

10-2-1985

## CWU Faculty Senate Minutes - 10/02/1985

Sue Tirotta

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REGULAR FACULTY SENATE MEETING  
Central Washington University

October 2, 1985

Presiding Officer: Beverly Heckart  
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 Carlson, Fairburn, Helgeson, Mitchell, and Toomey.  
Visitors: Dean Don Schliesman, Anne Denman.

CHANGES TO AGENDA

- The chair asked that, for this meeting only, any business transacted after 4:45 p.m. be by vote of the Senate in order to allow time for the Senate Standing Committees to meet.
- The revision of 1985-86 Senate meeting dates was moved to the Chair's Report.
- Announcement of a retirement meeting was added to the Chair's Report.
- A 9/30/85 letter from Owen Pratz was added to Communications.

APPROVAL OF MINUTES

\*MOTION NO. 2427 Clair Lillard moved and Jay Bachrach seconded a motion to approve the minutes of the June 5, 1985 meeting as distributed. Motion passed.

COMMUNICATIONS

Libby Nesselroad reported the following correspondence:

1. 6/28/85 letter from Charles Vlcek regarding his 1985-86 sabbatical leave; a general faculty election will be conducted to fill his At-Large Senate position.
2. 7/8/85 letter from T.F. Naumann, Psychology Department, regarding TIAA-CREF's refusal to release faculty retirement principal; this letter was referred to the Retirement and Benefits Committee for action.
3. 8/1/85 letter from Walter Arlt, Physical Education, regarding TIAA-CREF's policies and requesting a study of the current C.W.U. retirement system; this letter was referred to the Retirement and Benefits Committee for action.
4. 8/28/85 letter from Charles Vlcek, Instructional Media Center, regarding TIAA-CREF's policies and requesting appointment of a task force to study the current retirement system; this letter was referred to the Retirement and Benefits Committee for action.
5. Letter (undated) from Jeff Morris, ASCWU President, regarding participation of student members on university committees that do not meet regularly; this letter was referred to the Senate Personnel Committee for action.
6. 9/23/85 letter from Jimmie Applegate, Dean of the School of Professional Studies, indicating that the Mission and Roles Statement in the Academic Plan Discussion Document is different from that in the C.W.U. Catalog/Bulletin; this letter was referred to the Senate Academic Affairs Committee.
7. 9/23/85 letter from Ed Golden, Business and Economics, concerning Summer Session and offering suggestions to make Summer Session profitable; this letter was referred to the Senate Budget Committee, and a copy was sent to the Director of Summer Session.
8. 9/30/85 letter from Owen Pratz, Psychology, recommending a change in the Faculty Code regarding assigning faculty to units within departments or programs; this letter was referred to the Senate Code Committee.

REPORTS

1. CHAIR

-Chair Heckart announced that, because SUB meeting room 204-205 was not available for previously scheduled Faculty Senate meetings, the revised schedule for 1985-86 will be as follows:

<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>
October 2, 23	January 15, 29	April 9, 23
November 6, 20	February 12, 26	May 7, 21
December 11	March 12	June 4

1. CHAIR, continued

-Chair Heckart presented the 1985-86 Operating Procedures for approval by the Senate.

\*MOTION NO. 2428 Clair Lillard moved and Jeff Casey seconded a motion to accept the Faculty Senate Operating Procedures for 1985-86 as follows: (motion passed)

- 1) Robert's Rules of Order will be the accepted authority for procedural operation.
- 2) Committee reports will be automatically accepted. If there is an action item that the committee desires on any report, it is to be separately stated as a motion and the motion will then come before the Senate for discussion and debate. The committees will be asked to submit a report and written copies of any motion or action that they would like to have taken.
- 3) Committee reports and motions shall be submitted to the Faculty Senate Office by noon on the Wednesday preceding the Senate meeting in which action is expected. This policy shall allow motions for action at any given Senate meeting to accompany the mailing of the meeting's agenda. As a general rule, substantive committee motions that do not accompany the agenda will not be discussed and voted on until a subsequent meeting. An extended agenda will be sent to all senators, who shall give it to their alternates if they are unable to attend the meeting.
- 4) On discussion rules, the Senate will continue to use the procedure of seeking recognition from the Chair if they want to debate an issue. Discussion on arguments for and against the issue will be alternated. Visitors will be given recognition if the floor is yielded to them by a Senator. If no Senator desires to speak and a visitor has a point he/she wants to make, the Chair will recognize the person. If a visitor has made a preliminary request to the Senate Office for an opportunity to speak or if the Chair invites a person to speak, he will be recognized.
- 5) The "No Smoking" rules will apply during actual meeting time.
- 6) Adjournment time will be at 5:00 p.m., unless a motion for suspension of the rules is made and passes by a two-thirds majority vote.

-Chair Heckart announced that Faculty Senate Vice-Chair Ken Harsha will be on leave during fall quarter 1985 and stated that there is no provision in the Bylaws for a presiding officer in the absence of both the Chair and the Vice-Chair.

\*MOTION NO. 2429 Robert Jacobs moved and Phil Backlund seconded a motion that while Senate Vice-Chair Ken Harsha is on leave of absence during fall quarter 1985, Senate Secretary Libby Nesselroad will preside if the Senate Chair cannot attend the Senate meeting. Motion passed.

-Chair Heckart noted four changes in the Senate Standing Committee roster.

\*MOTION NO. 2430 Jeff Casey moved and Jeff Morris seconded a motion to approve the Senate Standing Committee changes, as follows: (motion passed)

SENATE CODE COMMITTEE:

+John Agars (replaces Lillian Canzler)

SENATE ACADEMIC AFFAIRS COMMITTEE:

+Gary Heesacker (replaces \*Sam Rust)

SENATE PERSONNEL COMMITTEE:

Ed Golden (replaces +John Agars)  
\*Sam Rust (replaces +Gary Heesacker)

\*Senator

+Alternate Senator

-The Academic Plan, "Towards 2000," has been referred to the Senate Academic Affairs Committee, which has been asked to report to the Senate by the end of fall quarter 1985.

1. CHAIR, continued

- Chair Heckart reported that C.W.U. was originally omitted from the list of TIAA-CREF seminars being held around the state during October; this oversight has been corrected, and all Senators are asked to share the following information with others: two TIAA-CREF Seminars will be held on the C.W.U. campus on Friday, October 18, 1985 in the Grupe Conference Center, the first from 9:30 a.m. until early afternoon, and the second from 2:00 p.m. until early evening.
- Arrangements have been finalized to relocate the occupants of Edison Hall. Fire Chief Ed West has granted an extension of date for the evacuation of the building beyond October 20. Plans to demolish the building are being reevaluated, with the Office of Financial Management asking for a report from C.W.U. projecting the cost of bringing the building up to Fire Code standards plus the cost of re-modeling the building for use over the next 30 years vs. the price of a new building of similar size; OFM will not release funds for demolition and site restoration until it has received and reviewed this report on comparative costs. Duane Skeen invites questions from Senators and general faculty regarding this issue.
- A new Smoking Policy has been implemented; it will be included in the new Policies and Procedures Manual. Copies of the new rules are available through the President's Office.

