1133	FLT 458	Course Change
1133	FLT 458.1	Course Addition
1133-34	FLT 151.1	Course Addition
1134	FLT 130	Course Addition
1134	FLT 220	Course Addition
1134	FLT 220.1	Course Addition
1134	FLT 320	Course Addition
1134	FLT 321	Course Addition
1134	FLT 338	Course Addition
1134	FLT 420	Course Addition
1134	FLT 421	Course Addition
1134-35	FLT 444	Course Addition
1135	FLT 445	Course Addition
1135-36	Flight Tech. Major/Flight Officer Option	Program Change
1136-41	Flight Tech. Major/Airway Science Option	Program Change

10. PERSONNEL COMMITTEE

Patrick Owens delivered a report and recommendations on the merit system.

OUTLINE OF MERIT PROPOSAL

I. Rationale

- A. Principle I: Appropriateness of goal setting.
- B. Principle II: Appropriateness of uniformity across departments and schools.
- C. Principle II: Appropriateness of equal distribution of merit money to all who meet established criteria.

II. Decisions about merit

- A. Development of Departmental Achievement Model.
 1. Each department develops model
 2. Review by deans and other chairs
 3. Yearly reviews allow for appropriate revision
 4. Model forms the basis for setting individual goals
- B. Assignment through goal setting
 1. Goal setting meeting between faculty member and chair
 2. Written summary of goal setting meeting
 3. Review by personnel committee
 4. Report to the dean
 5. Review and approval by the dean

10. PERSONNEL COMMITTEE, continued

- C. Annual Assessment
 - 1. Preparation of Structured Performance Record
 - 2. Meeting with chair
 - 3. Independent review by chair and personnel committee
 - 4. Summary of evaluations to faculty member
 - 5. Summary of evaluations to the dean
 - 6. Dean's independent evaluation
 - 7. Dean's decision
 - 8. Dean's decision to the provost with a copy to the department chair and faculty member
- D. Uniformity and Appeal
 - 1. Structured Performance Record
 - 2. Personnel committee
 - 3. At-large member of personnel committee
 - 4. University-wide appeals committee

III. Nature of Salary Awards to Faculty

- A. Senior steps to those who meet expected goals.
- B. Cost of living adjustments
- C. Merit Awards
 - 1. Monetary (As "+" amount)
 - 2. Non-monetary
- D. Market adjustment

MERIT AWARDS

This proposal recommends that procedures for the award to faculty for meritorious service at Central Washington University be restructured. Our approach rests upon three principles. First, annual faculty assignments should be determined through goal setting meetings that target two levels of activities: those that meet university-wide standards of teaching excellence, scholarly activity, and public service, as defined and interpreted by departmental goals and those that meet the university's definition of meritorious performance. Second, merit awards should be both monetary and non-monetary and should focus on the prestige of outstanding performance as well as dollar rewards.

Further, these awards should be equally divided among eligible faculty, and should be separate from other types of salary adjustments, such as market adjustments or a step scale based on seniority. Third, the evaluation, measurement, and interpretation of meritorious work should be consistent across the university within the confines of appropriate academic variations.

The discussion that follows describes the rationale underlying each principle, procedures to implement the new plan, a yearly timeline for implementation, and a description of the nature of the merit award.

I. RATIONALE

Principle #1: Each year, every faculty member will develop with his or her department chair a set of teaching, service, and research goals for the year. Goals will be established at two levels: those necessary to serve as an effective member of the department and those necessary to be meritorious. The goals could arise from a number of sources including standards established within the department, university-wide standards for faculty performance or the faculty member's student and faculty evaluations from previous years. During the meeting, the role of the chair of the department will be to relate individual goals to departmental objectives and to inform the faculty member about expectations related to teaching (e.g., courses to be

10. PERSONNEL COMMITTEE, continued

taught, acceptable student evaluations, number of students one is expected to advise), scholarly productivity (e.g., presentations, articles, books, exhibits, or performances) and public service (e.g., departmental or university committee assignments, activities in service to one's professional organizations).

Faculty and programs benefit in a number of ways when such planning is required. First, the faculty member receives a direct and clear message about departmental expectations. Currently, expectations about the classes one should teach are clear; but in most departments other aspects of one's assignment are not explicitly stated. Second, the conditions under which performance will be considered meritorious are outlined. Third, the faculty member has an opportunity to point out and negotiate aspects of his or her assignment that may be inequitable when compared to assignments of colleagues. A case in point would be faculty serving in departments with large graduate programs where a significant portion of faculty time is devoted to thesis advisement thus reducing the time a faculty member might have to pursue his or her own research or public service. Finally, planning, coordinated energies, and goalsetting can facilitate specific achievement rather than retrospective rationalization as the basis for the award of merit.

The department also benefits when negotiation is possible. First, a mechanism exists to communicate directly with faculty members about perceived strengths and weaknesses. Currently, many faculty are advised in these areas only when performance has seriously deteriorated or when excellence meets an unusual performance standard. Second, faculty members have established criteria in relation to which judgments about peers can be fairly made. Third, charges of unfair practice are guarded against when criteria are explicitly stated.

Principle #2: We believe that uniformity across departments in merit deliberations is both possible and desirable. The nature of academia requires that faculty have different assignments and that their value is differently assessed. However, in a system that operates on goal setting rather than on competition, comparable assessments can be made about the degree to which stated goals are met.

Further, we believe some standardization of procedure will eliminate perceived lack of uniformity. In our proposal, each department is asked to use similar processes of negotiation, to prepare similar Structured Performance Records, to use both the evaluation of the chair and a personnel committee. We also urge that department personnel committees incorporate an at-large member appointed from another department to act as a monitor that assures fair practice and as a system of checks and balances.

Because the system we propose uses each person as his or her own standard, we believe that previous difficulties in cross-discipline comparisons may be reduced. Further, we believe that this system would assist the deans in taking a more active role in understanding and guiding the work of each discipline. In addition, this would ensure some comparability in the goals that are set for meritorious behavior.

Principle #3: A merit procedure should be established to assure that all faculty whose performances exceed the requirements and expectations of their positions are duly rewarded. A system that establishes and then rewards individual goals for performance shows respect for individual differences and individual strengths. While competition is embraced in the marketplace, it should not be the basis for awards in the academic setting where more and more cooperative rather than competitive ventures are recommended.

10. PERSONNEL COMMITTEE, continued

The legislature may not adequately fund merit. In the current system individuals receiving no money; in the proposed system, the focus is on the achievement of merit by stated goals and separates the issues of one's valued contribution from the funding available. Those recommended would be equally praised. An individual's meritorious behavior would be recognized but the amount of money received might be quite small. The latter seems, on the whole, to be the lesser of two evils.

In addition, we propose that non-monetary awards or benefits be considered. While these awards will have real costs to the University, they may be fundable in ways that salary increments are not. Moreover, these awards could, by their nature, enhance and encourage the growth of faculty abilities.

We also recommend that market adjustments never be given under the guise of merit. If market adjustments are needed, and we concede that they are, they should clearly be labeled as such and not confused with meritorious performance.

Finally, we recommend that a system of seniority steps (formerly called professional growth steps) be reinstated to ensure that benefits accrue to faculty members who meet all expectations of their position and, in so doing, increase their value to the institution. These awards would be separate from merit awards and would recognize the very real professional growth that occurs apart from meritorious behavior.

II. DECISIONS ABOUT MERIT

A. Departmental Achievement Models.

1. Each department will develop an Achievement Model that describes overall direction and goals for the department for the following year.
2. The Departmental Achievement Model will be reviewed by the college deans and by other chairs within the school to facilitate the development of goals that are relatively comparable across departments.
3. Yearly review of the Achievement Model will allow for revisions that are responsive to the department's experience the previous year and to changing direction within the University or the profession.
4. The Achievement Model will be instrumental in determining the goals for individual faculty members.

B. Assignment through Goal Setting.

1. The faculty member will meet yearly with the chair to establish his or her basic and meritorious goals.
2. The chair will write a summary of the collaborative goal setting discussion. Copies will be distributed to the faculty member and departmental personnel committee.
3. The department's personnel committee will review all written summaries to insure that the department is maintaining high standards for performance and uniformity across individuals as well as appraising the harmony of individual goals with departmental goals.
4. A report to the Dean written by the chair of the department and reviewed by the personnel committee will describe individual goals for the coming year.
5. The dean will review the departmental reports and suggest any modifications that are necessary to maintain balance across departments. Should any revision be needed at this point, copies of the revisions will be sent to the department, personnel committee and faculty member. Copies will be forwarded to the provost.

10. PERSONNEL COMMITTEE, continued

6. The provost will review reports from the three colleges and suggest any modifications that are necessary to maintain balance across departments.

C. Annual Assessment.

1. Each faculty member will prepare a Structured Performance Record and supporting documents, indicating progress in meeting the goals established during prior goal-setting, with copies to the chair, the personnel committee and the dean.
2. Each year, the chair will meet with each faculty member to review his or her accomplishments for the year.
3. The chair and the personnel committee of the department will review the Structured Performance Record for all faculty and will determine in each of the three areas of Teaching, Scholarly Productivity, and Public Service if the faculty member has met the goals to be considered an effective faculty member and additionally, if he or she has met the requirements to be considered a meritorious faculty member.
4. The chair will summarize the evaluations by the personnel committee and the chair, providing a copy of these evaluations to the faculty member.
5. The chair will send the summary evaluations to the dean.
6. The dean will conduct an independent evaluation of each faculty member to determine if each faculty member has met the goals to be considered an effective faculty member and additionally, if he or she has met the requirements to be considered a meritorious faculty member.
7. The dean will base a decision about effectiveness and merit of the faculty through a review of his or her own evaluation and those of the chair and personnel committee from the department.
8. The dean will forward a written copy of his or her determination to the Provost, chair, personnel committee and the faculty member.

D. Uniformity and Appeal.

1. A standard Structured Performance Record (See Sample) will be used by all faculty submitting files to be considered for merit, tenure, or promotion. Other materials may be appended as appropriate.
2. Every department will have a personnel committee constituted according to departmental action and which submits an evaluation of each faculty member considered for merit, tenure, or promotion, independent of the chair's evaluation.
3. An at-large member from another department will be assigned by the Senate to the Personnel Committee of each department to insure uniformity of procedures and decisions.
4. Faculty members who believe the decisions of the chairs, personnel committees or deans have not fairly represented their performance may ask for a review of their files by the University Wide Appeals Committee. The Committee will be constituted by the Faculty Senate Executive Committee from the pool of at-large members and will have no less than six and no more than ten members to act in matters related to merit and promotion. A committee member may not serve in situations where the case of a departmental colleague is before the committee.

III. NATURE OF THE SALARY AWARDS TO FACULTY

- A. Seniority Steps: All faculty who meet basic goals established during goal setting conversations and in accordance with University guidelines will be eligible to move up the salary scale in a manner determined by the provost and according to a published schedule.

10. PERSONNEL COMMITTEE, continued

The award for this professional progress will be stated in terms of steps on a scale. These awards will be made separately from merit awards and the system and standards for this upward growth will be determined by the University along clear and published criteria.

- B. Cost of Living Adjustments: Cost of living raises will influence the salary schedule in the same manner that they have historically, through a percentage change in the entire schedule.

C. Merit Awards

1. Monetary awards

- a. The title of merit will be awarded to all faculty who, as documented along previously stated procedure have realized the goals established for merit. The amount of the award will be determined by dividing the total amount available for merit by the number of faculty who are judged eligible.
- b. Because the amount of the award will vary from year to year dependent on the amount of money available and the number of faculty eligible, the proposal requires that salary be described differently than in the previous "step system". A faculty member would be on a step that represents seniority growth and cost of living adjustment. In addition, each faculty member would have a "plus" amount that is the total merit award accumulated over years.
- c. For example, if Jane Doe, in her first year of employment at Central is at step 9 (let's say \$30,000) on the salary schedule, receives seniority step (to step 10 at \$31,500) and 3.5% COLA, and is one of 100 people judged eligible for a \$200,000 merit pool, her salary in the next year would be step 10 (\$32,602.50) + \$2,000. This is calculated by adding 3.5% to step 10 (\$31,500 + \$1102.50) and by using a plus amount equal to the \$200,000 merit pool divided by 100 people.

2. Non-monetary awards

- a. Non-monetary awards might be of several types. For example, a non-monetary award might include tuition credits, parking, student or staff assistance for research and development, office, studio, and research materials, library duplicating credits to name but a few examples.
- b. Non-monetary awards might be awarded under a number of conditions. For example, faculty members might receive non-monetary awards when monetary awards are not made available from the legislature, as an incentive to young or new faculty members who may lack the seniority necessary to benefit from summer employment or other benefits that accrue to more senior members, as a part of a negotiated agreement for special services that are outside goal setting agreements, or for exceptional merit as determined by the dean or a university wide committee established to make such determinations. These awards would be distributed on a time-limited basis.

- D. Market Salary Adjustment: Salary adjustments to respond to market forces will be made separately from merit but could be accounted for by additional seniority steps at the discretion of the dean or a University wide committee established to make such determinations.

Additional Questions

In the process of developing this proposal and subsequent discussions about it with a number of people across campus, several questions have arisen for which we have not proposed an answer or solution. The questions fall into two types: those that describe circumstances inherent in our proposal that are also inherent in the current system and those that describe circumstances peculiar to our proposal. Many

10. PERSONNEL COMMITTEE, continued

of the questions require input from other committees and therefore, our approach has been to set aside for later consideration all questions that do not bear directly on the principles we have posited here. However, for the record, the following questions have been raised and will be discussed and their implications studied if the basic principles on which our proposal hinges are adopted:

1. Will it be possible for an individual to renegotiate their goals if unusual circumstances arise in mid-year, e.g., a research opportunity or an unexpected committee assignment?
2. Are promotion and tenure tied to the goal-setting activity?
3. How well does a goal have to be met? Is there any room for subjectivity? Can overshooting in one area make up for undershooting in another?
4. Is there any kind of holdover system from years when merit funds are unavailable or minimal?
5. If in the evaluation of the department, personnel committee, and dean, a faculty member is not meeting basic goals, will there be any subsequent action? (This question, of course, relates mostly to the case of tenured faculty. The awarding of renewal contracts and tenure for untenured faculty allows for specific and direct consequences when a faculty member does not meet the basic goals of the position.)
6. Will there be a minimum amount established for merit awards such that if that minimum is not available, all money will revert to cost-of-living raises?
7. Will everyone be forced to participate?
8. Will there be upper limits for merit dollars at each rank?
9. Can a faculty member continue to accumulate merit past the top of the salary schedule?
10. Will COLAs be added to the plus amount in the same way they are to the salary schedule?
11. What, if any, legal ramifications might there be for cases where a faculty member clearly meets his or her established goals for merit and then is not rewarded with money?

* * * * *

Chair McGehee reported that the Personnel Committee's recommendations will be referred to specific Senate Standing Committees (e.g., Code Committee, Budget Committee) for review and will be circulated to departments. Comments and criticisms should be forwarded to the Senate Executive Committee. The members of the 1990-91 Personnel Committee will be reappointed next year as an Ad Hoc Committee on Merit and will continue to work on this proposal.

Senators commented that the proposed merit process is potentially very time-consuming for department chairs and that it may be more idealistic than practical. Personnel Committee member Libby Street responded that a form similar to this is currently being used successfully in some of Central's larger departments (e.g., Psychology, Music, PEHLS). A Senator concurred with Dr. Street that his experience of once-a-year goal setting in the public schools did not take an inordinate amount of time and helped objectify the merit process. Some Senators criticized a systematic merit approval process as counterproductive to collegiality and questioned whether a system such as this was used at other universities. Dr. Street replied that she previously taught at a university where a similar merit award system was successfully applied. She emphasized that it is important to establish basic expectations of what would be considered meritorious conduct before the award process begins rather than at the end of the process, and she stated that such expectations are not intended to restrict academic freedom.

OLD BUSINESS

None

NEW BUSINESS

None

ADJOURNMENT

Meeting was adjourned at 5:00 p.m.

* * * NEXT REGULARLY SCHEDULED FACULTY SENATE MEETING: October 9, 1991 * * *

FACULTY SENATE REGULAR MEETING
3:00 p.m., Wednesday, May 22, 1991
SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES - May 15, 1991
- IV. COMMUNICATIONS
 - 5/10/91 letter from Academic Affairs Committee to Phil Tolin in response to his 3/12/91 letter concerning faculty workloads.
 - 5/16/91 letter from Dale Otto, Education/TESL, re. Presidential Search; forward to Presidential Search Committee.
 - 5/13/91 letter from James Pappas, Dean of Admissions and Records, re. enrollments; see report below.
- V. REPORTS
 1. Chair
 - Update on Presidential Search
 - Motion to approve 1991-92 Senate Standing Committees (see attached roster)
 2. President
 3. Enrollment - James Pappas, Dean of Admissions/Records
 4. Faculty Opinion Survey of Administrators - Jack Dugan
 5. Ad Hoc Committee on University Governance - Connie Roberts
 6. Academic Affairs Committee
 - Class Attendance Policy (see attached letter)
 7. Budget Committee
 - Salary Distribution (attached)
 8. Code Committee
 9. Curriculum Committee
 - UCC Pages 1123-1141
 10. Personnel Committee
 - Merit Proposal (attached)
- VI. OLD BUSINESS
- VII. NEW BUSINESS
- VIII. ADJOURNMENT

*** NEXT REGULAR FACULTY SENATE MEETING: October 10, 1991 ***

1991-92 FACULTY SENATE STANDING COMMITTEES

Page 2

		Office:	Dept.
<u>SENATE EXECUTIVE COMMITTEE</u>			
Charles McGehee, Chair	Sociology	3-2005	3-1305
Connie Roberts, Vice Chair	BEAM	3-1444	3-2611
Erlice Killorn, Secretary	PEHLS	3-1927	3-1911
Jim Ponzetti, At-Large	Home Economics	3-3360	3-2766
Don Ringe, At-Large	Geology	3-2828	3-2701
<u>SENATE ACADEMIC AFFAIRS COMMITTEE</u>			
*Andrea Bowman	Education	3-1647	3-1460
*Peter Burkholder	Philosophy	3-1358	3-1818
*Ken Hammond	Geography	3-1188	3-1188
+Gary Heesacker	Accounting	3-3337	3-3339
Jan Rizzuti	Math	3-1906	3-2103
STUDENT (UNKNOWN)			
<u>SENATE BUDGET COMMITTEE</u>			
+Barry Donahue	Computer Science	3-1495	3-1495
*Barney Erickson	Math	3-2833	3-2103
Wolfgang Franz	Economics	3-3420	3-1955
+Wayne Klemin	BEAM	3-1255	3-2611
*Rex Wirth	Political Science	3-1318	3-2408
<u>SENATE CODE COMMITTEE</u>			
Cathy Bertelson	BEAM	3-2155	3-2611
Russell Hansen	Sociology	3-2204	3-1305
*Owen Pratz	Psychology	3-3667	3-2381
*John Herum	English	3-1533	3-1546
+Hugh Spall	Business Admin.	3-2343	3-3339
<u>SENATE CURRICULUM COMMITTEE</u>			
+Robert Jacobs	Political Science	3-2375	3-2408
*Larry Lowther	History	3-1455	3-1655
+Morris Uebelacker	Geography	3-2184	3-1188
*Deborah Medlar	Accounting	3-1550	3-3339
UNKNOWN			
STUDENT (UNKNOWN)			
<u>SENATE PERSONNEL COMMITTEE</u>			
Jim Hawkins	Drama	3-1230	3-1766
+Patricia Maguire	PEHLS	3-1968	3-1314
*Patrick Owens	Library	3-1021	3-1021
*Stephanie Stein	Psychology	3-1653	3-2381
*Tom Thelen	Biology	3-3301	3-2731
<u>COUNCIL OF FACULTY REPRESENTATIVES (CFR)</u>			
Ken Gamon	(3 yrs)	3-2834	3-2103
Robert Benton	(2 yrs)	SCAN 721-7410	
Erlice Killorn	(1 yr)	3-1927	3-1911
<u>FACULTY LEGISLATIVE REPRESENTATIVE (FLR)</u>			
Robert Wieking	1991-1994	3-2733	3-1756
UNKNOWN 1994-1997			

* Senator

+ Alternate

Student Alternate: ASCWU/BOD President -
(5/6/91; 2:1)

ACADEMIC AFFAIRS COMMITTEE - CLASS ATTENDANCE POLICY

(POLICY EFFECTIVE FALL QUARTER 1991)

Central
Washington
University



Dean of Undergraduate Studies
Bouillon 207 I
Ellensburg, Washington 99020
(509) 963-1400

February 1, 1991

FEB 4 1991

Charles McGehee, Chair
Faculty Senate
Central Washington University
Campus

Dear Dr. McGehee:

During its meeting on January 29, 1991 the Undergraduate Council approved a motion proposing modification of the class attendance policy. The first paragraph of the present policy is typed below with the proposed new wording in parentheses.

~~Regular class attendance is expected of all students although in most courses attendance is not compulsory except during the first week of classes. Students are responsible for all requirements of the courses in which they are enrolled.~~ (Class attendance may be required at the discretion of the instructor to meet the educational objectives of the course.) If a student fails to attend a class in which enrolled by the end of the third instructional day of the quarter, the course instructor may drop the student from the class roll and fill the space with another student. The instructor must notify the Registrar so the dropped student can be informed and the added student registered. Students are responsible for informing course instructors when it is impossible to attend the first class meeting.

I support the proposed change for several reasons. First, the current policy is not clear. The second sentence implies that attendance is mandatory in some courses, but does not give the student much help in finding out which ones. The proposed change clearly tells the student that the instructor must tell them if attendance is required. The second reason I like the suggested change is because it responds better to the wishes of the faculty, at least as I have understood them in the past. Whenever the subject of mandatory class attendance has been discussed in the Undergraduate Council or on the floor of the Senate, the faculty seems to be clearly divided -- some favoring it and some opposing. The proposed policy would allow those who want to require attendance to do so, and those who do not would not have to. The change being suggested appears to be a good change. I recommend it be approved by the Senate.

Sincerely,

A handwritten signature in cursive script, appearing to read "Don".

Donald M. Schliesman
Vice Provost and Dean of
Undergraduate Studies

DMS:rd

G:11

BUDGET COMMITTEE

The January 1, 1991 salary adjustment required 1.0% to fund the full merit list. Assigning the same percentage to merit this year would result in a merit allocation somewhat higher than the 20% cap specified in the code. This action would require approval by the Senate.

PROPOSED DISTRIBUTION OF SALARY INCREASE FUNDS

	Worst =====	Best =====
Scale Adjustment	2.5%	3.0%
Merit Allocation	1.0	1.0
Total Increase	----- 3.5%	----- 4.0%

MOTION: The Faculty Senate recommends that the funds appropriated by the legislature for salary increases for the first year of the 1991-93 biennium be distributed as follows:

- 1) Funding of merit not to exceed 1.0% of current salary base.
- 2) The remainder of the funds to be used to adjust the salary scale (i.e., cost of living).

DRAFT #2
May 19, 1991
Senate Personnel Committee

OUTLINE OF MERIT PROPOSAL

I. Rationale

- A. Principle I: Appropriateness of goal setting.
- B. Principle II: Appropriateness of uniformity across departments and schools.
- C. Principle II: Appropriateness of equal distribution of merit money to all who meet established criteria.

II. Decisions about merit

- A. Development of Departmental Achievement Model.
 - 1. Each department develops model
 - 2. Review by deans and other chairs
 - 3. Yearly reviews allow for appropriate revision
 - 4. Model forms the basis for setting individual goals
- B. Assignment through goal setting
 - 1. Goal setting meeting between faculty member and chair
 - 2. Written summary of goal setting meeting
 - 3. Review by personnel committee
 - 4. Report to the dean
 - 5. Review and approval by the dean
- C. Annual Assessment
 - 1. Preparation of Structured Performance Record
 - 2. Meeting with chair
 - 3. Independent review by chair and personnel committee
 - 4. Summary of evaluations to faculty member
 - 5. Summary of evaluations to the dean
 - 6. Dean's independent evaluation
 - 7. Dean's decision
 - 8. Dean's decision to the provost with a copy to the department chair and faculty member
- D. Uniformity and Appeal
 - 1. Structured Performance Record
 - 2. Personnel committee
 - 3. At-large member of personnel committee
 - 4. University-wide appeals committee

III. Nature of Salary Awards to Faculty

- A. Senior steps to those who meet expected goals.
- B. Cost of living adjustments
- C. Merit Awards
 - 1. Monetary (As "+" amount)
 - 2. Non-monetary
- D. Market adjustment

MERIT AWARDS

This proposal recommends that procedures for the award to faculty for meritorious service at Central Washington University be restructured. Our approach rests upon three principles. First, annual faculty assignments should be determined through goal setting meetings that target two levels of activities: those that meet university-wide standards of teaching excellence, scholarly activity, and public service, as defined and interpreted by departmental goals and those that meet the university's definition of meritorious performance. Second, merit awards should be both monetary and non-monetary and should focus on the prestige of outstanding performance as well as dollar rewards.

Further, these awards should be equally divided among eligible faculty, and should be separate from other types of salary adjustments, such as market adjustments or a step scale based on seniority. Third, the evaluation, measurement, and interpretation of meritorious work should be consistent across the university within the confines of appropriate academic variations.

The discussion that follows describes the rationale underlying each principle, procedures to implement the new plan, a yearly timeline for implementation, and a description of the nature of the merit award.

I. RATIONALE

Principle #1: Each year, every faculty member will develop with his or her department chair a set of teaching, service, and research goals for the year. Goals will be established at two levels: those necessary to serve as an effective member of the department and those necessary to be meritorious. The goals could arise from a number of sources including standards established within the department, university-wide standards for faculty performance or the faculty member's student and faculty evaluations from previous years. During the meeting, the role of the chair of the department will be to relate individual goals to departmental objectives and to inform the faculty member about expectations related to teaching (e.g., courses to be taught, acceptable student evaluations, number of students one is expected to advise), scholarly productivity (e.g., presentations, articles, books, exhibits, or performances) and public service (e.g., departmental or university committee assignments, activities in service to one's professional organizations).

Faculty and programs benefit in a number of ways when such planning is required. First, the faculty member receives a direct and clear message about departmental expectations. Currently, expectations about the classes one should teach are clear; but in most departments other aspects of one's assignment are not explicitly stated. Second, the conditions under which performance will be considered meritorious are outlined. Third, the faculty member has an opportunity to point out and negotiate aspects of his or her assignment that may be inequitable when compared to assignments of colleagues. A case in point would be faculty serving in departments with large graduate programs where a significant portion of faculty time is devoted to thesis advisement thus reducing the time a faculty member might have to pursue his or her own research or public service. Finally, planning, coordinated energies, and goalsetting can facilitate specific achievement rather than retrospective rationalization as the basis for the award of merit.

The department also benefits when negotiation is possible. First, a mechanism exists to communicate directly with faculty members about perceived strengths and weaknesses. Currently, many faculty are advised in these areas only when performance has seriously deteriorated or when excellence meets an unusual performance standard. Second, faculty members have established criteria in relation to which judgments about peers can be fairly made. Third, charges of unfair practice are guarded against when criteria are explicitly stated.

Principle #2: We believe that uniformity across departments in merit deliberations is both possible and desirable. The nature of academia requires that faculty have different assignments and that their value is differently assessed. However, in a system that operates on goal setting rather than on competition, comparable assessments can be made about the degree to which stated goals are met.

Further, we believe some standardization of procedure will eliminate perceived lack of uniformity. In our proposal, each department is asked to use similar processes of negotiation, to prepare similar Structured Performance Records, to use both the evaluation of the chair and a personnel committee. We also urge that department personnel committees incorporate an

at-large member appointed from another department to act as a monitor that assures fair practice and as a system of checks and balances.

Because the system we propose uses each person as his or her own standard, we believe that previous difficulties in cross-discipline comparisons may be reduced. Further, we believe that this system would assist the deans in taking a more active role in understanding and guiding the work of each discipline. In addition, this would ensure some comparability in the goals that are set for meritorious behavior.

Principle #3: A merit procedure should be established to assure that all faculty whose performances exceed the requirements and expectations of their positions are duly rewarded. A system that establishes and then rewards individual goals for performance shows respect for individual differences and individual strengths. While competition is embraced in the marketplace, it should not be the basis for awards in the academic setting where more and more cooperative rather than competitive ventures are recommended.

The legislature may not adequately fund merit. In the current system, poor funding from the legislature results in some meritorious individuals receiving no money; in the proposed system, the focus is on the achievement of merit by stated goals and separates the issues of one's valued contribution from the funding available. Those recommended would be equally praised. An individual's meritorious behavior would be recognized but the amount of money received might be quite small. The latter seems, on the whole, to be the lesser of two evils.

In addition, we propose that non-monetary awards or benefits be considered. While these awards will have real costs to the University, they may be fundable in ways that salary increments are not. Moreover, these awards could, by their nature, enhance and encourage the growth of faculty abilities.

We also recommend that market adjustments never be given under the guise of merit. If market adjustments are needed, and we concede that they are, they should clearly be labeled as such and not confused with meritorious performance.

Finally, we recommend that a system of seniority steps (formerly called professional growth steps) be reinstated to ensure that benefits accrue to faculty members who meet all expectations of their position and, in so doing, increase their value to the institution. These awards would be separate from merit awards and would recognize the very real professional growth that occurs apart from meritorious behavior.

II. DECISIONS ABOUT MERIT

A. Departmental Achievement Models.

1. Each department will develop an Achievement Model that describes overall direction and goals for the department for the following year.
2. The Departmental Achievement Model will be reviewed by the college deans and by other chairs within the school to facilitate the development of goals that are relatively comparable across departments.
3. Yearly review of the Achievement Model will allow for revisions that are responsive to the department's experience the previous year and to changing direction within the University or the profession.
4. The Achievement Model will be instrumental in determining the goals for individual faculty members.

B. Assignment through Goal Setting.

1. The faculty member will meet yearly with the chair to establish his or her basic and meritorious goals.
2. The chair will write a summary of the collaborative goal setting discussion. Copies will be distributed to the faculty member and departmental personnel committee.
3. The department's personnel committee will review all written summaries to insure that the department is maintaining high standards for performance and uniformity across individuals as well as appraising the harmony of individual goals with departmental goals.

MERIT AWARDS

Page 8

4. A report to the Dean written by the chair of the department and reviewed by the personnel committee will describe individual goals for the coming year.
5. The dean will review the departmental reports and suggest any modifications that are necessary to maintain balance across departments. Should any revision be needed at this point, copies of the revisions will be sent to the department, personnel committee and faculty member. Copies will be forwarded to the provost.
6. The provost will review reports from the three colleges and suggest any modifications that are necessary to maintain balance across departments.

C. Annual Assessment.

1. Each faculty member will prepare a Structured Performance Record and supporting documents, indicating progress in meeting the goals established during prior goal-setting, with copies to the chair, the personnel committee and the dean.
2. Each year, the chair will meet with each faculty member to review his or her accomplishments for the year.
3. The chair and the personnel committee of the department will review the Structured Performance Record for all faculty and will determine in each of the three areas of Teaching, Scholarly Productivity, and Public Service if the faculty member has met the goals to be considered an effective faculty member and additionally, if he or she has met the requirements to be considered a meritorious faculty member.
4. The chair will summarize the evaluations by the personnel committee and the chair, providing a copy of these evaluations to the faculty member.
5. The chair will send the summary evaluations to the dean.
6. The dean will conduct an independent evaluation of each faculty member to determine if each faculty member has met the goals to be considered an effective faculty member and additionally, if he or she has met the requirements to be considered a meritorious faculty member.
7. The dean will base a decision about effectiveness and merit of the faculty through a review of his or her own evaluation and those of the chair and personnel committee from the department.
8. The dean will forward a written copy of his or her determination to the Provost, chair, personnel committee and the faculty member.

D. Uniformity and Appeal.

1. A standard Structured Performance Record (See Sample) will be used by all faculty submitting files to be considered for merit, tenure, or promotion. Other materials may be appended as appropriate.
2. Every department will have a personnel committee constituted according to departmental action and which submits an evaluation of each faculty member considered for merit, tenure, or promotion, independent of the chair's evaluation.
3. An at-large member from another department will be assigned by the Senate to the Personnel Committee of each department to insure uniformity of procedures and decisions.
4. Faculty members who believe the decisions of the chairs, personnel committees or deans have not fairly represented their performance may ask for a review of their files by the University Wide Appeals Committee. The Committee will be constituted by the Faculty Senate Executive Committee from the pool of at-large members and will have no less than six and no more than ten members to act in matters related to merit and promotion. A committee member may not serve in situations where the case of a departmental colleague is before the committee.

III. NATURE OF THE SALARY AWARDS TO FACULTY

- A. Seniority Steps: All faculty who meet basic goals established during goal setting conversations and in accordance with University guidelines will be eligible to move up the salary scale in a manner determined by the provost and according to a published schedule. The award for this professional progress will be stated in terms of steps on a scale. These awards will be made separately from merit awards and the system and standards for this upward growth will be determined by the University along clear and published criteria.

- B. Cost of Living Adjustments: Cost of living raises will influence the salary schedule in the same manner that they have historically, through a percentage change in the entire schedule.
- C. Merit Awards
1. Monetary awards
 - a. The title of merit will be awarded to all faculty who, as documented along previously stated procedure have realized the goals established for merit. The amount of the award will be determined by dividing the total amount available for merit by the number of faculty who are judged eligible.
 - b. Because the amount of the award will vary from year to year dependent on the amount of money available and the number of faculty eligible, the proposal requires that salary be described differently than in the previous "step system". A faculty member would be on a step that represents seniority growth and cost of living adjustment. In addition, each faculty member would have a "plus" amount that is the total merit award accumulated over years.
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- D. Market Salary Adjustment: Salary adjustments to respond to market forces will be made separately from merit but could be accounted for by additional seniority steps at the discretion of the dean or a University wide committee established to make such determinations.

Additional Questions

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1. Will it be possible for an individual to renegotiate their goals if unusual circumstances arise in mid-year, e.g., a research opportunity or an unexpected committee assignment.
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11. What, if any, legal ramifications might there be for cases where a faculty member clearly meets his or her established goals for merit and then is not rewarded with money?

MERIT AWARD PROCESS

PHASE I: DEPARTMENTAL ACHIEVEMENT MODEL

- A. Each Department reevaluates and develops an achievement model to be used as a basic standard for achievement by the faculty members in the department.
- B. The departmental achievement model is distributed to each faculty member.

PHASE II: GOAL NEGOTIATION (May-June)

- A. Negotiation for the following year's goals between the new faculty member and his/her chair. (New faculty members will negotiate at the time of hire). Negotiated Goals are recorded in the Goals column of the Structured Performance Record (SPR).
- B. Review and approval of the negotiated goals by the Departmental Personnel Committee. Comments and signatures on the SPR Personnel Committee Review and Evaluation Form by the committee chairperson and at-large member.
- C. Review and approval of the negotiated goals reported on the SPR by the Dean.
- D. Copies of finalized approved negotiated goals on SPR to faculty and Chair.