- |                                      |           |
|--------------------------------------|-----------|
| 2. <u>ACADEMIC AFFAIRS COMMITTEE</u> | No report |
| 3. <u>BUDGET COMMITTEE</u>           | No report |
| 4. <u>CODE COMMITTEE</u>             | No report |
| 5. <u>CURRICULUM COMMITTEE</u>       | No report |
| 6. <u>PERSONNEL COMMITTEE</u>        | No report |

OLD BUSINESS

-A revised statement of policy and procedures for review of existing academic programs, as approved by the Program Review and Evaluation Committee at its 4/22/85 meeting, was proposed by Dean Schliesman at the 6/5/85 Senate meeting as MOTION NO. 2424; although MOTION AMENDMENT NO. 2424A was passed at the 6/5/85 meeting, the main motion was tabled. Chair Heckart removed the motion as amended from the table.

\*MOTION NO. 2424 Don Black moved and Beverly Heckart seconded a motion to accept the revised statement of policy and procedures for program review.

\*MOTION NO. 2424A Clair Lillard moved and Beverly Heckart seconded a motion to amend Motion No. 2424 as follows:

For the purposes of Program Review & Evaluation:

- (1) The Office of the President,
  - (2) The Office of the Academic Vice President,
  - (3) The Offices of the Academic Deans,
  - (4) The Offices of the Deans of Graduate and Undergraduate Studies, and
  - (5) The Office of the Dean of Extended University Programs
- will each be considered as a program and be evaluated on the same basis as other programs.

Motion No. 2424 as amended by Motion No. 2424A passed.

NEW BUSINESS

-Chair Heckart reviewed the history concerning appointment of a faculty advisory member to the Board of Trustees. In the ensuing discussion, some Senators expressed the need for a more formalized and institutionalized method of communicating with the Board. Others feared that an advisory appointment to the Board would hinder rather than nourish expression of faculty opinion.

\*MOTION NO. 2431 Clair Lillard moved and Jim Hawkins seconded a motion that the Faculty Senate of Central Washington University request the Board of Trustees to amend its bylaws to appoint the Faculty Senate chair or his/her designee as an advisory member to the Board of Trustees. Such advisory member shall receive the extended agenda and pertinent supporting materials, sit with and participate in all scheduled meetings of the Board of Trustees, and may be invited by the chair to attend executive sessions and to serve as an advisory member of Board committees. Motion passed.

ADJOURNMENT

-Meeting was adjourned at 4:10 p.m. to allow for meeting of Senate Standing Committees to elect chairs and approve committee meeting dates and receive charges for 1985-86.

\* \* \* NEXT REGULAR FACULTY SENATE MEETING: October 23, 1985 \* \* \*

FACULTY SENATE REGULAR MEETING  
3:10 P.M., Wednesday, October 2, 1985  
SUB 204-205

\* SENATORS: Please be prepared for meetings to last until 4:45 P.M.;  
election of standing committee chairs will take place  
directly after regular meetings. \*\*\*

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES - June 5, 1985

-Revision of 1985-86 Senate Meetings dates/Motion #2402:

FALL	WINTER	SPRING
October 2, 23	January 15, 29	April 9, 23
November 6, 20	February 12, 26	May 7, 21
December 11	March 12	June 4

IV. COMMUNICATIONS

- 6/28/85 letter from At-Large Senator Charles Vlcek re. his 1985-86 sabbatical leave
- 7/8/85 letter from T.F. Naumann, Psychology Department, re. TIAA-CREF's refusal to release faculty retirement principal
- 8/1/85 letter from Walter Arlt, Physical Education, re. TIAA-CREF's policies and requesting appointment of a Senate ad hoc committee to study the current retirement system
- 8/28/85 letter from Charles Vlcek, Instructional Media Center re. TIAA-CREF's policies and requesting appointment of a Senate task force to study the current retirement system
- Letter from ASCWU President Jeff Morris regarding student members of University committees
- 9/23/85 letter from Dean Applegate re. Academic Plan
- 9/23/85 memo from Ed Golden re. Summer Session

V. REPORTS

1. Chair

- Approval of 1985-86 Senate Operating Procedures (attached)
- Leave announcement: Senate Vice-Chair Ken Harsha (attached)
- Ratification of Senate Standing Committee changes and new appointments (attached)
- Report on Proposed Academic Plan: "Towards 2000"
- Update on Edison Hall
- New Smoking Policy

2. Academic Affairs Committee

3. Budget Committee

4. Code Committee

5. Curriculum Committee

6. Personnel Committee

VI. OLD BUSINESS

- Vote on tabled Motion No. 2424 re. Dean Schliesman's Program Review & Evaluation proposal as amended (attached)

VII. NEW BUSINESS

- Resolution re. faculty advisory member appointment to CWU Board of Trustees (attached)
- Election of Senate Standing Committee chairs

VIII. ADJOURNMENT

REGULAR FACULTY SENATE MEETING - 10/2/85

MOTION: 1985-86 REGULAR FACULTY SENATE MEETING DATES-

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Change in 6/5/85 Minutes; Motion 2402 re. 1985-86 Regular Faculty Senate Meetings dates. Due to lack of meetings room availability on some previously scheduled dates, a motion is made to approve the revised schedule, as follows:

FALL	WINTER	SPRING
October 2, 23	January 15, 29	April 9, 23
November 6, 20	February 12, 26	May 7, 21
December 11	March 12	June 4

\* \* \* \* \*

MOTION: FACULTY SENATE OPERATING PROCEDURES 1985-86-

---

1. Robert's Rules of Order will be the accepted authority for procedural operation.
2. Committee reports will be automatically accepted. If there is an action item that the committee desires on any report, it is to be separately stated as a motion and the motion will then come before the Senate for discussion and debate. The committees will be asked to submit a report and written copies of any motion or action that they would like to have taken.
3. Committee reports and motions shall be submitted to the Faculty Senate office by noon on the Wednesday preceding the Senate meetings in which action is expected. This policy shall allow motions for action at any given Senate meetings to accompany the mailing of the meetings's agenda. As a general rule, substantive committee motions that do not accompany the agenda will not be discussed and voted on until a subsequent meetings. An extended agenda will be sent to all senators, who shall give it to their alternate if they are unable to attend the meetings.
4. On discussion rules, the Senate will continue to use the procedure of seeking recognition from the Chair if they want to debate an issue. Discussion on arguments for and against the issue will be alternated. Visitors will be given recognition if the floor is yielded to him by a Senator. If no Senator desires to speak and a visitor has a point he wants to make, the Chair will recognize the person. If a visitor has made a preliminary request to the Senate Office for an opportunity to speak, he will be recognized, or if the Chair invites a person to speak.
5. The "No Smoking" rules will apply during actual meetings time.
6. Adjournment time will be at 5:00 P.M., unless a motion for suspension of the rules is made and passes by a two-thirds majority vote.

\* \* \* \* \*

MOTION: REGARDING ABSENCE OF VICE-PRESIDENT KEN HARSHA-

-----  
While Senate Vice-President Ken Harsha is on leave of absence during fall quarter 1985, Senate Secretary Libby Nesselroad will preside if the Senate Chair cannot attend the Senate meetings.