PHASE III: EVALUATION & RECOMMENDATION (March-April)

- A. Faculty member fills in the performance attainment portion of the SPR and submits three copies to the Chair who sends one to the Personnel Committee and one to the Dean.
- B.
 - 1. The Chair reviews the faculty member's merit award file comprised of the SPR and any supplemental supporting material.
 - 2. The Personnel Committee reviews the faculty member's merit award file comprised of the SPR and any supplemental supporting material.
- C.
 - 1. The chair's independent evaluation and recommendation (not attained, attained satisfactory performance, or meritorious performance), completion of the evaluation column in the SPR and comments, overall recommendation and signature.
 - 2. The personnel committee's independent evaluation and recommendation (not attained, attained satisfactory performance, or meritorious performance), completion of the evaluation column in the SPR and comments, overall recommendation and signature.

- D. Results from the chair and personnel committee reviews are submitted to the Dean with a copy to the faculty member.
- E. The Dean conducts an independent evaluation of the file and records comments, recommendations and signature on the Dean's SPR Review and Evaluation Form.
- F. The Dean submits his/her recommendation to the Provost with a copy to the faculty member.

PHASE IV: APPEAL PROCESS (April-May)

- A. Faculty members who believe the decisions of the chairs, personnel committees, or deans do not fairly represent their performance record may request a review by the University Wide Appeals Committee.
- B. The University Wide Appeals Committee reviews the file and any comments or additional material submitted by the faculty member and makes a determination.
- C. The Appeals Committee notifies the faculty of its determination.

PHASE V: FINAL AWARD DETERMINATION

- A. The Appeals Committee Report is reviewed and appropriate action and notification is made.
- B. The final determination is made regarding the faculty members who will be the Merit Award recipients. The nature (monetary or non-monetary) and the amount of the award is determined.
- C. The Merit Awards are announced, published and the recipients notified.

MERIT AWARD PROCESS

PHASE I
DEPARTMENTAL
ACHIEVEMENT MODEL

I-A Department Reviewer
I-B Faculty Member
I-C Receive a Copy of
Achievement Model

PHASE II
GOAL NEGOTIATION
(May - June)

E-A Goal Setting
Negotiated and
Recorded on SF#

E-B Review and Approval
Negotiated Goals
on SF#

E-C Review and Approval
Negotiated Goals
on SF#

E-D Copies of
Printed Approved
Negotiated Goals of SF#

Dean to Faculty and Chair

PHASE III
EVALUATION &
RECOMMENDATION
(March - April)

E-A Performance Attainment
For Each Goal on SF#
3 Copies Submitted
by Faculty

E-B Review of File
SF# & Supplemental Materials
by Chair

E-C Evaluation & Recommendation
of Merit Award
by Chair

E-D File with Recommendations
Submitted to the Dean
Copy to Faculty

E-E Evaluation of Completed File
by Dean

E-F Submission of Recommendation
Of Merit Award by Dean
to Provost
Copy to Faculty

PHASE IV
APPEAL PROCESS
(April - May)

IV-A Faculty Request for
Merit Award File Review
by University Wide Appeals
Committee

IV-B Review & Determination
by Appeals Committee

IV-C Notification of Determination
to Faculty

PHASE V
FINAL AWARD
DISTRIBUTION

V-A Appeals Committee Support
Reviewed and Appropriate
Action and Notification

V-B Final Determination of
Merit Award Recipients
and Nature of Award

V-C Notification
Announcement and
Publication of Awards

I. TEACHING EFFECTIVENESS

GOALS	ATTAINMENT	EVALUATION
A. Courses		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals
		<input type="checkbox"/> Met Basic Goals
2. Meritorious Standard		<input type="checkbox"/> Meritorious
B. Curricular Development/ Instructional Innovation		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals
		<input type="checkbox"/> Met Basic Goals
2. Meritorious Standard		<input type="checkbox"/> Meritorious
C. Student Evaluations		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals
		<input type="checkbox"/> Met Basic Goals
2. Meritorious Standard		<input type="checkbox"/> Meritorious

I. TEACHING EFFECTIVENESS

GOALS	ATTAINMENT	EVALUATION
D. Independent Studies		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals
		<input type="checkbox"/> Met Basic Goals
2. Meritorious Standard		<input type="checkbox"/> Meritorious
E. Thesis/Advising/Committees		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals
		<input type="checkbox"/> Met Basic Goals
2. Meritorious Standard		<input type="checkbox"/> Meritorious
F. Professional Development Related to Teaching		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals
		<input type="checkbox"/> Met Basic Goals
2. Meritorious Standard		<input type="checkbox"/> Meritorious

II. SCHOLARLINESS AND PRODUCTIVITY

GOALS	ATTAINMENT	EVALUATION
D. Presentations (Submitted, Accepted, or Given)		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals <input type="checkbox"/> Meritorious
2. Meritorious Standard		<input type="checkbox"/> Meritorious
E. Creative Activity/Scholarliness (reading, jurying, editor etc)		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals <input type="checkbox"/> Meritorious
2. Meritorious Standard		<input type="checkbox"/> Meritorious
F. Grants (Proposal Development, Application and Received)		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals <input type="checkbox"/> Meritorious
2. Meritorious Standard		<input type="checkbox"/> Meritorious

G. Other		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals <input type="checkbox"/> Meritorious
2. Meritorious Standard		<input type="checkbox"/> Meritorious

H. Comments

I. List of Supporting Documents Attached

G. Other

1. Acceptable Standard		[] Did Not Meet Basic Goals
2. Meritorious Standard		[] Met Basic Goals [] Meritorious

H. Comments

I. List of Supporting Documents Attached

II. SCHOLARLINESS AND PRODUCTIVITY

GOALS	ATTAINMENT	EVALUATION
A. On Going Research and Writing		
1. Acceptable Standard		[] Did Not Meet Basic Goals
2. Meritorious Standard		[] Met Basic Goals [] Meritorious
B. Professional Development Related to Scholarliness		
1. Acceptable Standard		[] Did Not Meet Basic Goals
2. Meritorious Standard		[] Met Basic Goals [] Meritorious
C. Publications (Submitted or Published)		
1. Acceptable Standard		[] Did Not Meet Basic Goals
2. Meritorious Standard		[] Met Basic Goals [] Meritorious

III. PUBLIC SERVICE

GOALS	ATTAINMENT	EVALUATION
A. Committees		
1. Senate Committee(s)		
a. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals
b. Meritorious Standard		<input type="checkbox"/> Meritorious
2. Departmental Committee(s)		
a. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals
b. Meritorious Standard		<input type="checkbox"/> Meritorious
3. University Committee(s)		
a. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals
b. Meritorious Standard		<input type="checkbox"/> Meritorious
B. Board Memberships		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals
2. Meritorious Standard		<input type="checkbox"/> Meritorious
C. Other		
1. Acceptable Standard		<input type="checkbox"/> Did Not Meet Basic Goals <input type="checkbox"/> Met Basic Goals
2. Meritorious Standard		<input type="checkbox"/> Meritorious
D. Comments		
E. List of Supporting Documents Attached		

RECOMMENDATION COMMENTS
DEPARTMENT CHAIRMAN

Phase I Goal Setting

Comments:

Teaching Effectiveness

Scholarliness and Productivity

Public Service

I understand that my signature attests only that I have reviewed the goal setting file, and have made the above comments; it does not institute a commitment of an award of merit, promotion, or tenure.

Signature: _____ Date: _____

Phase II Evaluation

Comments:

Teaching Effectiveness

Scholarliness and Productivity

Public Service

Interpersonal Effectiveness: Strengths:

Weaknesses:

Evaluation: Did Not Meet Basic Goals Did Meet Basic Goals But Not Meritorius Meritorious

I understand that my signature attests only that I have reviewed the structured performance record and made the above comments and evaluation; it does not institute a commitment of an award of merit, promotion or tenure.

Signature: _____ Date: _____

RECOMMENDATION COMMENTS
DEPARTMENTAL PERSONNEL COMMITTEE

Phase I Goal Setting

Comments:

Teaching Effectiveness

Scholarliness and Productivity

Public Service

I understand that my signature attests only that I have reviewed the goal setting file, and have made the above comments; it does not institute a commitment of an award of merit, promotion, or tenure.

Committee Chairperson:
Signature _____ Date _____

At-Large Committee Member:
Signature _____ Date _____

Phase II Evaluation

Comments:

Teaching Effectiveness

Scholarliness and Productivity

Public Service

Interpersonal Effectiveness: Strengths:

Weaknesses:

Evaluation: Did Not Meet Basic Goals Met Basic Goals But Not Meritorius Meritorious

Committee Chairperson:
Signature _____ Date _____

At-Large Committee Member:
Signature _____ Date _____

RECOMMENDATION COMMENTS
DEAN OF _____

Phase I Goal Setting

Comments:

- Teaching Effectiveness
- Scholarliness and Productivity
- Public Service

I understand that my signature attests only that I have reviewed the goal setting file, and have made the above comments; it does not institute a commitment of an award of merit, promotion, or tenure.

Signature: _____ Date: _____

Phase II Evaluation

Comments:

- Teaching Effectiveness
- Scholarliness and Productivity
- Public Service

Evaluation: Did Not Meet Basic Goals Met Basic Goals But Not Meritorious Meritorious

I understand that my signature attests only that I have reviewed the structured performance record and made the above comments and evaluation; it does not institute a commitment of an award of merit, promotion, or tenure.

Signature: _____ Date: _____

REGULAR FACULTY SENATE MEETING
May 29, 1991
AGENDA -- ADDENDUM

ACADEMIC AFFAIRS COMMITTEE

[Modification of class attendance policy approved by
Undergraduate Council 1/29/91]

CLASS ATTENDANCE POLICY

MOTION: Regular class attendance is expected of all students. Although in most courses attendance is not compulsory, except during the first week of classes, students are responsible for all requirements of the courses in which they are enrolled. Attainment of the educational objectives of a course normally presupposes class attendance. At the instructor's discretion regular attendance may be required. If a student fails to attend a class in which enrolled by the end of the third instructional day of the quarter, the course instructor may drop the student from the class roll and fill the space with another student. If by the end of the third instructional day of the quarter a student has failed to attend a class in which enrolled, the instructor may drop the student from the class roll and fill the space with another student. The instructor must notify the Registrar so the dropped student can be informed and the added student registered. Students are responsible for informing course instructors when it is impossible to attend the first class meeting...
(policy effective Fall quarter 1991)

RATIONALE:

- 1) The first new sentence stresses that class attendance often does have a rational ground.
- 2) The second new sentence places primary responsibility on instructors to decide whether regular attendance is warranted in their own classes, and authorizes them to require it. (Such a requirement is enforceable only if students have been notified of it; e.g., by a statement on the class syllabus.)
- 3) The third new sentence is merely an editorial recasting of a sentence in Central's current attendance policy. It makes clear that the phrase "by the end of the third instructional day of the quarter" is intended to modify "failed to attend" instead of just "enrolled."

<input checked="" type="checkbox"/> Osman ALAWIYE	<input type="checkbox"/> Andrea BOWMAN
<input checked="" type="checkbox"/> E.E. BILYEU	<input type="checkbox"/> Dieter ROMBOY
<input checked="" type="checkbox"/> Peter BURKHOLDER	<input type="checkbox"/> Raeburne HEIMBECK
<input checked="" type="checkbox"/> David CARNS	<input type="checkbox"/> Walter KAMINSKI
<input type="checkbox"/> John CLARK	<input type="checkbox"/> Teresa MARTIN
<input checked="" type="checkbox"/> Ken CORY	<input type="checkbox"/> Gary GALBRAITH
<input checked="" type="checkbox"/> David DARDA	<input type="checkbox"/> John CARR
<input checked="" type="checkbox"/> Barry DONAHUE	<input type="checkbox"/> George TOWN
<input type="checkbox"/> Clint DUNCAN	<input checked="" type="checkbox"/> Walt EMKEN
<input type="checkbox"/> Steven FARKAS	<input type="checkbox"/> Don RINGE
<input checked="" type="checkbox"/> Jennifer FISHER	<input type="checkbox"/>
<input checked="" type="checkbox"/> Ken GAMON	<input type="checkbox"/> Stephen HINTHORNE
<input checked="" type="checkbox"/> Donald GARRITY	<input type="checkbox"/> Robert EDINGTON
<input checked="" type="checkbox"/> Ed GOLDEN	<input type="checkbox"/>
<input checked="" type="checkbox"/> Ken HAMMOND	<input type="checkbox"/> Morris UEBELACKER
<input checked="" type="checkbox"/> Jim HAWKINS	<input type="checkbox"/> Betty EVANS
<input checked="" type="checkbox"/> Erlice KILLORN	<input type="checkbox"/> Patricia MAGUIRE
<input type="checkbox"/> Karina KUHLMEIER	<input type="checkbox"/>
<input checked="" type="checkbox"/> Larry LOWTHER	<input type="checkbox"/> Dan RAMSDELL
<input checked="" type="checkbox"/> Charles McGEHEE	<input type="checkbox"/> Charles HAWKINS
<input checked="" type="checkbox"/> Patrick McLAUGHLIN	<input type="checkbox"/>
<input type="checkbox"/> Jack McPHERSON	<input checked="" type="checkbox"/>
<input type="checkbox"/> Deborah MEDLAR	<input type="checkbox"/> Dick WASSON
<input type="checkbox"/> Vince NETHERY	<input type="checkbox"/> Stephen JEFFERIES
<input checked="" type="checkbox"/> Steve OLSON	<input type="checkbox"/> John HERUM
<input checked="" type="checkbox"/> Patrick OWENS	<input type="checkbox"/> Thomas YEH
<input checked="" type="checkbox"/> Gary PARSON	<input type="checkbox"/> George KESLING
<input type="checkbox"/> John PICKETT	<input type="checkbox"/> Andrew SPENCER
<input type="checkbox"/> Jim PONZETTI	<input checked="" type="checkbox"/> Ethan BERGMAN
<input checked="" type="checkbox"/> Owen PRATZ	<input type="checkbox"/> Jim GREEN
<input type="checkbox"/> Connie ROBERTS	<input checked="" type="checkbox"/> Ken HARSHA
<input checked="" type="checkbox"/> Eric ROTH	<input type="checkbox"/> Geoffrey BOERS
<input checked="" type="checkbox"/> Tami SCHRANK	<input type="checkbox"/>
<input type="checkbox"/> Stephen SMITH	<input type="checkbox"/> Richard MACK
<input checked="" type="checkbox"/> Warren STREET	<input type="checkbox"/> Max ZWANZIGER
<input type="checkbox"/> Alan TAYLOR	<input type="checkbox"/> Roger GARRETT
<input type="checkbox"/> Randall WALLACE	<input type="checkbox"/>
<input checked="" type="checkbox"/> Rex WIRTH	<input type="checkbox"/> Robert JACOBS
<input type="checkbox"/> Roger YU	<input type="checkbox"/>

May 29, 1991

Date

VISITOR SIGN-IN SHEET

Paul Schmitt	Daily Record
Jim Maravaglia	DIRECTOR OF ADMISSIONS
James J. Stapp	DEAN ADMISSIONS & RECORDS
Jean F. Mobilo	ASST DEAN SBE
Don Ahlheim	Dean of Undergraduate Studies
Chip Simmons	Student Rep. to Faculty Senate 91-92
Anne Deerman	Assoc. Dean CLAS

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

CENTRAL WASHINGTON UNIVERSITY
AN ENROLLMENT UPDATE FOR FALL, 1991

REPORT TO FACULTY SENATE

by James G. Pappas
Dean of Admissions and Records

May 29, 1991

1. This has been a most taxing, hectic, and complex year for most of us. For my staff and I, there has been the usual faculty and administrative committee meetings, significant changes in admissions policies, touch-tone registration, and a long list of student appeals. **However, the higher-than-usual flurry of activity in Admissions has consumed a lot of time.** Recently, I asked myself the question, what does the campus community know about enrollment pressures, lower new student admission targets, and other enrollment information? Jim Maraviglia and I have mailed several memoranda and letters to the campus community about admissions issues, but I have not given you any enrollment data. The Executive Group has been kept abreast of changes. I have been in seemingly constant contact with either Council of Presidents (COP), HECB, and OFM. I have testified before the House Higher Education Committee; however, I have not spoken directly to the faculty. Two weeks ago at a meeting concerning minority recruitment, Charles McGehee stated, "I am sure many of our faculty members are unaware of admissions and minority recruitment programs. Today, I hope to bring you up to date.

Some Background Information

Let me begin by sharing with you the important challenges that have faced institutions of higher education across the country. Since 1983, Elaine El-Khawas of the American Council on Education (ACE) has surveyed institutions noting and listing changes that have taken place in higher education. Below, I have summarized the major changes from her reports since 1988:

- a. The issue of securing adequate financial support outweighed all other problems as one of the most serious challenges faced in higher education in 1990.
- b. Faculty staffing has risen dramatically, as many administrators cited this area as one of the three major challenges in 1990.
- c. Issues related to the quality of academic programs rank high among administrator concerns.
- d. Enrollment issues is an area of wide concern with very sharp differences between public and independent institutions.
- e. Concerns about facilities as renovation and renewal needs are always a pressing challenge.

f. Concerns about improving cultural and ethnic diversity were cited by 24 percent of administrators as among their greatest challenge.

2. Why do I include this?

Financial support and resources are extremely critical to the operation of a university, but if you think about it, all of the above issues are directly related. Almost always, there is a problem with enrollment, FTE, or student head count. This always is the big issue on a campus. Most institutions across the nation are looking for students. At CWU, we are controlling our enrollment down and controlling enrollment is not a simple process. The "winds can change quickly". For example:

At least two times in the 1970s and then again in 1980-81, we listened to threats from the legislature to close Central Washington University and The Evergreen State College. I was not here then, but have been told there were state budget shortfalls, and CWU & TESC had lacked pressure for enrollment. I had firsthand experience of this threat in 1980-81, during the years of financial retrenchment and exigency. In fact, I was directed to prepare defense, or paper, for the Council of Postsecondary Education, explaining why CWU should not be closed. But, as our enrollment increased, the threats disappeared. In 1983 I asked this body, through the Undergraduate Council, to increase admissions standards, which raised many questions about the quality versus quantity issue. The proposal to increase requirements passed and standards have been continually raised throughout the 1980s for both incoming freshmen and transfer students. Raising requirements at that time was a risk, but the Faculty Senate, in my opinion, did the right thing, as quality over quantity is always better. No longer do we hear anyone saying, "Close down Central Washington University", due to enrollment pressure.

3. This brings me to today. Last December I wrote a letter to all the high school and community college counselors in the state. I mailed a copy of that same letter to the faculty, indicating that we would be cutting back on the number of new students (entering freshmen and transfer students) for Fall, 1991. From December to the present, we have been asking for an additional 550 FTE, as the President has indicated this was our highest priority in the 1991-93 budget. As of now, there is still a spark of optimism by a few who feel that we will receive an additional 250 FTE each year of the next biennium. I am an optimistic person, but I am very skeptical that this will happen. So, what I would like to do in the next few minutes is give you some facts and enrollment figures of where we are right now, and an appraisal on what we anticipate next fall.

The Problem

Since we have been overenrolled by approximately 375-400 students since Fall, 1990, we needed to significantly reduce our head count and related FTE. The problem is, since last Fall, we have had to guess how many additional FTE we would receive from the legislature. As of today, we still do not know, and Fall, 1991, is less than four months away! On April 26, 1991, after reading the Senate and House Budget Bills for Higher Education, we assumed a minimum increase of 126 FTE (the House Bill) for 1991-92. So, we increased our target by 126 students.

Our Enrollment Targets

Last year's Annual Average FTE number was 6090. This year, we are aiming for (guessing we will receive) an Annual Average FTE between 6250 and 6275. The following are some specifics:

	<u>1989</u>	<u>1990</u>	<u>1991</u>
Freshmen	1109	1133	975-1000
Transfers	816	865	750
Graduates (est.)	90	90	100
Readmits	<u>100</u>	<u>100</u>	<u>100</u>
	2115	2188	1925

(These figures do not include an additional 125 transfers for Extended Degree Programs)

Raised Our Freshman Admissions Requirement

Last October, we announced a higher set of freshmen admission requirements. Freshmen are admitted by: 1) reviewing High School Course Pattern Requirements, and 2) an Admissions Index, which is computed by using a formula of standardized test scores and high school grade point average. The HECB's minimum is an Index of 13. For Fall, 1991, we raised the Index to 18, anticipating the reduction of about 135 freshmen. After the Rolling Admissions date is reached, a priority admission system is used and the High School Admissions Index is raised.

Raised Our Transfer Admissions Requirements

In 1988 and 1990, the Transfer Student Admissions Requirements were raised so that there is a transfer admission scale and priority considerations used in the determination of admission. The following is an explanation of the procedure:

1. Priority consideration will be given to all transfers with the appropriate AA degree and cumulative gpas of 2.0 in transfer.
2. Second priority consideration will be given to all transfers with more than 90 hours currently completed and cumulative gpas of 2.2 or higher.
3. Third priority consideration will be given to all transfers who have between 60 and 90 hours currently completed and cumulative gpas of 2.3 or higher. These applicants who are currently enrolled at a community college or university will be admitted with three quarters or less still to be completed.
4. Fourth priority consideration will be given to transfer applicants who have currently completed between 40 and 59 hours and have at least a 2.5 cumulative gpa or higher. These applicants who are currently enrolled in a community college or university will be admitted with three quarters or less still to be completed.
5. If space permits, fifth consideration will be given to transfer applicants who have earned less than 40 hours with at least a 2.5 or higher cumulative gpa and have at least an 18 Admissions Index or higher.

6. Any transfer who has earned less than 40 hours and who does not have an Index of 18 or higher should be encouraged to continue their studies at the school they are currently attending.

Retention Rates

Perhaps one of the most significant indicators of change and an increase in quality can be found in the rate of retention. In 1976-77, our student retention rate was 42.44 percent. In 1980, it was 49.41 percent, and by 1991, it was 79.49 percent. This increase in the rate of retention has been impacted by a higher student academic profile and a host of other student intervention measures, including improved academic and student support services. See attached charts.

Number of Undergraduate Degrees

Last year, the number of graduates decreased compared to the previous year. This year, the numbers are up. See attached chart.

JP5:1

Table III
RATE OF RETENTION
 Percent of Students Enrolled Previous Quarter Who
 Carry-Over to the Next Quarter by Class and Year
 Academic Years 1974-75 to Present

Term	Year	Fr	Soph	Jr	Sr	UNCL5	Grad	Other	Total	
From Previous Spring To Fall Quarter	74-75	63.74	70.18	78.36	32.47	19.35	40.29	—	51.68	
	75-76	58.62	68.67	80.63	34.28	21.19	42.31	—	50.11	
	76-77	59.22	65.55	77.65	34.31	16.23	42.18	9.96	42.44	
	77-78	59.24	67.94	81.46	44.52	16.34	42.02	13.78	44.15	
	78-79	61.13	70.66	80.40	37.60	20.60	37.89	20.57	49.38	
	79-80	64.93	70.64	82.73	41.30	18.64	33.83	25.86	49.41	
	*80-81	86.99	70.60	74.06	*15.77	20.28	20.47	11.89	48.35	
	*81-82	88.94	74.85	69.16	*15.73	19.53	25.50	25.98	50.62	
	82-83	66.23	76.74	84.29	46.92	30.54	39.90	49.09	62.16	
	83-84	73.42	77.09	84.84	46.04	32.73	44.22	40.94	63.58	
	84-85	71.52	78.55	83.14	50.66	30.92	48.57	43.20	63.63	
	85-86	74.30	78.67	86.06	46.94	39.85	47.33	73.89	66.46	
	86-87	71.68	79.70	82.45	45.99	33.82	46.67	42.86	62.94	
	87-88	78.76	82.03	88.50	50.05	56.96	50.40	83.33	69.99	
	88-89	81.28	85.16	92.91	55.00	61.06	81.82	58.73	74.93	
	89-90	82.59	88.18	96.65	55.07	66.11	84.07	80.39	77.00	
	90-91	85.01	85.41	85.23	72.54	65.45	73.09	79.31	79.49	
From Fall To Winter Quarter	74-75	78.70	89.01	89.32	76.62	45.06	63.43	—	77.14	
	75-76	85.01	89.28	89.87	79.26	50.95	66.41	31.09	71.11	
	76-77	76.16	86.48	88.31	74.48	30.95	71.28	34.39	68.63	
	77-78	74.91	85.28	90.30	79.37	32.46	71.03	49.23	69.04	
	78-79	79.28	88.11	88.75	78.74	34.63	64.62	56.52	71.79	
	79-80	77.63	87.21	87.62	76.72	31.91	69.96	37.68	70.01	
	80-81	81.00	88.61	86.77	78.12	43.61	66.67	31.21	74.67	
	81-82	84.34	87.96	87.36	76.86	55.93	67.36	42.65	80.64	
	82-83	88.00	86.28	88.23	79.68	47.93	69.85	46.55	81.06	
	83-84	87.06	89.50	87.81	78.19	54.47	70.89	51.24	81.59	
	84-85	88.37	88.61	85.84	77.42	52.90	74.26	46.65	80.32	
	85-86	Not Available								
	86-87	90.85	91.95	89.08	81.89	66.73	76.61	75.71	85.95	
	87-88	90.87	89.48	86.08	75.08	55.94	84.06	48.30	82.30	
	88-89	92.11	93.04	94.70	82.90	74.16	86.65	69.49	89.25	
	89-90	93.26	93.76	92.73	81.71	74.31	77.48	58.97	88.54	
	From Winter To Spring Quarter	74-75	67.91	80.24	88.56	96.43	44.92	76.79	—	76.77
75-76		82.33	85.41	90.14	81.58	42.99	71.86	53.92	71.97	
76-77		77.03	88.07	93.19	81.64	38.33	63.79	14.62	71.47	
77-78		74.77	84.89	87.75	82.54	37.24	67.09	10.29	70.71	
78-79		78.13	86.00	85.85	79.74	31.98	64.31	46.15	69.25	
79-80		79.55	88.88	87.86	82.11	38.50	74.82	40.48	74.91	
80-81		83.17	91.43	90.26	80.93	34.93	65.46	30.96	75.04	
81-82		84.08	87.86	90.50	81.58	63.80	69.44	37.04	82.70	
82-83		87.48	89.21	91.14	81.74	57.35	78.57	55.55	83.99	
83-84		87.12	89.07	89.58	82.86	61.63	85.33	52.85	83.67	
84-85		86.42	91.97	88.52	80.40	53.73	86.06	64.68	83.31	
85-86		Not Available								
86-87		89.63	92.18	94.70	85.00	83.58	94.49	75.00	89.71	
87-88		91.50	90.95	91.02	83.59	71.53	96.15	54.32	87.90	
88-89		94.38	94.36	92.85	87.71	80.26	95.53	59.68	91.03	

*The 80-81 and 81-82 Spring to Fall freshman and senior figures are highly questionable and should be used very judiciously.

RETENTION RATE OF FALL 1989 (FROM SPRING 1989)

FOR FOUR-YEAR PUBLIC INSTITUTION

Class	UW			WSU+SCHRA+Spokane			SW WA		
1	3584	3225	89.98	2635	2245	85.20	0	1	-
2	4192	3771	89.96	2855	2457	86.06	0	16	-
3	5501	5164	93.87	3088	2770	89.70	45	31	68.89
4	7656	4056	52.98	3671	1663	45.30	15	5	33.33
5	927	559	60.30	323	161	49.85	49	22	44.90
6	6553	4871	74.33	1825	1254	68.71	79	60	75.95
Prof	1249	938	75.10	324	138	42.59	0	0	-
8	18	17	94.44	60	19	31.67	0	0	-
Tot	29680	22601	76.15	14781	10707	72.44	188	135	71.81

Class	TUC			CWU			EWU		
1	13	6	46.15	1103	914	82.86	1064	829	77.91
2	35	20	57.14	973	860	88.39	1031	825	80.02
3	233	133	57.08	1522	1479	97.17	1536	1370	89.19
4	90	68	75.56	2070	1142	55.17	2100	1317	62.71
5	172	76	44.19	357	236	66.11	601	292	48.59
6	178	102	57.30	295	248	84.07	661	347	52.50
Prof	7	0	0.00	0	0	-	0	0	-
8	12	6	50.00	51	41	80.39	0	0	-
Tot	740	411	55.54	6371	4920	77.22	6993	4980	71.21

Class	TESC			WWU			Total		
1	444	377	84.91	1682	1381	82.10	10525	8376	79.58
2	517	424	82.01	1287	1135	88.19	10890	9761	89.63
3	767	645	84.09	2107	1918	91.03	14799	13209	89.26
4	1018	298	29.27	2833	1503	53.05	19453	10705	55.03
5	0	0	-	239	123	51.46	2668	1453	54.46
6	120	84	70.00	495	270	54.55	10206	7252	71.06
Prof	0	0	-	0	0	-	1580	1076	68.10
8	51	10	19.61	4	3	75.00	196	93	47.45
Tot	2917	1838	63.01	8647	6333	73.24	70317	51925	73.84

Source: HEER Table 14, Fall 1989.

Ref: HESTAT:retf89:123r3:Oct 8, '90

CENTRAL WASHINGTON UNIVERSITY
Office of Admissions and Records

Undergraduate Degree Counts

1988-89	1989-90	1990-91
Summer 88 = 264	Summer 89 = 293	Summer 90 = 322
Fall 88 = 306	Fall 89 = 283	Fall 90 = 331
Winter 89 = 276	Winter 90 = 255	Winter 91 = 309
Spring 89 = 756	Spring 90 = 663	Spring 91 = (730) estimate
-----	-----	-----
Total =1602	Total =1494	Total =1692

Spring 83 = 754
Spring 84 = 731
Spring 85 = 768
Spring 86 = 757
Spring 87 = 782
Spring 88 = 720
Spring 89 = 756
Spring 90 = 663
Spring 91 = 730 (estimate)

The 1989-90 academic year saw a decrease of 108 undergraduate degrees granted compared to the 1988-89 academic year. Each quarter during this time period saw a decrease in the number of diplomas granted.

For the 1990-91 academic year there will be an increase in diplomas granted of 198 as compared with 1989-90. This is also an increase of 90 over the 1988-89 year. There has been an increase in diplomas granted for every quarter in 1990-91 compared to 1989-90.

Therefore, finally, we are anticipating a higher rate of graduation for 1990-91 by 198 students.

REPORT

TO: Faculty Senators

FROM: AD HOC COMMITTEE FOR FACULTY OPINION SURVEY OF ADMINISTRATORS (1990-91):
Jack Dugan, Sociology (CHAIR)
Bob Carbaugh, Economics
Ken Harsha, BEAM
John Silva, Psychology

DATE: May 29, 1991

With this report we are distributing to you the results of the 1990-91 Faculty Opinion Survey of Administrators.

Of 370 faculty, 126 responded to the questionnaire. Frequency of responses has been noted at the top of each position's report. A simple mean and a standard deviation of the responses for this year are reported by question.

These results will be forwarded to the surveyed administrators and to the board or individuals to whom they report.

FACULTY OPINION SURVEY OF THE DEAN OF GRADUATE STUDIES AND RESEARCH

The response categories for this survey are as follows:

X = Cannot Judge 4 = Agree 2 = Disagree
 5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree **TOTAL RESPONSES 1991: 116**

The Dean of Graduate Studies and Research:	Mean 1985	Mean 1987	Mean 1989	Mean 1991	Standard Deviation 1991
1. Inspires confidence in his ability to deal with problems.	-	3.06	3.03	4.10	1.00
2. Evidences respect and trust in the faculty to exercise good judgment.	-	2.91	3.00	4.10	1.04
3. Supports a meaningful role for faculty in University governance.	-	2.94	3.02	4.03	1.01
4. Maintains an "open door" atmosphere for faculty opinion.	-	3.08	3.24	4.12	1.02
5. Communicates in a clear and organized manner.	-	3.26	3.42	4.33	0.88
6. Actively utilizes faculty expertise for problem resolution.	-	3.00	3.11	3.90	1.01
7. Provides advance notice of changes important to morale, teaching, research and public service.	-	3.01	3.23	4.07	0.96
8. Supports faculty positions when appropriate.	-	3.06	3.08	3.95	1.02
9. Supports students' positions when appropriate.	-	2.88	3.07	3.37	1.00
10. Projects a positive image of the University to the public.	-	3.27	3.53	4.15	1.06
11. Anticipates and deals with problems rather than having to face them as crises.	-	3.00	3.31	3.83	1.07
12. Bases decisions on stated University goals and procedures.	-	3.26	3.37	4.07	0.85
13. Demonstrates integrity and honesty in dealing with others.	-	3.47	3.49	4.26	0.93
14. Actively supports a strong intellectual atmosphere.	-	3.68	3.67	4.26	0.92

FACULTY OPINION SURVEY OF THE DEAN OF UNDERGRADUATE STUDIES

The response categories for this survey are as follows:

X = Cannot Judge 4 = Agree 2 = Disagree
 5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree **TOTAL RESPONSES 1991: 114**

The Dean of Undergraduate Studies:	Mean 1985	Mean 1987	Mean 1989	Mean 1991	Standard Deviation 1991
1. Inspires confidence in his ability to deal with problems.	3.79	3.57	3.77	4.01	1.00
2. Evidences respect and trust in the faculty to exercise good judgment.	3.90	3.77	3.90	4.11	1.00
3. Supports a meaningful role for faculty in University governance.	3.83	3.58	4.01	3.94	1.11
4. Maintains an "open door" atmosphere for faculty opinion.	4.17	4.06	4.20	4.15	0.97
5. Communicates in a clear and organized manner.	3.77	3.68	3.80	4.03	1.01
6. Actively utilizes faculty expertise for problem resolution.	3.82	3.59	3.77	3.38	1.09
7. Provides advance notice of changes important to morale, teaching, research and public service.	3.52	3.36	3.78	3.73	1.08
8. Supports faculty positions when appropriate.	-	3.68	3.99	3.84	1.08
9. Supports students' positions when appropriate.	-	3.90	4.06	3.89	1.07
10. Projects a positive image of the University to the public.	4.01	3.86	4.11	4.26	0.97
11. Anticipates and deals with problems rather than having to face them as crises.	3.57	3.31	3.67	3.72	1.09
12. Bases decisions on stated University goals and procedures.	4.04	3.68	3.92	4.13	0.94
13. Demonstrates integrity and honesty in dealing with others.	4.21	4.13	4.26	4.32	0.92
14. Actively supports a strong intellectual atmosphere.	3.62	3.50	3.68	3.86	1.22

FACULTY OPINION SURVEY OF THE DEAN OF THE COLLEGE OF LETTERS, ARTS & SCIENCES

The response categories for this survey are as follows:

X - Cannot Judge 4 - Agree 2 - Disagree
 5 - Strongly Agree 3 - Neutral 1 - Strongly Disagree **TOTAL RESPONSES 1991: 65**