\* \* \* \* \*

MOTION: CHANGES IN FACULTY SENATE STANDING COMMITTEE MEMBERSHIP-

-----  
SENATE CODE COMMITTEE:

+John Asars (replaces Lillian Canzler)

SENATE ACADEMIC AFFAIRS COMMITTEE:

+Gary Heesacker (replaces \*Sam Rust)

SENATE PERSONNEL COMMITTEE:

Ed Golden (replaces +John Asars)

\*Sam Rust (replaces +Gary Heesacker)

\* \* \* \* \*

MOTION: FACULTY ADVISORY MEMBER APPOINTMENT TO BOARD OF TRUSTEES-

-----  
The Faculty Senate of Central Washington University requests the Board of Trustees to amend its bylaws to appoint the Faculty Senate chair as an advisory member to the Board of Trustees. Such advisory member shall receive the extended agenda and pertinent supporting materials, sit with and participate in all scheduled meetings of the Board of Trustees, and may be invited by the chair to attend executive sessions and to serve as an advisory member of Board committees.

\* \* \* \* \*

MOTION: TABLED MOTION 2424-REVISED STATEMENT OF POLICY & PROCEDURES-

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A revised statement of policy and procedures for review of existing academic programs, as approved by the Program Review and Evaluation Committee at its 4/22/85 meeting, was proposed by Dean Schliesman at the 6/5/85 regular Senate meeting; the text of this statement is attached.

Motion Amendment #2424A was voted on and passed at the 6/5/85 regular Senate meeting, as follows:

- For the purposes of Program Review & Evaluation:
- (1) the Office of the President,
  - (2) the Office of the Academic Vice President,
  - (3) the Offices of the Academic Deans,
  - (4) the Offices of the Deans of Graduate & Undergraduate Studies, and
  - (5) the Office of the Dean of Extended University Programs
- will each be considered as a program and be evaluated on the same basis as other programs.

1985-86 FACULTY SENATE ROSTER

Department	Years to Serve	Senator	Alternate
Accounting	3	Keith Richardson	Gary Heesacker
Anthropology	2	Clayton Denman	Jim Peterson
Art	3	John Asars	Gary Galbraith
Biology	3	John Carr	William Barker
Business Admin	3	George Keslins	
	2	*Wayne Fairburn	Shelley Jones
Bus Ed & Admin Msmt	1	Ken Harsha	Wayne Klemin
Chemistry	3	Richard Hasbrouck	Walter Emken
Communications	3	Phil Backlund	Roger Garrett
Computer Science	3	Barry Donahue	Bernard Martin
Counseling	3	Wells McInelly	Don Wise
Drama	3	James Hawkins	Randolph Wischmeier
Economics	1	Clair Lillard	Wolfgang Franz
Education	1	Don Black	Ron Caples-Osorio
	2	*Sam Rust	Frank Carlson
	2	*Mike Henniser	David Shorr
English	1	John Vifian	
	3	*Ned Toomey	Denis Thomas
Foreign Language	1	Kelton Knight	Rosco Tolman
Geography	1	Joel Address	John Ressler
Geology	3	James Hinthorne	Don Rinse
History	2	Beverly Heckart	Larry Lowther
Home Economics	2	Willa Dene Powell	David Gee
Library	3	Thomas Yeh	William Schmidt
	2		*Victor Marx
Mathematics	3	Kenneth Gamon	Barney Erickson
Music	1	Richard Jensen	Barbara Erickson
	2	*Larry Gookin	Robert Panerio
Philosophy	3	Jay Bachrach	Raeburne Heimbeck
Physical Education	1	Bill Vance	Erlice Killorn
	2	*Lori Clark	
Physics	1	Robert Mitchell	
Political Science	1	Robert Jacobs	
Psychology	3	Owen Pratz	
	2	*Libby Nesselroad	Jim Eubanks
Sociology	1	John Dusan	Bill Benson
Tech & Ind Ed	3	Gerald Brunner	Robert Fuchs
Pres/VP		Donald Garrity	Ed Harrington
ASC Board		Jeff Casey	
		Jeff Morris	
		Joe Dixon	

-----  
\*At-large



FACULTY SENATE STANDING COMMITTEES  
1985 - 1986

SENATE EXECUTIVE COMMITTEE

Beverly Heckart, Chair	HIST	3-2344
Ken Harsha, Vice-Chair	BusEd	3-1755
Libby Nesselroad, Secretary	PSYCH	3-3640
Jay Bachrach, At-large	PHIL	3-3536
Clair Lillard, At-large	ECON	3-3560

SENATE ACADEMIC AFFAIRS COMMITTEE

*Don Black	ED	3-3426
Roger Fouts	PSYCH	3-2244
*Richard Hasbrouck	CHEM	3-2046
+Gary Heesacker	ACCT	3-3339
Catherine Sands	ANTHRO	3-3601

SENATE BUDGET COMMITTEE

*Phil Backlund	COMM	3-1966
+Wolfsans Franz	ECON	3-3420
+Robert Fuchs	TIE	3-2364
*Victor Marx	LIB	3-1021
+Rosco Tolman	FLans	3-1218

SENATE CODE COMMITTEE

+John Asars	ART	3-1736
*John Dusan	SOC	3-3131
+Erlice Killorn	PE	3-2883
Patrick McLaughlin	LIB	3-1021
*Keith Richardson	ACCT	3-1550

SENATE CURRICULUM COMMITTEE

+Ron Caples	ED	3-2255
*Barry Donahue	CompSci	3-1495
*Robert Jacobs	PSci	3-3208
Miles Turnbull	COMM	3-1250
Dick Wasson	ACCT	3-3420

SENATE PERSONNEL COMMITTEE

*Ken Gamon	MATH	3-2834
Ed Golden	B&E	(206) 771-1570
Patrick Owens	LIB	3-1021
*Sam Rust	ED	3-1061
*Bill Vance	LES/PE	3-1314

COUNCIL OF FACULTY REPRESENTATIVES (CFR)

Corwin Kins	1 yr	COMM	3-1066
Jim Alexander	2 yrs	ANTH	SCAN 443-6422
*Frank Carlson	3 yrs	ED	3-2061 or 3-1461