The Dean of CLAS:	Mean 1985	Mean 1987	Mean 1989	Mean 1991	Standard Deviation 1991
1. Stimulates imaginative and realistic plans for the future of the School.	3.49	3.48	3.66	3.43	1.33
2. Inspires confidence in his ability to deal with problems.	3.93	4.06	4.05	3.30	1.43
3. Focuses on basic and fundamental issues.	3.61	3.83	4.05	3.37	1.40
4. Evidences respect and trust in the faculty to exercise good judgment.	4.24	4.17	4.32	3.59	1.49
5. Supports a meaningful role for faculty in University governance.	4.13	4.04	4.14	3.56	1.42
6. Maintains an "open door" atmosphere for faculty opinion.	4.44	4.41	4.44	4.05	1.16
7. Communicates in a clear and organized manner.	4.06	4.11	4.27	3.69	1.33
8. Actively utilizes faculty expertise for problem resolution.	3.80	4.07	4.00	3.55	1.49
9. Provides advance notice of changes important to morale, teaching, research and public service.	3.67	3.94	4.00	3.32	1.40
10. When invited to do so, represents the School academic program effectively to the Board of Trustees.	3.81	4.21	4.19	3.46	1.50
11. Projects a positive image of the University to the public.	4.11	4.27	4.35	3.70	1.30
12. Deals effectively with chairs and departments.	4.32	4.16	4.06	3.35	1.58
13. Is able to obtain an equitable share of the University-wide resources.	3.77	3.41	3.49	3.14	1.26
14. Deals fairly and impartially with faculty.	4.02	4.28	4.22	3.41	1.48
15. Gives positive, constructive criticism.	3.95	4.02	4.14	3.37	1.38
16. Anticipates and deals with problems rather than having to face them as crises.	3.43	3.83	3.76	3.06	1.30
17. Bases decisions on stated University goals and procedures.	3.87	3.98	4.15	3.44	1.25
18. Makes timely decisions in academic matters.	3.91	3.87	3.87	3.39	1.25
19. Properly delegates responsibility and commensurate authority.	3.80	3.92	4.08	3.39	1.15
20. Rewards quality performance.	3.58	3.81	3.94	3.41	1.35
21. Demonstrates integrity and honesty in dealing with others.	4.44	4.44	4.50	3.66	1.45
22. Actively supports a strong intellectual atmosphere.	4.15	4.09	4.22	3.73	1.29
23. Actively supports quality in the academic programs.	4.30	3.11	4.20	3.72	1.25
24. Allocates resources effectively to maintain the long-range viability of academic programs.	3.95	3.64	3.67	3.22	1.24
25. Consistently follows known procedures.	4.06	4.02	4.19	3.26	1.35
26. Supports faculty positions when appropriate.	4.04	4.06	4.25	3.49	1.39
27. Supports students' positions when appropriate.	4.07	4.14	4.22	3.49	0.98

FACULTY OPINION SURVEY OF THE DEAN OF BUSINESS & ECONOMICS

The response categories for this survey are as follows:

X = Cannot Judge 4 = Agree 2 = Disagree
 5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree **TOTAL RESPONSES 1991: 22**

The College/School Dean:	Mean 1985	Mean 1987	Mean 1989	Mean 1991	Standard Deviation 1991
1. Stimulates imaginative and realistic plans for the future of the School.	-	-	3.56	2.85	1.18
2. Inspires confidence in his ability to deal with problems.	-	-	3.44	2.36	1.22
3. Focuses on basic and fundamental issues.	-	-	3.56	2.86	1.25
4. Evidences respect and trust in the faculty to exercise good judgment.	-	-	3.44	2.82	1.33
5. Supports a meaningful role for faculty in University governance.	-	-	3.12	2.73	1.49
6. Maintains an "open door" atmosphere for faculty opinion.	-	-	4.39	2.68	1.36
7. Communicates in a clear and organized manner.	-	-	2.50	1.91	2.76
8. Actively utilizes faculty expertise for problem resolution.	-	-	3.22	2.76	1.38
9. Provides advance notice of changes important to morale, teaching, research and public service.	-	-	2.89	2.59	1.22
10. When invited to do so, represents the School academic program effectively to the Board of Trustees.	-	-	3.36	1.89	1.50
11. Projects a positive image of the University to the public.	-	-	3.56	2.73	1.39
12. Deals effectively with chairs and departments.	-	-	3.00	2.38	1.28
13. Is able to obtain an equitable share of the University-wide resources.	-	-	3.00	3.05	1.36
14. Deals fairly and impartially with faculty.	-	-	3.47	2.82	1.44
15. Gives positive, constructive criticism.	-	-	3.71	2.62	1.36
16. Anticipates and deals with problems rather than having to face them as crises.	-	-	3.33	2.53	1.37
17. Bases decisions on stated University goals and procedures.	-	-	3.38	3.05	1.29
18. Makes timely decisions in academic matters.	-	-	3.38	2.73	1.28
19. Properly delegates responsibility and commensurate authority.	-	-	3.47	2.68	1.49
20. Rewards quality performance.	-	-	3.24	3.05	1.36
21. Demonstrates integrity and honesty in dealing with others.	-	-	3.89	3.50	1.37
22. Actively supports a strong intellectual atmosphere.	-	-	3.72	3.41	1.30
23. Actively supports quality in the academic programs.	-	-	3.78	2.91	1.55
24. Allocates resources effectively to maintain the long-range viability of academic programs.	-	-	3.22	2.76	1.38
25. Consistently follows known procedures.	-	-	2.88	3.24	1.38
26. Supports faculty positions when appropriate.	-	-	3.59	3.36	1.47
27. Supports students' positions when appropriate.	-	-	3.71	3.28	1.45

FACULTY OPINION SURVEY OF THE DEAN OF ADMISSIONS

The response categories for this survey are as follows:

X - Cannot Judge 4 - Agree 2 - Disagree
 5 - Strongly Agree 3 - Neutral 1 - Strongly Disagree **TOTAL RESPONSES 1991: 115**

The Dean of Admissions:	Mean 1985	Mean 1987	Mean 1989	Mean 1991	Standard Deviation 1991
1. Inspires confidence in his ability to deal with problems.	3.61	-	3.44	3.48	1.17
2. Inspires enthusiasm for University goals.	3.70	-	3.52	3.73	1.21
3. Maintains an "open door" atmosphere for students.	3.92	-	3.91	3.90	1.08
4. Consistently follows known procedures.	3.63	-	3.58	3.52	1.19
5. Supports faculty positions when appropriate.	3.79	-	3.65	3.70	1.27
6. Supports students' positions when appropriate.	3.81	-	3.75	3.84	1.11
7. Performs effectively the task of:					
a. Recruitment of students.	3.97	-	4.00	3.98	1.19
b. Retention of students.	3.93	-	4.00	4.04	1.08
c. Resolution of student problems.	3.69	-	3.65	3.76	1.10
8. Actively utilizes faculty expertise for problem resolution.	3.30	-	3.23	3.24	1.35
9. Communicates important information in a timely manner.	3.13	-	3.42	3.31	1.26
10. Projects a positive image of the University to the public.	3.93	-	3.75	3.79	1.32
11. Deals effectively with chairs and departments.	3.79	-	3.50	3.53	1.25

FACULTY OPINION SURVEY OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

The response categories for this survey are as follows:

X = Cannot Judge 4 = Agree 2 = Disagree
 5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree **TOTAL RESPONSES 1991: 113**

The Vice President for Student Affairs:	Mean 1985	Mean 1987	Mean 1989	Mean 1991	Standard Deviation 1991
1. Inspires confidence in his ability to deal with problems.	3.45	-	3.27	2.36	1.21
2. Maintains an "open door" atmosphere for students.	4.13	-	4.00	3.45	1.23
3. Consistently follows known procedures.	3.72	-	3.52	2.79	1.13
4. Supports faculty positions when appropriate.	3.52	-	3.36	2.79	1.26
5. Supports students' positions when appropriate.	3.89	-	3.77	3.15	1.15
6. Performs effectively the task of:					
a. Recruitment of students.	3.70	-	3.31	2.98	1.26
b. Retention of students.	3.73	-	3.54	3.23	1.28
c. Resolution of student problems.	3.85	-	3.48	3.11	1.34
7. Actively utilizes faculty expertise for problem resolution.	3.33	-	2.97	2.54	1.28
8. Communicates important information in a timely manner.	3.21	-	3.10	2.49	1.28
9. Projects a positive image of the University to the public.	3.78	-	3.51	2.81	1.31
10. Deals effectively with chairs and departments.	3.46	-	3.19	2.37	1.15

FACULTY OPINION SURVEY OF THE DEAN OF EXTENDED UNIVERSITY PROGRAMS

The response categories for this survey are as follows:

X = Cannot Judge 4 = Agree 2 = Disagree
 5 = Strongly Agree 3 = Neutral 1 = Strongly Disagree **TOTAL RESPONSES 1991: 123**

The Dean of Extended University Programs:		Mean 1985	Mean 1987	Mean 1989	Mean 1991	Standard Deviation 1991
1.	Inspires confidence in her ability to deal with problems.	3.22	2.94	-	3.49	1.23
2.	Evidences respect and trust in the faculty to exercise good judgment.	3.30	3.18	-	3.65	1.16
3.	Supports a meaningful role for faculty in University governance.	3.38	3.11	-	3.67	1.24
4.	Communicates in a clear and organized manner.	3.43	3.20	-	3.66	1.14
5.	Actively utilizes faculty expertise for problem resolution.	3.31	3.15	-	3.34	1.25
6.	Provides advance notice of changes important to morale, teaching, research and public service.	2.94	3.09	-	3.28	1.21
7.	Works effectively to obtain non-state support and for University projects.	3.42	3.22	-	3.65	1.23
8.	Projects a positive image of the University to the public.	3.78	3.58	-	4.03	1.08
9.	Anticipates and deals with problems rather than having to face them as crises.	3.03	2.99	-	3.49	1.18
10.	Bases decisions on stated University goals and procedures.	3.50	3.47	-	3.77	1.17
11.	Properly delegates responsibility and commensurate authority.	3.34	3.32	-	3.38	1.34
12.	Demonstrates integrity and honesty in dealing with others.	3.70	3.80	-	4.03	1.16
13.	Actively supports a strong intellectual atmosphere.	3.38	3.06	-	3.73	1.14
14.	Allocates resources effectively to maintain the long-range viability of academic programs.	3.17	3.13	-	3.57	1.41

Central
Washington
University



Department of Education
Black Hall
Ellensburg, Washington 98926

16 May, 1991

Presidential Search Committee
c/o Dr. R. Y. Woodhouse

Board of Trustees, CWU
c/o Dr. R. Y. Woodhouse

Faculty Senate Executive Committee,
and Faculty Senate Members

Dear Colleagues:

I have some concerns regarding the current search for a new president. Perhaps what follows is a little blunt; if so, it is because I'm more interested in clarity than grace and indirectness in this matter.

By rushing to accomplish a search and replacement process for the position of president, by hiring expensive consultants, and generally by making much over the importance of this position, I think we are in grave danger of repeating a variation of the "Emperor's New Clothes" phenomenon. If we place too much emphasis on searching for a messiah-like president, we will not only be deluded - we as a faculty will also inhibit our own empowerment.

Presidents are people who happen to be talented at becoming presidents. They make mistakes; they dress like any other mortal does every morning; they also place much emphasis on remaining as presidents - on image enhancement and position preservation.

I think that we should de-emphasize the importance of the search for a new president. In fact, there are compelling reasons to select an interim president from within, for perhaps a period of two or three years. During that time, we could seriously look at and change our administrative and governance structure as needed. We could also work out ways to create and establish administrative accountability to faculty and students, and vice-versa. Who knows; we could even look into such possibilities, for example, as not enthroning a president in the president's residence, and instead consider converting this university facility into a faculty development and university hospitality center.

If we cannot see the holder of this position for what s/he should be - that is, a solid, responsive academic and ethical facilitator and an effective representative of the university to the many segments of our public - then at least we should accompany the search process with the development of administrative performance criteria and mutual accountability.

RECEIVED
MAY 20 1991
CWU FACULTY SENATE

4b

One of the underlying problems which have plagued us and prevented the development of effective, cooperative working relationships here at Central has been a steady violation of an important organizational principle: if a matter or decision affects an individual, that person should be offered involvement in the preliminaries to the decision. In my view, this was the primary factor which so deeply irritated faculty in regard to Dr. Edington's administrative difficulties. His ideas and decisions seemed to be only a small part of the problem. His manner of announcing decisions without consulting affected others, and what appeared to be his excessive control over resources and proposals, were neither effective nor supported.

To me, it is essential that the top-down, control-based administrative system we operate under be replaced with a functionally organized, collaborative structure. Most effective organizations have replaced old, military-style top-down administration and organization with working groups defined by function; a basic premise of proposals and decision-making is that those who are doing the work, or who are affected, always have input and appropriate access to needed resources.

Some questions I would suggest we ask and answer are:

1) What criteria should be used, and how should they be weighted, regarding screening presidential candidates? I know that some of this work is currently underway, but it is only after the fact.

2) What administrative style should characterize the work of the next president, and of other applicants for academic administrative positions?

3) What accountability measures are appropriate between the faculty and line administrators? What information should be routinely shared among administrators (including the president) and the faculty?

4) What changes in administration and organizational structure should we make to better promote cooperative working relationships and functionally-related faculty groups? (In many ways, the departmental structure is as dysfunctional as is the top-down, control-based administrative system we are laboring under.)

These, or similar questions, are vital at this point in our institution's life. We are at a major crossroads of either change for the better, or repetition of the status quo and all of its attendant problems and frustrations. We have a window of opportunity now, because of the major administrative vacancies we

currently have. Unless the Board of Trustees and the presidential search committee thoughtfully act in ways which model and promote changes towards cooperative relationships, I fear that we will continue to be our own worst enemy - at all levels.

Sincerely,

A handwritten signature in cursive script that reads "Dale Otto".

Dale Otto, Ph.D.
Professor, ECE and TESL/Bilingual
Studies

c: Dr. Garrity

Central
Washington
University



Ellensburg, Washington 98926

TO: Dr. Charles McGehee, Chair
Faculty Senate

FROM: Peter Burkholder *PMB*
Academic Affairs Committee

DATE: May 10, 1991

RE: Phil Tolin's Letter of March 12, 1991, on Faculty Loads

RECEIVED
MAY 14 1991
CWU FACULTY SENATE

Professor Tolin has raised a great many questions about faculty loads at Central--especially in comparison with "branch campuses." The topic is so large that at least two members of our committee think it may require a task force of its own--perhaps concentrating on the "reward structure" at Central.

Our overall impression, however, is that many of these issues can best be handled within departments. For different disciplines can differ so much that it is often quite difficult for a practitioner of one discipline to make a sound judgment about workloads in another. (That may be an excellent argument for retaining departments as discipline-oriented administrative units!)

Central's official "36 hours per year average teaching load" does require considerable interpretation in context. Do four 3-credit classes constitute the "same" workload as three 4-credit ones? We are inclined to think not. But the answers to such questions are not obvious. So many variables are relevant--e.g., number of "preparations," class size, the instructor's degree of familiarity with his subject, "difficulty" of the material, how fast the instructor talks, how much writing is expected of students--that definite, unequivocal answers may not be obtainable. The word "same" is ambiguous. Its application tends to be perspectival and otherwise relative.

One thing is clear. An average load of "seven classes" per year, which Professor Tolin mentions in relation to branch campuses, would be nominally achievable at Central if all of a department's courses were "five-credit" ones. This could yield a 35-credit load of regular courses plus one credit for individual study assignments. Such a model was advocated for Central, about twenty years ago, by a task force which John Shrader headed. Possibly this idea is worth pursuing now.

lh

pc Professor Tolin

Central
Washington
University



Office of Admissions and Records
Mitchell Hall
Ellensburg, Washington 98926
(509) 963-1211 - Admissions
(509) 963-3001 - Registrar

May 13, 1991

RECEIVED

MAY 14 1991

CWU FACULTY SENATE

Charles McGehee
Chair, Faculty Senate
Campus

Dear Charles:

Before the end of this academic quarter, and if you feel it is appropriate, I would like to update the Faculty Senate on the admissions outlook for Fall 1991.

As you are well aware, the University has been under tremendous pressure and strain to control our Annual Average FTE. I would like to share with the Faculty Senate some information on the numbers of applications, the increased admissions requirements, and the general admissions process we implemented this year.

This has been a complicated year, especially Winter and Spring Quarters. Many individual faculty members and administrators call me, stop to talk with me, and ask questions about the enrollment situation at the University. I realize that there has been very little communication about the issue with appropriate people in campus. However, on the other hand, I have had more communication outside the campus with testimony to the House Higher Education Committee, individual legislators, OFM, the Higher Education Coordinating Board, and a few people on campus. It occurred to me I have not been able to tell, in a general way, our campus community where we are. So, I would like to take this opportunity to discuss it with the Faculty Senate.

Let me know your feelings on the matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'James G. Pappas', is written over a horizontal line.