-----  
\*Senator  
+Alternate

<u>✓</u> John AGARS	_____ Gary GALBRAITH
<u>✓</u> Joel ANDRESS	_____ John RESSLER
<u>✓</u> Jay BACHRACH	_____ Rae HEIMBECK
<u>✓</u> Phil BACKLUND	_____ Roger GARRETT
<u>✓</u> Don BLACK	_____ Ron CAPLES-OSORIO
<u>✓</u> Jerry BRUNNER	_____ Robert FUCHS
<u>✓</u> <del>John</del> <i>Todd CARLSON</i> CARR	_____ William BARKER
<u>✓</u> Jeff CASEY	
<u>✓</u> Lori CLARK	
<u>✓</u> Clay DENMAN	<u>✓</u> Jim PETERSON
<u>✓</u> <del>Joe</del> DIXON	<u>✓</u> Doug PAHL
<u>✓</u> Barry DONAHUE	_____ Bernard MARTIN
<u>✓</u> John DUGAN	_____ Bill BENSON
<u>✓</u> A. James HAWKINS	_____ Randolph WISCHMEIER
_____ Wayne FAIRBURN	_____ Shelley JONES
<u>✓</u> Ken GAMON	_____ Barney ERICKSON
<u>✓</u> Larry GOOKIN	_____ Robert PANERIO
_____ Ken HARSHA	<u>✓</u> Wayne KLEMIN
_____ Richard HASBROUCK	<u>✓</u> Walter EMKEN
<u>✓</u> Beverly HECKART	_____ Larry LOWTHER
_____ Mark HELGESON	
<u>✓</u> Mike HENNIGER	_____ David SHORR
<u>✓</u> Jim HINTHORNE	_____ Don RINGE
<u>✓</u> Robert JACOBS	_____ Jim BROWN
<u>✓</u> Richard JENSEN	_____ Barbara BRUMMETT
<u>✓</u> George KESLING	
<u>✓</u> Kelton KNIGHT	_____ Rosco TOLMAN
<u>✓</u> Clair LILLARD	_____ Wolfgang FRANZ
<u>✓</u> Victor MARX (1 yr./then VLCEK)	
<u>✓</u> Wells McINELLY	_____ Don WISE
_____ Robert MITCHELL	
<u>✓</u> <del>Jeff</del> MORRIS <i>Morris, Jeff</i>	_____ <del>Doug</del> PAHL
<u>✓</u> Libby NESSELROAD	_____ Jim EUBANKS
<u>✓</u> Willa Dene POWELL	_____ David GEE
<u>✓</u> Owen PRATZ	
<u>✓</u> Keith RICHARDSON	_____ Gary HEESACKER
<u>✓</u> Sam RUST	_____ Frank CARLSON
_____ Ned TOOMEY	_____ Denis THOMAS
<u>✓</u> Bill VANCE	_____ Erlice KILLORN
<u>✓</u> John VIFIAN	
<u>✓</u> Tom YEH	_____ William SCHMIDT

Central  
Washington  
University



Dean of Undergraduate Studies

Bouillon 2071  
Ellensburg, Washington 98926

(509) 963-1403

May 20, 1985

**RECEIVED**

**MAY 28 1985**

**FACULTY SENATE**

Dr. Phil Backlund  
Chairman  
Faculty Senate  
CWU Campus

Dear Dr. Backlund:

Attached is a copy of a revised statement of policy and procedures for review of existing academic programs which was approved by the Program Review and Evaluation Committee during its meeting on April 22, 1985. It is being sent with the Committee's recommendation that it be approved.

Revision of our current statement became a "high priority" item with the Committee this year for two reasons: (1) the Council for Postsecondary Education (CPE) adopted a policy on review of existing academic programs in the six state four-year institutions which required institutions to modify their practices in consideration of the state-wide policy, and (2) the Committee reached the conclusion that the present procedures are unnecessarily cumbersome.

In this modified statement, Central's policy was changed only in the frequency with which programs are reviewed - from every five years to every ten years.

Major changes to Central's current procedures are (1) the Internal Review Committee concept was deleted and (2) the format of the self-study report was changed. It is our belief that as long as there is a ten-year review cycle, the Internal Review Committee is no longer needed and that the Program Review and Evaluation Committee can assume its responsibilities. The self-study report format was changed so as to conform with the elements of review identified by the CPE. It is logical to design our self-study reports in such a way that they respond directly to questions posed by the CPE.

I recommend that the attached statement be approved by the Faculty Senate.

I will be pleased to attend the Senate meeting to try answering any questions Senators may have about it.

Sincerely,

Donald M. Schliesman  
Dean of Undergraduate Studies

rd  
cc: Dr. Harrington  
Attachment

## CENTRAL WASHINGTON UNIVERSITY

### POLICY AND PROCEDURE FOR REVIEW OF EXISTING ACADEMIC PROGRAMS

#### I. INTRODUCTION

The statement of policy and procedures for review of academic programs at Central Washington University listed under section II & III below has been developed in accord with the Policy and Procedures for the Review of Existing Academic Programs adopted by the Council for Postsecondary Education (CPE), State of Washington, September, 1984. The policy approved by the CPE is:

All programs of instruction in the state four-year institutions of higher education will be reviewed on an agreed-upon cycle following the guidelines developed by the Council for Postsecondary Education and the institutions; the results of program reviews will be reported in summary form to the Council for its review and comment; the Council may, under unusual circumstances, coordinate statewide reviews in those areas requiring special attention; and the Council will report biennially to the Governor and the Legislature on the results of all program reviews.

The CPE document goes on to state that the overriding purpose of all activities of the state college and universities is to serve the public interest in postsecondary education. Therefore, reviews of academic programs are done to effect the following fundamental goals:

1. To maintain and enhance the quality of instruction, research, and public service conducted at state colleges and universities.
2. To respond to existing and emerging social, cultural, scientific, and economic needs.
3. To provide to citizens a variety of high-quality opportunities for intellectual growth.
4. To make programs commonly accessible to academically qualified citizens of the state.
5. To utilize the state's and the institution's resources effectively and efficiently.

Having stated the basic goals of higher education and a policy of reviewing the programs to carry out the goals, the CPE and the state four-year institutions of higher education have agreed to a statement of general guidelines for the review of academic programs. (see appendix)

#### II. POLICY

All academic programs are subject to review by the Program Review and Evaluation Committee (PREC) every ten years. The purposes of such

reviews are (1) to assess how well programs are achieving their stated goals, (2) to inform the University community and the Council of Postsecondary Education of the results of the assessment, and (3) to provide corroborative support for state and national accreditation. The reviews are under the jurisdiction of the Vice President for Academic Affairs and are administered by the Program Review and Evaluation Committee.

### III. PROCEDURES

The Vice President for Academic Affairs will inform departments of upcoming reviews according to a schedule of review drawn up by the PREC. The department will within three months conduct a self-study and prepare a report of that study according to guidelines provided by PREC. The PREC chairman will appoint a committee member to serve as liaison with the department under review. The self-study report will be PREPARED FOLLOWING THE FORMAT IN Appendix A and will be submitted to the PREC with a copy to the school/college dean. At the request of a department, the PREC may accept a recent national accreditation report in lieu of the self-study report providing all relevant information is included.

At the request of the PREC, a survey of recent graduates will be done by the Office of Testing and Evaluation. It should be undertaken concurrently with the department's self-study. A sample form suitable for eliciting student opinion in various areas has been developed. However, departments may wish to suggest particular questions or other modifications to more adequately survey their graduates. Survey results will be provided to the PREC with copies to the department chair and school/college dean.

An External Reviewer(s) will be selected by the PREC with advice and concurrence of the department chair and school/college dean. Upon appointment by the Vice President of Academic Affairs the Reviewer will prepare a report on the quality of the program based on a site visit (see Appendix B) and information provided in the self-study report. The primary purpose for the external review is to provide an objective, expert judgment of the program's quality. The report will be submitted to the PREC with copies to the department chair and school/college dean.

After receiving the self-study report, the survey of recent graduates report and the external reviewer's report the PREC will prepare, in draft form, a review document which incorporates information provided in other reports and appropriate recommendations regarding the program. The draft document will be submitted to the department chair and school/college dean for review and comment. Within one month of sending the draft report, the PREC will begin preparing a final report, considering the reactions it receives to the draft, and forward it to the Vice President for Academic Affairs for information and appropriate action.