James G. Pappas
Dean of Admissions and Records

JP4:15

April 18, 1991

1123

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

MUSIC
PROGRAM CHANGE
AS IT APPEARS

PROPOSED

Theory-Composition Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, 440, Analytical Techniques I and II	6
MUS 341, 342 Conducting I and II	6
MUS 164, 264, Performance (Individual Instruction)	12
MUS - Performance in approved ensembles, to include 12-18 credits in large ensemble(s) and 6-12 credits in chamber ensembles.	24
MUS 343, 346, Counterpoint I and II	6
MUS 422.1, 422.2, 422.3 Orchestration	9
MUS 423.1, 423.2, 423.3 Composition	9
MUS 444, Canon and Fugue	3
MUS 254 or 371, Study in at least 3 instruments (Keyboard not included) other than the major instrument.	3
Music electives	12
	123

Keyboard Performance Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, 440 Analytical Techniques I and II	6
MUS 341, 342 Conducting I and II	6
MUS - Approved ensembles, to include 6-12 credits in large ensemble(s) and 9-15 credits in chamber ensembles and accompanying (minimum of 4 credits each.	21
MUS 164-464, Performance (Individual Instruction)	36
MUS 430, Survey of Keyboard Music	3
MUS 425.A, Pedagogy (Studio) Piano	3
MUS 343, Counterpoint I	3
Music Electives	12
	123

Theory-Composition Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, 440, Analytical Techniques I and II	6
MUS 341, 342 Conducting I and II	6
MUS 164, 264, Major performance area, Individual Study	12
MUS - Performance in approved ensembles, to include 12-18 credits in large ensemble(s) and 6-12 credits in chamber ensembles.	24
MUS 343, 346, Counterpoint I and II	6
MUS 422.1, 422.2, 422.3 Orchestration	9
MUS 423.1, 423.2, 423.3 Composition	9
MUS 444, Canon and Fugue	3
MUS 154 or 171, Study in at least 3 instruments (Keyboard not included) other than the major instrument.	3
Music electives	12
	123

Keyboard or Guitar Performance Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, 440 Analytical Techniques I and II	6
MUS 341, 342 Conducting I and II	6
MUS - Approved ensembles, to include 6-12 credits in large ensemble(s) and 9-15 credits in chamber ensembles and accompanying (minimum of 4 credits each.	21
MUS 164-464 Major Performance Area (Individual Instruction)	36
MUS 430, Survey of Keyboard Music	3
MUS 425, Pedagogy in the major area	3
MUS 343, Counterpoint I	3
Music Electives	12
	123

Changes are indicated in bold type.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

MUSIC CONTINUED
AS IT APPEARS

PROPOSED

Percussion Performance Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, Analytical Techniques	3
MUS 341, 342 Conducting I and II	6
MUS 343, Counterpoint I	3
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Performance Studies - Percussion	
To include 3 quarters (3-6 credits) of Keyboard study at the 371 or 164 level. Student demonstrating higher level proficiencies may substitute further percussion studies.	36
Music Electives	12
	123

String Performance Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, Analytical Techniques	3
MUS 341, 342 Conducting I and II	6
MUS 343, Counterpoint I	3
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Performance Studies - Major Instrument	36
Music Electives	12
	123

Vocal Performance Major

Prior to the attainment of MUS 464, the student must demonstrate competency in French and German equal to the successful completion of French and German 153.

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, Analytical Techniques	3
MUS 341, 342 Conducting I and II	6
MUS 343, Counterpoint I	3
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Performance Studies - Voice	36
MUS 458, Introduction to Solo Vocal Literature	3
MUS 425.B, Pedagogy (Studio) Voice	3
Music Electives	6
	123

Percussion Performance Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, Analytical Techniques	3
MUS 341, 342 Conducting I and II	6
MUS 343, Counterpoint I	3
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Major Performance Area- Percussion	
To include 3 quarters (3-6 credits) of Keyboard study at the 171 or 164 level. Students demonstrating higher level proficiencies may substitute further percussion studies.	36
Music Electives	12
	123

String Performance Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, Analytical Techniques	3
MUS 341, 342 Conducting I and II	6
MUS 343, Counterpoint I	3
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Major Performance Area	36
Music Electives	12
	123

Vocal Performance Major

Prior to the attainment of MUS 464, the student must demonstrate competency in French and German equal to the successful completion of French and German 153.

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, Analytical Techniques	3
MUS 341, 342 Conducting I and II	6
MUS 343, Counterpoint I	3
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Major Performance Area - Voice	36
MUS 458, Introduction to Solo Vocal Literature	3
MUS 425.B, Pedagogy (Studio) Voice	3
Music Electives	6
	123

**CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE**

Wind Performance Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, Analytical Techniques	3
MUS 341, 342 Conducting I and II	6
MUS 343, Counterpoint I	3
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Performance - (Individual Instrument	36
MUS 452 or 453, Woodwind or Brass Literature and Pedagogy	3
Music Electives	2
123	

Wind Performance Major

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 340, Analytical Techniques	3
MUS 341, 342 Conducting I and II	6
MUS 343, Counterpoint I	3
MUS - Approved ensembles, to include 10-12 quarters (20-24 credits) in large ensemble(s) and 6-10 credits in chamber ensembles.	30
MUS 164-464, Major Performance Area	36
MUS 452 or 453, Woodwind or Brass Literature and Pedagogy	3
Music Electives	2
123	

Bachelor of Music Degrees

Music Education Major

Broad Area

MUS 144-146, 244-246, Theory	18
MUS 343, Counterpoint I	3
MUS 280, 281, 282 Music History	12
MUS 104, Introduction to Musical Studies	3
MUS 321, 323, 325, 424 Music Education	11
MUS 341, 342 Conducting I and II	6
MUS 254 Class Instruction (Piano)	2
MUS 254 Class Instruction (Voice)	2
MUS 254 Class Instruction (Strings)	2
MUS 254 Class Instruction (Woodwinds)	2
MUS 254 Class Instruction (Brass)	2
MUS 254 Class Instruction (Percussion)	1
Major Ensemble participation each quarter in residence (six credits must be in ensemble of secondary instrument)	22
Major instrument study including a minimum of 4 credits of MUS 364 level	12
98	

All Music Education majors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

Changes are indicated in bold type.

Instrumental Music Education

MUS 144-146, 244-246, Theory	18
MUS 343, Counterpoint I	3
MUS 280, 281, 282 Music History	12
MUS 104, Introduction to Musical Studies	3
MUS 321, 325, 424 Music Education	8
MUS 341, 342 Conducting I and II	6
MUS 254 Class Instruction (Piano)	2
MUS 254 Class Instruction (Voice)	2
MUS 254 Class Instruction (Strings)	2
MUS 254 Class Instruction (Woodwinds)	2
MUS 254 Class Instruction (Brass)	2
MUS 254 Class Instruction (Percussion)	1
Major Ensemble participation each quarter in residence	22
Major instrument study including a minimum of 4 credits of MUS 364 level	12
93	

All Music Education majors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

Bachelor of Music Degrees

Music Education Major

Broad Area

MUS 144-146, 244-246, Theory	18
MUS 343, Counterpoint I	3
MUS 280, 281, 282 Music History	12
MUS 104, Introduction to Musical Studies	3
MUS 321, 323, 325, 424 Music Education	11
MUS 341, 342 Conducting I and II	6
MUS 154 Class Instruction (Piano)	2
MUS 154 Class Instruction (Voice)	2
MUS 254 Class Instrumental Methods (Strings)	2
MUS 254 Class Instrumental Methods (Woodwinds)	2
MUS 254 Class Instrumental Methods (Brass)	2
MUS 254 Class Instrumental Methods (Percussion)	1
Major Ensemble participation each quarter in residence (six credits must be in ensemble of secondary instrument)	22
Major instrument study including a minimum of 4 credits of MUS 364 level	12
98	

All Music Education majors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

3

Instrumental Music Education

MUS 144-146, 244-246, Theory	18
MUS 343, Counterpoint I	3
MUS 280, 281, 282 Music History	12
MUS 104, Introduction to Musical Studies	3
MUS 321, 325, 424 Music Education	8
MUS 341, 342 Conducting I and II	6
MUS 154 Class Instruction (Piano)	2
MUS 154 Class Instruction (Voice)	2
MUS 254 Class Instrumental Methods (Strings)	2
MUS 254 Class Instrumental Methods (Woodwinds)	2
MUS 254 Class Instrumental Methods (Brass)	2
MUS 254 Class Instrumental Methods (Percussion)	1
Major Ensemble participation each quarter in residence	22
Major instrument study including a minimum of 4 credits of MUS 364 level	12
93	

All Music Education majors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

**CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE**

Choral Music Education

MUS 144-146, 244-246, Theory	18
MUS 343, Counterpoint I	3
MUS 280, 281, 282 Music History	12
MUS 104, Introduction to Musical Studies	3
MUS 321, 323, 424 Music Education	8
MUS 341, 342 Conducting I and II	6
MUS 230, Diction	3
MUS 425, Voice Pedagogy	3
MUS 254 Class Instruction (Piano)	2
Major Ensemble participation each quarter in residence	22
Major Instrument study including a minimum of 4 credits of MUS 364 level	12
	92

All Music Education majors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

Changes are indicated in bold type.

BACHELOR OF ARTS

MUSIC MAJOR

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 341, Conducting I	6
MUS 343, Counterpoint I	3
MUS 346, Counterpoint II	3
*MUS 495 Senior Project	2
** Music Electives in guided upper division courses with a minimum of 6 hours in Music History and Literature	16
	60

Minor

MUS 144, 145, 146, First Year Theory	9
MUS 280, 281, Music History	12
MUS 341, Conducting I	6
Electives in Music	0-16
	20-32

*Students are required, as a senior project, to present a recital, a composition, or a research project.

**Students will elect music courses in their major area of interest:

- a. Performance - at least 12 credits in the major performance medium.
- b. History and Literature.
- c. Theory and Composition.
- d. General - Courses selected from a,b,c above with advisement.

Changes are indicated in bold type.

Choral Music Education

MUS 144-146, 244-246, Theory	18
MUS 343, Counterpoint I	3
MUS 280, 281, 282 Music History	12
MUS 104, Introduction to Musical Studies	3
MUS 321, 323, 424 Music Education	8
MUS 341, 342 Conducting I and II	6
MUS 230, Diction	3
MUS 425, Voice Pedagogy	3
MUS 154 Class Instruction (Piano)	2
Major Ensemble participation each quarter in residence	22
Major instrument study including a minimum of 4 credits of MUS 364 level	12
	92

All Music Education majors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

BACHELOR OF ARTS

MUSIC MAJOR

MUS 104, Introduction to Musical Studies	3
MUS 144, 145, 146, First Year Theory	9
MUS 244, 245, 246, Second Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 341, Conducting I and II	6
MUS 343, Counterpoint I	3
MUS 346, Counterpoint II	3
*MUS 495 Senior Project	2
** Music Electives in guided upper division courses with a minimum of 6 hours in Music History and Literature	16
	60

*Students are required, as a senior project, to present a recital, a composition, or a research project.

**Students will select Music Elective courses based on their major area of interest (choose a, b, c, or d):

- a. Performance - at least 12 credits in the major performance medium.
- b. History and Literature - 12 credits beyond basic Music History (MUS 282).
- c. Theory and Composition - 12 credits beyond First and Second Year Theory (MUS 246).
- d. General - 12 credits selected from the 3 areas listed above.

Minor

MUS 104	3
MUS 144, 145, 146, First Year Theory	9
MUS 280, 281, 282 Music History	12
MUS 341, Conducting I	3
*Electives in Music	6-12
	33-39

*Students will elect Music Elective courses based on their major area of interest (choose a, b, c, or d):

- a. Performance - at least 12 credits in the major performance medium.
- b. History and Literature - 6 credits beyond basic Music History (MUS 282).
- c. Theory and Composition - 6 credits beyond First Theory (MUS 146).
- d. General - 6-12 credits selected from the 3 areas listed above.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

MUSIC CONTINUED
AS IT APPEARS

Music Teaching Minor
Choral Music (K-12)

MUS 144, 145, 146, First Year Theory	9
MUS 104, Introduction to Musical Studies	3
MUS 341, 342 Conducting	6
MUS 323, Choral Music Methods	3
MUS 321 or 431, Elementary General Music Methods	3
MUS 254 Class Piano OR	3
MUS 384, Choral Literature OR	
MUS 441, Conducting III	
Choral Performance Ensemble	6
Performance Instruction	6
	39

Music Teaching Minor
Instrumental Music (K-12)

MUS 144, 145, 146, First Year Theory	9
MUS 104, Introduction to Musical Studies	3
MUS 341, 342 Conducting	6
MUS 325, Instrumental Music Methods	3
MUS 321 or 431, Elementary General Music Methods	3
MUS 254 Class Piano OR	3
MUS 383, Symphonic Literature OR	
MUS 441, Conducting III	
Choral Performance Ensemble	6
Performance Instruction	6
	42

Music Teaching Minor
Broad Area Choral and Instrumental (K-12)

MUS 144, 145, 146, First Year Theory	9
MUS 104, Introduction to Musical Studies	3
MUS 341, 342 Conducting	6
MUS 323 Choral Music Methods	3
MUS 325, Instrumental Music Methods	3
MUS 321 or 431, Elementary General Music Methods	3
MUS 154 Class Piano OR	3
MUS 384 Choral Literature OR	
MUS 383, Symphonic Literature OR	
MUS 441, Conducting III	
Choral Performance Ensemble	6
Instrumental Performance Ensemble	6
Selected from the following one credit classes:	
MUS 254: (Classes) Woodwinds, Percussion, Strings, Brass or Voice	
Performance Instruction	6
	54

PROPOSED

Music Teaching Minor
Choral Music (K-12)

MUS 144, 145, 146, First Year Theory	9
MUS 104, Introduction to Musical Studies	3
MUS 341, 342 Conducting	6
MUS 323, Choral Music Methods	3
MUS 321 or 431, Elementary General Music Methods	3
MUS 154, Class Piano or 171 Class Piano or non-major piano instruction (Voice instruction may be substituted for applied piano majors)	3
Choral Performance Ensemble	6
Major Performance Area (Voice or Piano)	6
	39

All Music Education minors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

Music Teaching Minor
Instrumental Music (K-12)

MUS 144, 145, 146, First Year Theory	9
MUS 104, Introduction to Musical Studies	3
MUS 341, 342 Conducting	6
MUS 325, Instrumental Music Methods	3
MUS 321 or 431, Elementary General Music Methods	3
MUS 154 or 171 Class Piano or non-major piano instruction (Another instrumental applied area may be substituted for applied piano majors)	3
Instrumental Performance Ensemble	6
Selected from the following one credit courses:	
MUS 254, Brass, Percussion, Strings, or Woodwinds	3
Major Performance Area	6
	42

All Music Education minors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

Music Teaching Minor
Broad Area Choral and Instrumental (K-12)

MUS 144, 145, 146, First Year Theory	9
MUS 104, Introduction to Musical Studies	3
MUS 341, 342 Conducting	6
MUS 323 Choral Music Methods	3
MUS 325, Instrumental Music Methods	3
MUS 321 or 431, Elementary General Music Methods	3
MUS 154 Class Piano, or MUS 171 Piano Instruction (Another applied area may be substituted for those with piano as their major applied area)	3
Instrumental Performance Ensemble	6
Selected from the following one credit classes:	
MUS 154: (Classes) Woodwinds, Percussion, Strings, Brass or Voice	
Performance Instruction	6
	57

All Music Education minors must pass the required Piano Proficiency Examination prior to endorsement for student teaching.

**CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE**

DOUGLAS HONORS COLLEGE

COURSE ADDITIONS

DHC 131, 132, 133. Douglas Honors College Lecture I (1,1,1). Concurrent enrollment in DHC 121, 122, or 123. Historical, stylistic, and biographical background relating to the works read in the corresponding colloquium.

DHC 231, 232, 233. Douglas Honors College Lecture II (1,1,1). Concurrent enrollment in DHC 221, 222, or 223. Historical, stylistic, and biographical background relating to the works read in the corresponding colloquium.

DHC 331, 332, 333. Douglas Honors College Lecture III (1,1,1). Concurrent enrollment in DHC 321, 322, or 323. Historical, stylistic, and biographical background relating to the works read in the corresponding colloquium.

DHS 431, 432, 433. Douglas Honors College Lecture IV (1,1,1). Concurrent enrollment in DHC 421, 422, or 423. Historical, stylistic, and biographical background relating to the works read in the corresponding colloquium.

EDUCATION

PROGRAM DELETION

Bachelor of Arts

Bilingual Intercultural Education

Major for Elementary Teachers

The Bilingual Intercultural Major for Elementary Teachers is intended to prepare people to teach in elementary level classrooms requiring knowledge and skills which address linguistic and cultural needs of Spanish-speaking children. Prior to admission to the teacher preparation program, students must demonstrate by examination, competence in comprehending, speaking, reading and writing Spanish according to standards set by the Program Director in consultation with the Department of Foreign Languages. This major must be accompanied by the Elementary School Professionalized Subjects minor. Students electing this program must complete a minimum of 30 credits of an academic major for continuing certification.

Required Courses:	Credits
ENG/ANTH 180, Introduction to Linguistics OR	
ED 433, Educational Linguistics*	5
ED 434, Educational Principles and Second Language Instruction (ESL/SSL)	4
SPAN 300, Spanish for Bilingual School Personnel	3
SPAN 311, Spanish American Civilization and Culture OR	
SPAN 383, Spanish/English Contrastive Linguistics	3-4
ED 435, Bilingual Education in the Content Areas	4
ANTH 381, Language in Culture	4
SOC/ANTH 355, Culture and Personality	4
SOC 425, Sociology of Education	5
Contracted Field Experience 490**	1-5

Total 33-36

Select courses by advisement from at least two subfields listed below to bring major to a minimum of 45 credits.

Electives:

ENG 320, English Grammar	5
ENG 418, Studies in Language	3
ENG 248, World Literature	5
SPAN 460, Advanced Grammar	3
SPAN 461, 462, Advanced Conversation and Composition	3
SPAN 458, Contemporary Spanish-American Novel	3
SPAN 459, Contemporary Spanish-American Poetry	3
SPAN 383, Spanish/English Contrastive Linguistics	4
SPAN 311, Spanish-American Civilization and Culture	3
ANTH 107, General Anthropology OR	
ANTH 180, Introduction to Linguistics	5
SOC 810, Culture of Poverty	5
SOC 445, Social Inequality	5
ANTH 350, Applied Anthropology and Acculturation	4
ANTH 383, Descriptive Linguistics	4
ED 431, Intercultural Education	3
ED 418, Reading and Linguistics	3
ECE 318, Bilingual Education in Early Childhood	3
ECE 318, Culture and Curriculum	3
Electives	7-12

Total 45

*Recommended for those with classroom experience.

**Students should enroll under a course prefix most appropriate to the nature of the field experience.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

EDUCATION CONTINUED

**PROGRAM CHANGES
AS IT APPEARS**

Bilingual Education Minor for Elementary Teachers

Prior to completing this minor, a student must demonstrate proficiency in speaking, reading, writing and comprehending a home language of limited English proficient school children. Proficiency in a home language is assessed by the Foreign Languages Department. Students who lack this proficiency will be required to take additional coursework as determined by the Foreign Languages Department.