The Vice President for Academic Affairs will provide a review synopsis, according to form provided, to the Council for Postsecondary Education for each department/program reviewed.

Staff work for the PREC is provided by the Office of the Vice President for Academic Affairs. Funds necessary to cover expenses of the reviews, e.g., honoraria and expenses for external reviewer(s), postage, printing, etc., are provided by the Vice President of Academic Affairs.

The Office of Institutional Studies will provide data on enrollments at Central and comparative data on enrollments, cost, etc. from peer institutions, including Eastern Washington University and Western Washington University.

APPENDIX A  
Self-Study Report

The self-study report should include responses to the two items listed below, plus the five fundamental goals referred to in the introduction. All items which are followed by an asterisk must include quantified data using the same time period as that used in the attached Basic Program Data form.

1. What are the program's purposes and curricular strategies for accomplishing them?
2. Describe the criteria for admission to the program and the advising procedures.

Following each of the goals listed below are suggested questions which should be considered when developing the responses to each goal.

3. What evidence is there that the program maintains high standards of instruction, research, and public service?
  - a. If the program is accredited by the relevant professional association, what are the results of the most recent accreditation evaluation?
  - b. What are the results of the most recent external peer review (other than accreditation)?
  - c. In what ways do the curriculum and course content reflect current understandings and research methods of the discipline?
  - d. How are the instructional methods used consistent with contemporary pedagogical practice in the field?
  - e. Quantify the results of student and peer evaluations of program instruction?\*
  - f. How many students are successful in achieving admission to graduate schools?
  - g. How are program faculty making significant contributions to pedagogy or research in the field?
4. How does the program contribute to the variety of high-quality opportunities for intellectual growth available in the state?
  - a. What are the program's goals for the intellectual growth of students?
  - b. Does the program have a specialized focus which distinguishes it from other programs at this and other institutions in the state and region?
  - c. How does the program serve the special educational mission of the institution?

- d. How does the program prepare its graduates to teach its subject matter?
  - e. How does the program provide substantial instruction or resources to students outside the major?
5. In what ways does the program respond to existing and emerging social, cultural, scientific, and economic needs?
- a. What is the current and projected employer demand in the state and nation for graduates of programs of this type?
  - b. What are the employment patterns of the program's graduates?\*
  - c. In what ways do program students and faculty contribute to the state's or nation's economic growth?
  - d. To what extent does the program provide instruction or resources to students outside the major that improves their ability to become employed or to enter graduate school?
  - e. How does the program address significant social issues?
  - f. How does the program enlarge students' understanding of their own and other cultures?
  - g. What program changes are planned to meet developments within the discipline, emerging student needs, or evolving employer requirements?
6. Provide evidence that the program is commonly accessible to academically qualified citizens of the state.
- a. How do the program enrollments and graduates compare to the racial, ethnic, handicap, and gender composition of the student body?\*
  - b. What efforts are being made to improve the representation of currently underrepresented groups?
  - c. What efforts are made to serve older, employed, or part-time students?
  - d. How does the program (including any off-campus components) serve students from all areas of the state or the institution's primary service region?\*
7. How does the program utilize the state's and the institution's resources effectively and efficiently?\*



- a. In what ways does the program show reasonable efficiencies in class size, instructional units taught, faculty workload, and faculty size?
- b. How do program costs compare to costs of other programs at this institution?
- c. What further economies, if any, are possible in the conduct of the program?
- d. What efforts are made to coordinate curriculum, instruction, and resources with programs at other institutions?

## APPENDIX B

The self-study report will include the following two forms appropriately completed.

Basic Program Data

Degree Program: \_\_\_\_\_

			Academic Year*			
Average annual majors						
G R A D U A T E S	Non-resident Alien	Men				
		Women				
	Black Non-Hispanic	Men				
		Women				
	American Indian/Alaskan	Men				
		Women				
	Asian or Pacific Islander	Men				
		Women				
	Hispanic	Men				
		Women				
	White Non- Hispanic	Men				
		Women				
	Total	Men				
		Women				

\*Past three years and the last year the program was reviewed.

Basic Department Data

Department: \_\_\_\_\_

		Academic Year*			
Student Credit Hours	100-level				
	200-level				
	300-level				
	400-level				
	500-level				
	600+ level				
Annual headcount enrollment Undergraduate	Lower Division				
	Upper Division				
Annual headcount enrollment Graduate					
Faculty FTE Professorial or Permanent	Tenured				
	Non-Tenured				
Faculty FTE Auxiliary or Temporary					
FTE of Teaching Assistants					
Personnel Budget Total					
Faculty	Permanent				
	Temporary				
GSA's					
Other					
Fringe Benefits					
Operating Budget Total					
Equipment Budget Total					
Department Budget Total					

\*Past three years and the last year the program was reviewed.

APPENDIX C

Information About the Site Visit of External Reviewer.

1. The External Reviewer is selected by the Program Review and Evaluation Committee with advice and concurrence of the department chair and school/college dean.
2. The External Reviewer is appointed by the Vice President for Academic Affairs.
3. The External Reviewer will make a site visit, normally one day, following a schedule prepared by the PREC member who has been named liaison for the review. The schedule will include appointments with the department chair, faculty of the department, students in program, school/college dean, Vice President for Academic Affairs, the University President and other persons as may be appropriate.
4. An evaluation report will be submitted by the External Reviewer soon after the site visit.
5. Expenses of the External Reviewer site visit are paid by the Vice President for Academic Affairs.

CYCLE FOR REVIEW OF EXISTING ACADEMIC PROGRAMS  
CENTRAL WASHINGTON UNIVERSITY

Accounting Aerospace and Military Science Communication Art	1985-86
Business Administration Allied Health Sciences Environmental Studies Sociology	1986-87
Anthropology and Ethnic Studies Philosophy and Religious Studies Physical Education, Leisure Services, Health Education Drama	1987-88
Mathematics Computer Science Science Education Business Education and Administrative Management	1988-89
Geology Psychology and Organizational Development Economics Foreign Languages	1989-90
Industrial and Engineering Technology Occupational Education and Safety Education Chemistry Home Economics, Family and Consumer Studies; and Fashion Merchandising	1990-91
Political Science Education (Bilingual Ed., Early Childhood Ed., and Special Ed.) Asian Studies Law and Justice	1991-92
Energy Studies William O. Douglas Honors College Humanities Program Social Science Program Latin American Studies	1992-93
Gerontology Individualized Studies Programs Biological Sciences Music History	1993-94
English Physics Geography and Land Studies Women's Studies	1994-95

Central  
Washington  
University



Instructional Media Center  
Ellensburg, Washington 98926  
(509) 963-1221

June 28, 1985

Beverly Heckart, Chairperson  
Faculty Senate  
Campus

Dear Beverly:

My sabbatical leave begins on September 1, 1985 and I therefore will not be available to serve as the Senate At Large Delegate next year. I don't know what the procedure is for a replacement for the year but I thought I better inform you formally. The leave contracts were not finalized until late May or early June so I could not give you a formal notice early last quarter.

I am sure I will miss an exciting year in the Senate under your direction.

Sincerely,

*Charlie*

Charles Vlcek, Director  
Instructional Media Center

CV:lmn

Central  
Washington  
University



Department of Psychology  
Ellensburg, Washington 98926  
(509) 963-2384

July 8, 1985

Dr. Beverly A. Heckart  
Professor of History and Chair  
Faculty Senate  
Shaw-Smyser 100A  
Central Washington University

Dear Dr. Heckart:

As you perhaps know, a good number of faculty here and elsewhere have become quite concerned and upset about TIAA-CREF's refusal to release our retirement principal. The enclosed statement is the result of various discussions and of communications with TIAA-CREF. Full documentation for the points made is on file, including comparative figures showing that TIAA-CREF is clearly defrauding faculty of their life savings for retirement.

Also included is an article by Roy A. Schotland, Professor of Law at Georgetown University. A few days ago Professor Schotland informed me that a law suit is now being prepared in Washington D.C. to fight TIAA-CREF's policy of violating participants right to full control of their retirement funds. That policy has placed TIAA-CREF participants into a form of involuntary servitude (you pay or you cannot keep your job) which clearly seems to violate the 13th Amendment of the U.S. Constitution.

A copy of a letter by Howard V. Hong to Howard B. Robinson is also included. Apparently TIAA-CREF has no intention to listen to individual participants, and is determined to continue its practice of defrauding us of our retirement principal by paying out less than one could get in interest alone, if the principal is rolled over into an IRA (and becomes fully controlled by the employee).

This is to request that this most serious problem be discussed by our Faculty Senate as soon as possible, and that you discuss it with the chairs of faculty senates of other institutions. One thing our state institutions could do is threaten TIAA-CREF with contracting for other retirement plans, such as VALIC.

Thank you for your consideration.

Sincerely yours,

T.F. Naumann  
Professor of Psychology

Encl.  
cm



## THE CASE AGAINST TIAA-CREF

T. F. Naumann, Ph.D.  
Department of Psychology  
Central Washington University  
Ellensburg, WA 98926

### A. Introduction

As is documented below, TIAA-CREF has been seriously mismanaging the major retirement savings of its participants (listed in the 1983 Annual Report to number 757,000). Furthermore, officials of TIAA-CREF can be arrogant and calloused in communication. When this writer sent a letter to a TIAA-CREF administrator concerning the disposition of retirement savings exceeding \$ 150,000, that administrator had a low-level assistant offer only a brief formal response which was at best meant to pacify, certainly not to illuminate. Though it is an issue of major importance to this participant, the administrator chose to overlook the concerns. To get any meaningful response from an accountable TIAA-CREF official, a letter was sent to a member of the organization's "super board" (who responded briefly fairly soon afterward). But here too, the longer answer came from an assistant at TIAA-CREF, offering unimaginative, conventional, and self-serving answers. One wonders what thirty-two TIAA-CREF vice presidents do. (Attachments A, B, C, D, E)

B. Complaints Specified

1. By its design, TIAA-CREF has forced many thousands of college and university professors into a form of involuntary servitude by making it impossible for them to keep the job of their choice unless they pay a regular percentage of their salaries into the coffers of TIAA-CREF. This is de facto servitude, clearly against the Thirteenth Amendment of the U. S. Constitution.
2. The TIAA-CREF "contracts" are written by the organization only; participants have absolutely no chance to negotiate any point or effectively to questions ultimate outcomes. The end result is that TIAA-CREF has made itself absolute heir to the total principal, paid in by the participant and his or her employer, plus the accumulated interest. The so-called "contract" is simply non-negotiable; it is a paper which the participant receives after he or she has had no choice but to "sign up."
3. TIAA-CREF refuses to release retirement savings and predicts in its 1983 and 1984 reports for this participant that it will pay more than ten thousand dollars less annually in retirement checks than would be paid from a federally insured IRA with a Savings and Loan Association. This is done despite the fact that the federal law, the Employee Retirement Income Security Act (ERISA) of 1974, states that after a maximum of ten years all retirement funds are fully vested in the re-

spective individual. The following illustrates the results of TIAA-CREF policy: (Attachments F and G)

Example 1:

Table 1

Principal as of 12/31/83: \$155,334.26

Interest only added for 20 months through 8/31/85.  
Cents are omitted in the table.

	Savings & Loan Association IRA	TIAA-CREF
Principal on 8/31/85	\$187,737 <sup>a</sup>	not avail.
Interest rate	12.37% <sup>b</sup>	below 11% <sup>c</sup>
Annual payout		
(1) Interest plus principal	28,843	18,539
(2) Interest only (leaving principal intact)	23,223	not avail.

<sup>a</sup>Protected by FSLIC (no such protection provided by TIAA-CREF)

<sup>b</sup>Guaranteed for 10 years.

<sup>c</sup>Must be computed from different interest rates on TIAA and CREF parts of principal.

Table 1 clearly shows that the TIAA-CREF retirement payout predicted in the 12/31/83 report to the participant is well over \$10,000 less each year (for the statistical life expectancy of 13.8 years) or a defrauding over \$140,000. (The 12/31/84 TIAA-CREF report lists only an insignificant change to \$18,550 predicted annual payout, despite the fact that \$6,876.28 in new premiums were paid.)

With the IRA investment, the interest income alone would be over \$4,600 more than the predicted TIAA-CREF annual payout, even though the latter shall regularly include portions of the principal, which supposedly is used up in the expected lifetime (TIAA-CREF letter of 4/20/85, page 3, third paragraph).

Example 2:

A faculty member who retired in 1983 is receiving only about 11.7% annual payout on his over \$100,000 principal. With an IRA investment as listed in the example above he would annually receive approximately \$700 more in interest alone, the principal remaining untouched but owned by the retiree.

The only logical conclusion from the above can be that TIAA-CREF, by refusing to let the participant have his/her retirement savings, has set itself unilaterally up for major gains by systematically defrauding participants, or at least by grossly mismanaging the retirement funds.<sup>1</sup>

4. TIAA-CREF, by refusing to release retirement savings for a roll over into IRA, denies the participant the protection of these funds by the Federal Savings and Loan Insurance Corporation (FSLIC). This is a denial of basic rights of a citizen to protect his/her economic security in advanced age.

---

<sup>1</sup>The TIAA-CREF 1983 Annual Report states that 128,000 persons are receiving annuity income; if the average principal at retirement is only \$100,000 and about 8% of these people die per year, TIAA-CREF is gaining about one billion dollars a year by withholding the principals.

5. TIAA-CREF, by refusing to release regular retirement savings for a roll over into IRA, denies the participant the right to make use of a federal law (ERISA) for the major part of the participant's economic security in retirement. Is TIAA-CREF above the law to exercise such power?
  
6. TIAA-CREF never explained to this participant, or any other participant known to him, the eventual consequences of participating in its system, namely, that it would never pay back the principal and that it would pay out less than the interest payments would be from an IRA account.
  
7. By federal law (ERISA, 1974) all retirement monies, including employer contributions, are fully vested in the employee after a maximum of ten years. While TIAA-CREF claims that all contributions are vested in the participant from the first deposit on it acts, in fact, as if it had total control over the participant's funds. Each form of possible retirement payout provided for by TIAA-CREF is so set up that it deprives the participant of the principal.
  