Courses	Credits
Prerequisites: ED 308, ED 309	
ENG/ANTH 180, Introduction to Linguistics	5
ED 418, Reading and Linguistics	3
ED 433, Educational Linguistics	5
ED 435, Bilingual Education in the Content Areas OR ECE 318, Bilingual Education in Early Childhood	3-4
ANTH 381, Language in Culture	4
ED 498, Practicum*	1-5

Total 31-36

*Students who have documented experience working in educational settings with limited English proficient children, and who are familiar with the related minority community may be exempt from taking the maximum number of practicum course hours.

**AS IT APPEARS
Teaching English as a Second Language
(TESL) Minor**

This minor in TESL is of utility to persons intending to teach in the public schools or in early childhood programs where students who speak a language other than English are enrolled. The TESL minor leads to endorsement at K-12 levels for Washington state teacher certification. The TESL minor also offers introductory preparation for persons intending to teach English in other countries. Students enrolling in this minor who have not completed the equivalent of one year of study of a foreign or second language at the high school or adult level will be required to do so prior to completing the minor. ANTH/ENG 180, Introduction to Linguistics or permission is required to enroll in ED 433, Educational Linguistics. For the student who has not had classroom experience with limited English proficient learners, the practicum will be separated into two experiences, to be completed at the initial and final portions of the student's course of study.

Required:	Credits
ENG 320, English Grammar	5
ECE 415, Child Language Acquisition	3
ED 433, Educational Linguistics	5
ED 438, Teaching English as a Second Language	3
ED 439, Testing English as a Second Language	3
ECE 318, Language in Culture (4) OR ANTH 381, Culture and Curriculum (3)	3-4
ED 498, Practicum	5

Total 37-38

PROPOSED

Bilingual Education/Teaching English as a Second Language Minor

Prior to completing this minor, a student must demonstrate proficiency in a home language of limited English proficient school children. Proficiency is assessed by the Department of Foreign Languages. This minor serves the goals and requirements of students wishing to teach in classrooms characterized by cultural and linguistic pluralism.

Courses	Credits
Prerequisites: Ed 308, Ed 309	
ECE 312 Bilingual Education in Early Childhood	3
ECE 318 Culture and Curriculum	3
ANTH 381 Language in Culture	4
Ed 414 Teaching Reading in a Multicultural Setting	3
Ed 433 Educational Linguistics	3
Ed 435 Bilingual Education in the Content Areas	3
Ed 438 Teaching English as a Second Language	3
Ed 439 Testing English as a Second Language	2
Ed 492 Practicum*	0-6
Total	24-30

*Practicum requirements are determined through advisement and are based on documented classroom experience.

PROPOSED

**NEW:
Teaching English as a Second Language (TESL) Minor**

This minor is useful to persons intending to teach in the public schools or in early childhood programs where students who speak a language other than English are enrolled. The TESL minor leads to K-12 endorsement. The TESL minor also offers introductory preparation for persons intending to teach English in other countries. Students taking this minor must complete, or have already completed, one year of study of a foreign or second language or the equivalent.

Courses	Credits
Eng. 320 English Grammar	4
ECE 318 Culture and Curriculum (3) OR ANTH 381, Language in Culture (4)	3-4
ECE 415 Child Language Acquisition	3
Ed 433 Educational Linguistics	3
Ed 438 Teaching English as a Second Language	3
Ed 439 Testing English as a Second Language	2
Ed 492 Practicum* AND/OR addition coursework by advisement	6
Total	24-25

*Students with documented experience working in an appropriate classroom setting may, through advisement, take 6 credits of coursework instead of the practicum.

April 18, 1991

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**CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
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PHYSICAL EDUCATION

COURSE ADDITION

PE 117. Distance Running (2). Knowledge and skills necessary for participation in half-marathon and marathon runs. One hour lecture and two hours laboratory per week.

HOME ECONOMICS--FAMILY AND CONSUMER STUDIES

COURSE ADDITION

HOFN 441. Implications of Aging (3). Prerequisite, HOFN 245.

**CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
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PRIMATE STUDIES

COURSE ADDITIONS

PRIM 220. Introduction to Primate Laboratory Procedures (2). Laboratory procedures to ensure physical, social and psychological well-being of captive primates: handling, sanitation, safety, medical care, diet, USDA requirements, and socio-psychological factors.

PRIM 311. Primate Behavior Research Methods (3). Methods for animal behavior study in captive or semi-natural settings: research design, observation, data collection, analysis and interpretation.

PRIM 314. Chimpanzee Behavior (4). Prerequisite, ANTH 313 and PSY 301. Chimpanzee physiology, social and developmental behaviors in natural and laboratory conditions.

PRIM 392. Laboratory Work in Primatology (1-3). Prerequisites, PRIM 220 and permission of instructor. Supervised experience in laboratory and research management. May be repeated up to a maximum of six credits. Two to six hours of laboratory per week.

PRIM 411. Care and Behavior of Captive Primates (3). Prerequisite, PRIM 220 or permission of instructor. Behaviors typical of captive primates, and appropriate management techniques.

PRIM 490, Cooperative Education (1-15); **PRIM 496** and **PRIM 596,** Individual Study (1-6); **PRIM 498,** Special Topics (1-6); and **PRIM 499,** Seminar (1-5) are automatically approved.

PRIM 495. Research in Primatology (1-4). Prerequisites, PRIM 311 and permission of instructor. Library-based or on-campus research study.

PRIM 497. Honors Thesis (1-6). Prerequisite, by invitation of the program director. Research supervised by three-member faculty committee.

PRIM 599.1. Chimpanzee Mentality (3). Prerequisites, PRIM 314 or equivalent and permission of instructor. Perceptual and learning research on the cognitive abilities of chimpanzees.

PROGRAM ADDITION

Bachelor of Science
Primate Studies Major

This program is designed to provide majors with interdisciplinary perspectives on the behavior of non-human primates, both captive and free. It will serve as a background for graduate study in the behavior, ecology or phylogeny of primates, as well as for care-giving careers with primate laboratories or zoos.

A double major is REQUIRED for the Primate Studies Major: students must also complete a 45-60 credit major in Anthropology, Biology, or Psychology. Because some Primate Studies Core Requirements and electives can count as credits toward both degrees, the actual number of additional credits which need to be completed to fulfill requirements for the second major may be as low as 27 (see the chair of the appropriate department for advisement). Students should also be aware that Primate Studies introductory requirements which are not in the second major field (anthropology, biology or psychology) may count toward fulfilling General Education Requirements.

INTRODUCTORY LEVEL (100-200)		30 credits
ANTH 110, 110.1 Intro to Phys Anth	5	
BISC 111 Plant Biology	5	
BISC 112 Animal Biology	5	
MATH 130.1 Finite Mathematics	5	
PSY 101 Intro to Psych	5	
ZOOL 270 Human Physiology	5	
CORE REQUIREMENTS		36-38 credits
ANTH 313 Primate Social Behavior	4	
BISC 375 GENERAL ECOLOGY	5	
PRIM 220 Intro Prim Lab Procedures	2	
PRIM 311 Prim Behav Res Methods	3	
PRIM 314 Chimpanzee Behavior	4	
PRIM 392* Lab and/or 495* Research	.3	
PRIM/PSY/ANTH/BISC 499 Seminar	1-5	
PSY 300 Research Methods	4	
PSY 301 Learning	5	
PSY 362 Descriptive Statistics	4	
ELECTIVES by advisement		7-9 credits
Primate Studies Required Coursework	Total:	75 credits
Additional credits to complete a Major in Biology, Anthropology or Psychology		27-51 credits
B.S. IN PRIMATE STUDIES	TOTAL	102-126 credits

*No more than 8 credits in PRIM 392 and 495.

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CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY
CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

FLIGHT TECHNOLOGY

COURSE CHANGES

AS IT APPEARS - three changes

FLT 250. Commercial Pilot Ground School (5). Prerequisite, FLT 151 or Private License or instructor's permission. Airplane aerodynamics, propellers, engines and aircraft systems and their operation. Controlled airspace and visual flight rules. Radio communications and emergency procedures VFR Navigation. Prepares student to pass FAA Commercial Pilot written examination.

PROPOSED

FLT 253. Commercial Pilot Ground School (4). Prerequisite, successful completion of FAA Instrument written examination. Must be taken concurrently with FLT 250.1. Airplane aerodynamics, propellers, engines and aircraft systems and their operation. Controlled airspace and visual flight rules. Radio communications and emergency procedures and visual flight regulations (VFR) navigation. Prepares student to pass FAA Commercial Pilot written examination. Same as FLT 250. Student may not receive credit for both.

AS IT APPEARS

FLT 251. Instrument Pilot Ground School (5). Prerequisite, FLT 151 or Private License or permission of instructor. Navigation solely by reference to aircraft instruments and electronic aids. Instrument procedures, departures, enroute navigation and approaches. Prepares student to pass FAA Instrument Pilot written examination.

PROPOSED

FLT 252. Instrument Pilot Ground School (4). Prerequisite, Private Pilot Certificate. Must be taken concurrently with FLT 252.1. Navigation solely by reference to aircraft instruments and electronic aids. Instrument procedures, departures, enroute navigation and approaches. Prepares students to pass FAA instrument pilot written examination. Same as FLT 251. Student may not receive credit for both.

COURSE ADDITION

FLT 252.1. Instrument Pilot Ground School Laboratory (1). Must be taken concurrently with FLT 252. One two-hour laboratories per week.

AS IT APPEARS

FLT 319. Advanced Aerodynamics and Aircraft Performance (5). Prerequisite, Private Pilot Certificate or permission of instructor. Advanced theories of flight and flight factors

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FLIGHT TECHNOLOGY CONTINUED

including airfoil shape, drag, velocity, lift and thrust, stability and control, advanced principles of performance including capabilities and limitations, performance and design criteria, load factors, weight and balance charts, comparative analysis of aircraft, certification of aircraft.

PROPOSED

FLT 319. Aerodynamics (3). Prerequisite, Private Pilot Certificate. Theories of flight and flight factors including airfoil shape, drag, velocity, lift and thrust, stability and control.

COURSE ADDITION

FLT 357.1. Flight Instructor Ground School Laboratory (2). Must be taken concurrently with FLT 357. Practical application of ground instruction required in preparation for written examinations on fundamentals of instruction, flight instructor airplane and advanced ground instructor certification. Two two-hour laboratories per week.

AS IT APPEARS

FLT 458. Certified Flight Instructor Instrument (4). Prerequisite, FLT 457. Ground and flight instruction required in preparation for flight instructor instrument certification; includes presentation of methodology used in teaching instrument flight and acquisition of the Instrument Ground Instructor Certificate.

PROPOSED

FLT 458. Flight Instructor Instrument (1). Must be taken Concurrently with FLT 458.1. Prerequisite, FLT 357. Ground and flight instruction required in preparation for flight instructor instrument certification; includes presentation of methodology used in teaching instrument flight and acquisition of the Instrument Ground Instructor Certificate.

COURSE ADDITIONS

FLT 458.1. Flight Instructor Instrument Laboratory (1). Prerequisite, FLT 357. Must be taken concurrently with FLT 458. A practical application of ground and flight instruction for flight instructor instrument certification; includes presentation of methodology used in teaching instrument flight and acquisition of instrument ground instructor certificate. One two-hour laboratory per week.

FLT 151.1. Private Pilot Ground School Laboratory (2). Must be taken concurrently with FLT 151. Two two-hour laboratories per

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FLIGHT TECHNOLOGY CONTINUED
week.

FLT 130. Introduction to Aviation (1). An overview of the aviation industry, career options and opportunities. Grade will be S or U.

S. Johnson moved, S. Hinthorne seconded, for approval of the above course addition; 8-0-0, motion approved.

FLT 220. Aircraft Systems I (4). Must be taken concurrently with FLT 220.1. Light training aircraft engines, propellers and engine systems, flight controls, fuel systems, instrumentation, tires, wheels and brakes.

FLT 220.1. Aircraft Systems I Laboratory (1). Must be taken concurrently with FLT 220. Aircraft components and preventative maintenance operations allowed under FAR 43, Appendix A, to be performed by pilots. One two-hour laboratory per week.

S. Johnson moved, S. Hinthorne seconded, for approval of the above course additions; 8-0-0, motion approved.

FLT 320. Aircraft Systems II (5). Prerequisite, FLT 220. Complex aircraft systems up through light twin engine.

S. Johnson moved, S. Hinthorne seconded, for approval of the above course addition; 8-0-0, motion approved.

FLT 321. Avionics (3). Prerequisites, Commercial Pilot Certificate and instrument rating. Aircraft electrical generating, distribution and navigation systems and functions.

FLT 338. Flight Operations (5). Prerequisite, FLT 345. Dispatch procedures, weather analysis (real time), flight operations and crew utilization.

FLT 420. Aircraft Systems III (Turbine) (3). Prerequisite, FLT 320. Turbine engines, gearboxes/propellers, fuel, flight controls, hydraulics, landing gear and brakes, pressurization and air conditioning and instrumentation of generic commuter aircraft systems.

FLT 421. Transport Aircraft Systems (5). Prerequisites, Commercial Pilot Certificate and instrument rating and/or instructor permission.

FLT 444. Multiengine Simulator -EFIS (1). Prerequisites, FLT 345

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FLIGHT TECHNOLOGY CONTINUED

and permission. Introduction and familiarization of electronic flight information systems.

FLT 445. Multiengine Simulator - Turboprop (2). Prerequisites, FLT 444 and permission. Operation of turbine powered aircraft and the crew concept. Flight planning, navigation and aircraft operations.

PROGRAM CHANGES

**Flight Technology
Flight Officer Option
AS IT APPEARS**

The Flight Officer option is designed to prepare students for entry level into careers and leadership roles in the aviation community. Completion of the major assists the student to prepare for entry level flight engineer or second officer positions. A private pilot certificate is required prior to being accepted into this major. The commercial pilot certificate, instrument rating, and Certified Flight Instructor rating is a requirement for graduation. All advanced pilot flight training shall be conducted under Federal Aviation Regulation, Part 141. Flight training fees are paid by the student and will be in addition to normal University tuition and fees.

FLT 461, 462, 463 and 464 comprise the FAA-Approved Flight Engineer Ground School (Turboprop), graduation from which qualifies one to take the FAA Flight Engineer written examination.

Credits

FLT 244, Single Engine Simulator-Basic	1
FLT 245, Single Engine Simulator-Advanced.....	1
FLT 250, Commercial Pilot Ground School	5
FLT 251, Instrument Pilot Ground School	5
FLT 310, Meteorology.....	4
FLT 316, Flight Safety/Accident Prevention	5
FLT 319, Advanced Aerodynamics and Aircraft Performance	5

FLT 330, Aviation Law	5
FLT 331, Air Traffic Control.....	5
FLT 333, Air Transportation.....	5
FLT 335, Aviation Management.....	3
FLT 337, Aviation Physiology/Survival	5
FLT 344, Multiengine Simulator-Basic	1
FLT 345, Multiengine Simulator-Advanced	1
FLT 357, Flight Instructor Ground School	5
FLT 410, Weather Reporting.....	3
FLT 419, Advanced Aircraft Systems.....	5
FLT 461, Flight Engineer I.....	5
FLT 462, Flight Engineer II.....	5
FLT 463, Flight Engineer III.....	5
FLT 464, Flight Engineer IV.....	5
FLT 484, Aviation History.....	3
FLT 488, Pilot Performance	3
PHYS 111, Introductory Physics.....	5
MATH 163.1, Pre-Calculus	5
ADOM 379, Microcomputer Application	3
ADOM 385, Business Communication/Report Writing.....	5
IET 871, Basic Electricity	3
IET 871.1, Basic Electricity Laboratory	3
COM 345, Business and Professional Speaking.....	4

Total 116

PROPOSED

Flight Technology Major

The Flight Technology Program prepares students for careers in the aviation industry. Students select one of two technical options leading to a Bachelor of Science degree in Flight Technology. The curriculum in Flight Technology is designed to provide a solid foundation in the liberal arts as well as a thorough education and training in a technical discipline.

Flight Officer Option

The Flight Officer option prepares students for entry level into careers and leadership roles in the aviation community. Completion of the major, assists the student to prepare for professional pilot positions. The following certificates and ratings are required for graduation: Private Pilot Certificate, Instrument Rating, Commercial Pilot Certificate Airplane, Single and Multi-engine Land; Certified Flight Instructor, Airplane and Instrument. Certain courses require FAA certificates and rating as prerequisites. Flight training and simulator fees are paid by the student and will be in addition to normal University tuition and fees. All flight training shall be taken from the contract operator (FBO) for Central Washington University. Students are advised to pursue an academic minor to complement the Flight Officer major. Students with flight credentials beyond the private pilot are not eligible to apply for this major. (See Airway Science, Systems option). *(Fixed Base Operation)

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

FLIGHT TECHNOLOGY CONTINUED

In the absence of an appropriate math/science background, the student must have successfully completed algebra and physics prior to being accepted into the major.