8. Completely unilaterally, TIAA-CREF has determined that, at retirement, a participant may cash out up to 10% of his/her principal, but not all of it. Again, the democratic principle of both parties negotiating is fully ignored, and the participant is the loser.

9. Legal precedence for roll over of participants' total principals is already established. In a number of cases, the efforts of the office of the Washington State Attorney General have resulted in total cash-out of principals, held by TIAA-CREF, for investment in another retirement fund.<sup>2</sup>

With precedences as listed in nos. 8 and 9 above, how can TIAA-CREF logically and legally deny any participant the right to roll over his/her own retirement funds into an IRA?

10. Participants have been essentially treated by TIAA-CREF as "subjects" whose basic rights to full control of their retirement savings can be violated as TIAA-CREF (in its "wisdom") sees fit. It treats the most highly educated group of Americans as if they were unworthy or incapable of handling their financial affairs, and takes advantage of the fact that participants generally do not seem to realize their entrapment until they are about to retire and need the monthly income without delay.

---

<sup>2</sup>Examples are roll overs of TIAA-CREF held principals into the Washington State Teachers retirement fund for a number of university faculty. From that state retirement system all funds can be cashed out and rolled over into an IRA if the retiree so desires.

November 24, 1982

Dr. Howard B. Robinson  
Professor Emeritus  
Central Washington University  
Ellensburg, Washington 98926

Dear Professor Robinson:

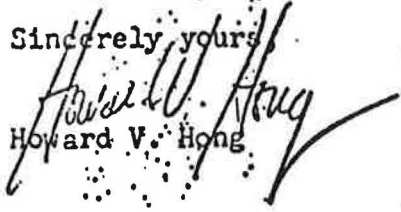
Thank you for your letter and the copy of your letter to the Governor. You are quite right and correct: the principal is eaten up and the payment of benefits (level not guaranteed) is approximately at the going bank interest rate or even less. And our earlier fairly hard money is repaid with softer money!

In my suit, TIAA/CREF made a second motion for dismissal based on grounds different from their first motion (which they lost), and the judge ruled in their favor. We have instituted an appeal to the St. Louis federal court of appeals and have not yet heard whether or not the court will agree to hear the case.

You and I may not be able to do anything, but present faculty should work for changes in TIAA/CREF or get the local institution to offer some alternative to TIAA/CREF, such as Variable Annuity Life Insurance Company (VALIC), which does provide for lump sum payment of the individual's contribution and of the institution's contribution if the institutional arrangement allows it.

Best wishes.

Sincerely yours,

  
Howard V. Hong

August 1, 1985

Dr. Beverly A. Heckart, Chair  
Faculty Senate  
Shaw-Smyser 100A  
Central Washington University  
Ellensburg, Washington 98926

Dear Dr. Heckart:

This is a follow-up letter to our conversation the past few days concerning the policies of TIAA/CREF. As I indicated to you, I am in of support Professor Ted Naumann who has written you a lengthy document, "The Case Against TIAA-CREF", which every fact is true.

I urge you to present to the Faculty Senate the document of Dr. Nauman as soon as possible. I am very concerned about the principal of my money in the TIAA/CREF retirement system. I am also very upset with CWU in the corrections of legal errors that were made concerning 36 faculty members, some who have been burned on their retirements. Many had to make hasty decisions with unknown results. For some it has been a tragedy. I employed my attorney, Cleary Cone of Ellensburg, and Terry Reid (at that time my accountant) for advice on how to approach this problem in late 1982. I then spent a month of vacation time on my computer system analyzing the Washington State Retirement System in comparison to TIAA/CREF benefits. Their recommendation to me was to not sign any agreements to transfer to WSTR as it could cost me \$20,000+ in IRS taxes for the year. I found evils in these retirement systems--modern day rollovers along with transition monies from the principal were obsolete in the TIAA/CREF system. Enclosed are the results of my work on computer spreadsheets on which I indicated to you I had the figures. The figures have been also shared with Dr. Nauman. I will include comments about my concerns working through this information to you. (THIS INFORMATION IS ON THE SIDEWAYS COMPUTER SHEETS WITH PENCILLED NUMBERS 1 - 11)

Area 1 on the report

History of salary:

I did an analysis of the history of my growth of salary from 1961 to 1982. It averaged .088% growth for those years. The figures in column B indicated my actual W2 forms for those years. The figures in column A indicated the .088% average for the year from which I started in 1961.



Area 2

Projected salary growth/TIAA-CREF payments/compounding and totals

I then listed the years 1983 to my retirement at age 65 in the year 2002 with projected growth of salary at .055%, my average since reaching the top of the salary schedule and well below my first 21 years average percent of .088%.

Area 3

The figures projected with a .055% for my future salaries.

Area 4

The projected TIAA/CREF growth of payment for those salaries of my payroll deduction and the matching funds including changes in percentages at age 50.

Area 5

The total of \$177,650.00 paid in with just premiums.

Area 6

The figures of \$50,000 in TIAA/CREF which had developed from 1968 when I was Employed at CWU to 1983 through premiums and growth.

Area 7

The figures of area 6 with only the premiums added for years 1983 to 2002 for a total to \$227,650.00

Area 8-9-10

This shows the previous with compounding growth. Area 8 building at .1366% with a figure of 1 million 236 thousand 871 dollars. Area 8 - a realistic case close to 800 thousand dollars and a worst case - area 10 at .07% at half a million.

WHAT EVER THE CASE, A TREMENDOUS AMOUNT OF MONEY. I WANT DIRECT CONTROL OF MY MONEY AND THE ABILITY TO ROLL OVER AT THE TIME OF RETIREMENT AND TO PASS THIS ON IN MY ESTATE AND TO MANAGE MY OWN AFFAIRS. I DO NOT NEED SOME ORGANIZATION WITH 32 VICE PRESIDENTS AND A HIGH OVERHEAD TO SCREW UP MY RETIREMENT. DECISIONS ARE CAST IN GRANITE AT THE TIME OF RETIREMENT. HOW DO I KNOW IF I AM GOING TO OUT-LIVE MY WIFE OR NOT? WHY SHOULD I HAVE TO MAKE THAT DECISION? A DECISION MUST BE MADE WHETHER YOU ARE GOING TO CARRY HER FOR LIFE OR NOT. THAT MAKES A BIG DIFFERENCE IN THE PAYMENTS YOU RECEIVE. WHY CAN'T I PASS MY MONEY IN ESTATE TO HER?? A PERCENTAGE OF THESE DECISIONS WILL ALWAYS BE WRONG. TIAA/CREF MAKES MONEY ON EVERY WRONG DECISION WE MAKE! THIS TAKES OUR MONEY AND STATE TAX MONEY. THESE DECISIONS ARE NOT FLEXIBLE. SHOULD ILLNESS IN THE FORM OF CANCER OR HEART DISEASE STRIKE, FOR EXAMPLE, ADJUSTMENTS CANNOT BE MADE TO INCREASE OR DECREASE