Courses

XFLT 130	INTRODUCTION TO AVIATION	1
XFLT 131	HISTORY OF AVIATION	3
FLT 151	PRIVATE PILOT GROUND SCHOOL	3
XFLT 151.1	PRIVATE PILOT GROUND SCHOOL LABORATORY	2
FLT 211	METEOROLOGY	4
XFLT 220	AIRCRAFT SYSTEMS I	4
XFLT 220.1	AIRCRAFT SYSTEMS I, LABORATORY	1
FLT 244	SINGLE ENGINE SIMULATOR, INSTRUMENT I	1
FLT 245	SINGLE ENGINE SIMULATOR, INSTRUMENT II	1
FLT 252	INSTRUMENT PILOT GROUND SCHOOL	4
XFLT 252.1	INSTRUMENT PILOT GROUND SCHOOL, LABORATORY	1
FLT 253	COMMERCIAL PILOT GROUND SCHOOL	4
FLT 311	WEATHER REPORTING AND ANALYSIS	4
FLT 316	FLIGHT SAFETY AND ACCIDENT PREVENTION	5
FLT 319	AERODYNAMICS	3
XFLT 320	AIRCRAFT SYSTEMS II	5
XFLT 321	AVIONICS	3
XFLT 331	AIR TRAFFIC CONTROL	3
FLT 333	AIR TRANSPORTATION	4
FLT 337	AVIATION PHYSIOLOGY AND SURVIVAL	5
XFLT 338	FLIGHT OPERATIONS	5
FLT 344	MULTI-ENGINE SIMULATOR, BASIC	1
FLT 345	MULTI-ENGINE SIMULATOR, NAVIGATION	1
FLT 357	FLIGHT INSTRUCTOR GROUND SCHOOL	2
XFLT 357.1	FLIGHT INSTRUCTOR GROUND SCHOOL, LABORATORY	2
XFLT 420	AIRCRAFT SYSTEMS III, TURBINE	3
XFLT 421	TRANSPORT AIRCRAFT SYSTEMS	5
XFLT 444	MULTI-ENGINE SIMULATOR, EFIS	1
XFLT 445	MULTI-ENGINE SIMULATOR, TURBOPROP	2
FLT 458	FLIGHT INSTRUCTOR, INSTRUMENT	1
XFLT 458.1	FLIGHT INSTRUCTOR, INSTRUMENT, Laboratory	1
FLT 488	PILOT PERFORMANCE	2

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AS IT APPEARS

Airway Science Option

The areas of concentration in the Airway Science option are designed to prepare graduates for entry level positions within the aviation industry or the Federal Aviation Administration. Airway Science offers a curriculum based upon a strong foundation in the liberal arts in addition to technical competence gained through one of the four concentrations. The curriculum is disciplined and structured to educate the future technical managers of government and the aviation industry. In addition to courses listed below and under each option, all basic and breadth requirements must be carefully selected to coincide with and meet the totally structured Federal Aviation Administration/Airway Science curriculum requirements for this degree option. It is mandatory that the student meet with the Airway Science academic advisor prior to being admitted to the major and prior to registration each quarter. Graduation requirements are in excess of 180 credits. Students may obtain a copy of the applicable curriculum from the Flight Technology Office.

Airway Science offers four areas of concentration:

- A. Airway Science Management
- B. Aircraft Systems Management
- C. Aviation Maintenance Management
- D. Airway Electronics Systems

The following CORE courses are required of all Airway Science majors.

Credit

ADOM 388, Business Communication/Report Writing.....	5
PHYS 111, Introductory Physics.....	5
PHYS 118, Introductory Physics.....	5
IET 871, Basic Electricity AND.....	5
IET 871.1, Basic Electricity Laboratory OR.....	5
PHYS 118, Introductory Physics.....	5
CPSC 110, Fundamentals of Computer Science I.....	4
CPSC 111, Fundamentals of Computer Science II.....	4
BUS 880, Organizational Management.....	5
BUS 885, Organizational Theory.....	5
BUS 881, Management of Human Resources.....	5
FLT 151, Private Pilot Ground School.....	5
FLT 316, Flight Safety and Accident Prevention.....	5
FLT 880, Aviation Law.....	5
FLT 881, Air Traffic Control.....	5
FLT 888, The National Airspace System.....	5

Total 68

In addition to the required core, students will select and complete one of the areas of concentration. It is essential that students selecting the Airway Science Option consult a department advisor early in their freshman year to plan an efficient schedule. Failure to do so will require additional time to complete degree requirements.

CURRICULUM PROPOSALS APPROVED BY THE UNIVERSITY CURRICULUM COMMITTEE AND FORWARDED TO THE SENATE

FLIGHT TECHNOLOGY CONTINUED

Airway Science Management Concentration

Coursework in this area will prepare students specifically for a variety of administrative and management positions in the aviation community. The core of the curriculum is oriented toward the technology of aviation.

Career opportunities exist in industry and the government in management as related to aviation activities such as Air Traffic Control, Airport Manager, General Operations Management and Air Carrier Management.

Applicants must score 80 or higher on the Air Traffic Control aptitude examination before being admitted into this area of concentration. A private pilot's license is recommended.

	Credits
Core Courses	66
SOC 101, Social Problems	3
PSY 453, Theories of Personality	3
COM 807, Introduction to Communication Studies	3
COM 858, Interpersonal Communication	3
COM 801, Communication Concepts and Processes	3
MATH 170, Introductory Calculus	3
BUS 886, Management Information Systems: Data and Technology	3
BUS 881, Business Statistics	3
BUS 883, Operations Management	3
BUS 879, Collective Bargaining and Arbitration	3
BUS 486, Problems in Human Resource Management	3
FLT 883, Air Transportation	3
FLT 884, Airport Management	3
FLT 885, Concepts of Air Transport Diffusion	3
Electives by advisement (upper division)	3
Total 180	

Aircraft Systems Management Concentration

This area of concentration focuses on aircraft flight operations. Its major goal is the preparation of persons with qualifications as professional pilots having a science/technology orientation. Students electing this concentration must possess a current private pilot's license prior to being accepted into the major. Students must obtain the following licenses or ratings prior to graduation: Commercial, Instrument, Multiengine, Certified Flight Instructor, Instrument Flight Instructor and Multiengine Flight Instructor. All aforementioned certificates and ratings must be done in the manner approved by the FAA under FAR Part 141; and all aircraft utilized in such instruction be similarly approved. Once a student has enrolled at Central Washington University, all subsequent flight training must be completed from the flight school approved by CWU. Flight training from schools other than the school approved by CWU is not permitted and credit will not be granted.

Graduates may expect to enter fields with the FAA as Aviation Safety Officers, Operations Pilots or in industry as professional pilots.

NOTE: Aviation flight costs are not included in the registration fees. These costs are in addition to tuition, University fees, and any other incidental expenses which are normally charged during tuition.

	Credits
Core Courses	66
MATH 170, Introductory Calculus	3
FLT 810, Meteorology	3
FLT 819, Advanced Aerodynamics and Aircraft Performance	3
FLT 838, Air Transportation	3
FLT 835, Aviation Management	3
FLT 850, Commercial Pilot Certification	3
FLT 851, Instrument Rating	3
FLT 852, Multiengine	3
FLT 410, Weather Reporting and Analysis	3
FLT 419, Advanced Aircraft Systems	3
FLT 487, CFI Airplane	3
FLT 455, CFI Instrument	3
FLT 459, CFI Multiengine	3
Electives by advisement	3
Total 180	

Aviation Maintenance Management Concentration

Aviation Maintenance Management students will receive in-depth coverage of the theoretical and practical application of airframe and powerplant maintenance. Students accepted into this concentration must hold an Airframe and Powerplant Certificate from Federal Aviation Administration approved curriculum under the Federal Aviation Regulation 147. Graduates from this concentration will be qualified for careers not only in maintenance, but also in supervision and management.

Opportunities exist both in government and the private sector of aviation.

	Credits
Core Courses	66
Airframe and Powerplant Certificate*	45
CHEM 101, Contemporary Chemistry	3
MATH 170, Introductory Calculus	3
IET 880, Quality Control	3
Electives by advisement (upper division)	3
Total 180	

*Certificate not offered at Central Washington University. Forty-five credits of the Airframe and Powerplant Certificate will be accepted. See program advisor.

Airway Electronics Systems Concentration

Students selecting the Airway Electronics concentration receive a comprehensive education in electronics theory and practical application. Graduates are prepared for careers in government and aviation electronics, maintenance, operations, testing and development. Graduates of the Airway Electronics concentration will be qualified for supervisory and management responsibilities.

	Credits
Core Courses	66
IET 165, Engineering Drawing I	3
IET 878, Basic Electronics	3
IET 878, Network Analysis	3
IET 875, Microprocessor Applications	3
IET 876, Intermediate Electronics	3
IET 877, Instrumentation	3
IET 878, Pulse Circuit	3
IET 478, Electronic Communications	3
ELT 871, Advanced Digital Circuits	3
ELT 872, Electrical Power and Machinery	3
ELT 873, Active Linear Circuits	3
ELT 874, Microprocessors and Instrumentation	3
CFSC 874, Programming Language Survey	3
MATH 178.1, 178.2, Calculus	10
Total 180	

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FLIGHT TECHNOLOGY CONTINUED

PROPOSED

Airway Science Option

The areas of concentration in the airway science option are designed to prepare graduates for the entry-level positions within the aviation industry or the Federal Aviation Administration. Airway science offers a curriculum based upon a strong foundation in the liberal arts in addition to technical competence gained through one of the four concentrations. The curriculum is disciplined and structured to educate future technical managers of government and the aviation industry. Basic and breadth coursework must be carefully selected to meet graduation requirements. Graduation requirements are in excess of 180 credits. The airway science option offers four areas of concentration:

- A. Airway Science
- B. Aircraft Systems Management
- C. Aviation Maintenance Management
- D. Airway Electronics Systems

In the absence of an appropriate math/science background, the student must have successfully completed algebra and physics prior to being accepted into the major.

The following core courses are required of all airway science majors.

Core Courses	Credits
PHY 111 INTRODUCTORY PHYSICS	5
x IET 160 COMPUTER AIDED DESIGN. OR	
CPSC Elective by Advisement	3
IET 271 BASIC ELECTRICITY	3
IET 271.1 BASIC ELECTRICITY LABORATORY	2
Choose by advisement one of the following:	
x MATH 170 INTUITIVE CALCULUS OR	
MATH 172.1. CALCULUS	5
x ADOM 202B MICROCOMPUTER APPLICATIONS	3
CPSC 110 FUNDAMENTALS OF COMPUTER SCIENCE I	4
CPSC 111 FUNDAMENTALS OF COMPUTER SCIENCE II...OR	
CPSC elective by advisement	4
x BUS 221 BUSINESS STATISTICS	5
x BUS 323 OPERATIONS MANAGEMENT	5
BUS 380 ORGANIZATIONAL MANAGEMENT	5
FLT 151 PRIVATE PILOT GROUND SCHOOL	3
FLT 151.1 PRIVATE PILOT GROUND SCHOOL LABORATORY	2
FLT 330 AVIATION LAW	4
FLT 316 FLIGHT SAFETY AND ACCIDENT PREVENTION	5
FLT electives (upper division) by advisement	
(AWA Systems majors must take FLT 338-FLT OPS (4CR))	7

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In addition to the required core, students will select and complete one of the areas of concentration. It is essential that students selecting the Airway Science Option consult a department advisor early in their Freshman year to plan an efficient schedule. Failure to do so may require additional time to complete degree requirements.

Applicants having certificates and ratings beyond the private pilot's certificate shall:

1. Pass an FAA class I medical examination.
2. Pass, to Central Washington University (CWU) standards, any combination of the following as deemed necessary by the Flight Technology faculty;

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FLIGHT TECHNOLOGY CONTINUED

- a. a written examination for each certificate and rating;
 - b. an oral examination for each certificate and rating;
 - c. flight simulator performance evaluation(s).
3. Pass a flight examination with the Central Washington University (CWU) chief pilot or flight examiner of the CWU chief pilot's choice if deemed necessary by the CWU review board. All flight examinations shall be administered at Bowers Field, Ellensburg, Washington, and the aircraft used shall be provided by the CWU contract operator.

All examinations, simulator, flight fees, and examiner fees shall be paid by the student.

Graduates may expect to obtain entry level positions in the aviation industry as a professional pilot.

NOTE: Flight training costs and simulator fees are not included in the registration fees. These costs are in addition to tuition, university fees and any other incidental expenses which are normally charged during tuition.

A. Airway Science Management Concentration

Coursework in this concentration will prepare students for a variety of administrative and management positions in the aviation community. Career options exist in industry and the government in management as related to aviation activities, such as Air Traffic Control, Airport Manager, General Operations Manager and Air Carrier Management.

Applicants should score 90, or higher on the Air Traffic Control aptitude examination if ATC is their career objective. A private pilot's license is strongly recommended, prior to graduation, for all selecting this concentration.

Core Courses	Courses	Credits
4FLT 331	AIR TRAFFIC CONTROL	3
FLT 333	AIR TRANSPORTATION	4
FLT 334	AIRPORT MANAGEMENT	3
xBUS 324	ADVANCED OPERATIONS MANAGEMENT	5
xBUS 379	INTRODUCTION TO INDUSTRIAL RELATIONS	5
xBUS 381	MANAGEMENT OF HUMAN RESOURCES	5
xBUS 385	ORGANIZATIONAL THEORY	5
xCOM 345	BUSINESS AND PROFESSIONAL SPEAKING	4
xCOM 365	ORGANIZATIONAL COMMUNICATION	4
xADM 385	BUSINESS COMMUNICATIONS AND REPORT WRITING	5
xFLT 490	CONTRACTED FIELD EXPERIENCE	15
xElectives by advisement		3

B. Aircraft Systems Management Concentration

This area of concentration focuses on aircraft flight operations. Aircraft Systems Management is designed for those persons, who currently hold pilot certificates and ratings beyond the private pilot certificate. Students must obtain the following certificates, and ratings prior to graduation: Private Pilot Certificate, Instrument Rating, Commercial Pilot Certificate Airplane, Single and Multiengine Land; Certified Flight Instructor, Airplane, Instrument and Multiengine. All forementioned certificates and ratings must be done in the manner approved by the FAA under FAR Part 141; and that all aircraft utilized in such instruction be similarly approved. Once a student has enrolled at Central Washington University, all subsequent flight training must be completed from the flight school designated as the Contract Operator for the University.

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FLIGHT TECHNOLOGY CONTINUED

		Courses	Credits
Core Courses			65
FLT 211	METEOROLOGY		4
XFLT 220	AIRCRAFT SYSTEMS I		1
XFLT 220.1	AIRCRAFT SYSTEMS I, LABORATORY		1
XFLT 244	SINGLE ENGINE SIMULATOR, INSTRUMENT I		1
XFLT 245	SINGLE ENGINE SIMULATOR, INSTRUMENT II		4
XFLT 252	INSTRUMENT PILOT GROUND SCHOOL		1
XFLT 252.1	INSTRUMENT PILOT GROUND SCHOOL, LABORATORY		4
XFLT 253	COMMERCIAL PILOT GROUND SCHOOL		4
FLT 311	WEATHER REPORTING AND ANALYSIS		3
FLT 319	AERODYNAMICS		5
XFLT 320	AIRCRAFT SYSTEMS II		4
FLT 333	AIR TRANSPORTATION		1
XFLT 344	MULTI-ENGINE SIMULATOR, BASIC		1
XFLT 345	MULTI-ENGINE SIMULATOR, NAVIGATION		2
FLT 357	FLIGHT INSTRUCTOR GROUND SCHOOL		2
XFLT 357.1	FLIGHT INSTRUCTOR GROUND SCHOOL, LABORATORY		5
XFLT 421	TRANSPORT AIRCRAFT SYSTEMS		1
FLT 458	FLIGHT INSTRUCTOR, INSTRUMENT		1
XFLT 458.1	FLIGHT INSTRUCTOR, INSTRUMENT, LABORATORY		3
FLT 459	CERTIFIED FLIGHT INSTRUCTOR, MULTI-ENGINE		2
XFLT 488	PILOT PERFORMANCE (ATC 810)		6
FLT electives by advisement			----- 125

C. Aviation Maintenance Management Concentration

Aviation Maintenance Management students will receive in depth coverage of the theoretical and practical application and an Airframe and Powerplant certificate from a Federal Aviation Administration approved curriculum under the Federal Aviation Regulation 147. Graduates from this concentration will be qualified for careers not only in maintenance but also in supervision and management. Opportunities exist both in government and the private sectors of aviation.

NOTE: Sixty (60) upper division credits are required for graduation. Without careful planning, one could be deficient in this requirement.

**Certificate not offered at Central Washington University. Forty-five credits of the airframe and powerplant certificate will be accepted upon completion of all other degree requirements. See program director.

		Courses	Credits
Core Courses			65
AIRFRAME AND POWERPLANT CERTIFICATE **			45
CHEM 101 CONTEMPORARY CHEMISTRY			5
FLT electives by advisement			10
			----- 125

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D. Airway Electronics Systems Concentration

Students selecting the Airway Electronics concentration receive a comprehensive education in electronics theory and practical application. Graduates are prepared for careers in government and aviation electronics, maintenance, operations, testing and development. Graduates of the Airway Electronics concentration will be qualified for supervisory and management responsibilities.

Core Courses	Courses	Credits
		65
x CHEM 101	CONTEMPORARY CHEMISTRY	4
x CHEM 101.1	CHEMISTRY LABORATORY	1
x CPSC 265	ELEMENTARY DATA STRUCTURES	4
MATH 172.2	CALCULUS	5
ELT 371	ADVANCED DIGITAL	4
ELT 372	ELECTRICAL POWER AND MACHINERY	4
IET 165	ENGINEERING DRAWING I	4
IET 272	BASIC ELECTRONICS	4
IET 273	NETWORK ANALYSIS	4
IET 375	MICROPROCESSOR APPLICATIONS	3
x IET 375.1	MICROPROCESSOR ELECTRONICS	1
IET 376	INTERMEDIATE ELECTRONICS	4
IET 377	INSTRUMENTATION	4
IET 378	PULSE CIRCUITS	4
IET/ELT electives by advisement		10

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SCIENCE EDUCATION

COURSE ADDITION

SCED 598. Special Topics (1-6).

(Automatic approval.)