PAYMENTS. IF FUNDS WERE NEEDED FOR MEDICAL EXPENSE ONE CANNOT DRAW ON ANY OF THESE FUNDS. SHOULD I DIE A FEW YEARS AFTER RETIREMENT, WHO WALKS AWAY WITH A SMILE ON THEIR FACE WITH OVER A MILLION OF MY MONEY AND THE 43 YEARS OF WORK IN EDUCATION? WHAT DOES MY WIFE OR 3 SONS GET OUT OF ALL THE DEDUCTIONS OF 43 YEARS OF CHECKS OF MONEY TAKEN DIRECTLY FROM MY SALARY FOR RETIREMENT AND THEIR NEEDS? THE ONLY WAY THEY SEE THE MONEY IS IF I DIE BEFORE RETIREMENT. SUDDENLY ALL THAT MONEY IS MINE FOR MY ESTATE. STATUTES OF FEDERAL LAW ARE NOT BEING FOLLOWED UNDER THIS SYSTEM. I HAVE OVER 10 YEARS IN THE SYSTEM. FEDERAL LAW STATES THIS IS MY MONEY AND TIAA/CREF HAS THE POLICY OF NOT ALLOWING ME TO MOVE, ROLL AND CONTROL MY MONEY??? PROBABLY 90% OF THE FACULTY ON THIS UNIVERSITY DO NOT HAVE A CLUE ABOUT RETIREMENT SYSTEMS UNTIL A FEW YEARS BEFORE RETIREMENT. I PROBABLY NEVER WOULD HAVE LOOKED AT IT EITHER, EXCEPT I HAD TO MAKE A DECISION ON WHICH SYSTEM TO GO WITH.

Dr. Nauman indicated we are losing \$10,000 a year towards retirement. I say this is very, very conservative. Just tell the faculty they are losing 10 thousand a year towards retirement benefits because they do not have control of the principal and cannot get at it in the retirement phase, and watch the reaction. Dr. Nauman indicates a life expectancy table of 13.8 years in retirement. Do you understand that if I had a figure of \$1,236,871 in a pot and were to live 13.8 years that I could draw \$89,628 a year in my retirement before I would use up the pot? If I lived 25 years to age 90 I would still draw almost \$50,000 per year. Do you realize that this pot, whatever the size, still grows with simple interest and that if this pot were \$1,236,871 at 10 percent interest this would add \$123,687.10 to that pot in the first year of retirement. Okay, take the matching funds out and use half the value which would be entirely all of my or your direct contributions deducted from my or your salary plus accrued growth. You still have to figure ways to spend it. You should be upset about your retirement by now and I hope you have some understanding of how faculty are being ripped with this system.

It would be most interesting to take some of our previous faculty who have died and look at the records of premiums paid including CWU matching funds, the total amount of monies placed into the TIAA/CREF system for the years worked at CWU. Then look at the monies received from TIAA/CREF until death just to see how bad it really is. The State of Washington is paying matching funds for college and university faculty to retire. The retirees are not getting the complete benefits of that matching money and at the present, it is partially a waste to the tax payers of this state to support the overhead of TIAA/CREF.

#### Area 11

Projected salary growth/TIAA-CREF payments/compounding and totals

The same as area 2 only with a .03% salary increase instead of the .055% as in area 2. Worst case circled in the right column of the worst salary average increase of 3% along with the worst

case of compounding growth of 7% still leaves 450 thousand dollars of money that I have no control of. \$225,000 is directly my money deducted from checks over the years.

I am happy to see a law suit started against TIAA/CREF for the items listed by Dr. Nauman. I am 47 years of age and looking at this retirement system is going to cause me to leave education if this cannot be corrected. I am a long ways from age 65, 18 years. My money placed into an IRA could triple almost three times in that span. I am not going to come down to the last phase of life on this planet to starve and worry financially about my health, shelter, care and travels with my family. This whole retirement confusion at this institution is the largest mess I have ever seen, and at present I have already lost 6 years of WSTRS benefits that I had previously built in public schools prior to being employed at CWU. I will probably never see it again unless I file suit against the University for the legal errors and legal error corrections that the university should be held responsible for. As I have indicated by letter to Jerry O'Gorman some time ago, as far as I am concerned I will wait until my retirement time to calculate the actual dollar damages that have been done to my retirement by the legal errors that have been committed and admitted at this insitution.

We then have the lesser of two evils, the WSTR and the TIAA/CREF to deal with in the meantime. In my estimation these are both obsolete by present individual retirement standards and we are paying a terrible price in retirement years.

I suggest an ad hoc committee be developed, made up of people from the private community who are knowledgeable about modern IRAs/Keough plans and tax shelter systems who work for banks or insurance agencies on a daily basis to look into this.

I am prepared in the future to write every appropriate senator and representative in the state and nation to get this changed if necessary.

Sincerely,



Walter H. Arlt  
Assistant Professor / Physical Education  
Central Washington University

cc: Dr. Ted Nauman

Central  
Washington  
University



Instructional Media Center  
Ellensburg, Washington 98926  
(509) 963-1221

August 28, 1985

Beverly Heckart  
Chairperson  
Faculty Senate  
Campus

Dear Beverly:

Two years ago I asked TIAA-CREF to give me a report of what I might receive if I retired early after twenty two years of service. After studying their proposal I was very discouraged. I again this summer asked for another report, twenty four years of service at age 54. The reports are very difficult to understand but if I read them correctly, I find several items alarming:

1. I would have to be age 65 and have twenty five years of service to retire at half pay. I could have done better as a public school teacher.
2. After my wife and I die, the remaining annuity does not go to my estate but remains with TIAA-CREF.
3. The monthly annuity today amounts to no more than what I could receive if I invested the funds myself safely and then would retain the principle for my heirs.
4. I cannot withdraw what I, and the state, have contributed into the system.

Because their reports are so confusing I may be in error but my suspicions seem to be similar to Ted Naumann. I urge the Senate to appoint a task force of faculty who may have expertise in this area to study our retirement system.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Charlie".

Charles Vlcek, Director  
Instructional Media Center

CV:lmn

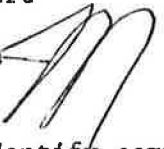


associated students of central  
samuelson union building  
ellensburg, washington 98926  
(509) 963-1691

eeo/aa/title IX institution

MEMO

To: Beverly Heckart

From: Jeff Morris 

I am trying to identify committees that do not meet or need to be reorganized for efficiency. I would like to bring to your attention the university book store committee. The bookstore committee failed to meet this past year and has only done so once since I have been at this university. When we appoint students to committees they wish to be appointed too it is our sincere hope it will be rewarding experience for them. When their committee does not meet it not only creates apathy but results in a loss of manpower for us.

I have discussed the situation with Dave MacAuley, bookstore manager, and have come to the conclusion that I will not appoint students to the university bookstore committee. Instead Dave MacAuley will make reports to the board of directors during the academic year.

If you wish to discuss this matter with me I would be more than happy to meet with you.

Central  
Washington  
University



Office of the Dean  
School of Professional Studies  
Ellensburg, Washington 98926  
(509) 963-1411

**RECEIVED**

**SEP 25 1985**

**FACULTY SENATE**

MEMORANDUM:

TO: Dr. Beverly Heckart, Chair  
Faculty Senate

FROM: Jimmie R. Applegate, Dean  
School of Professional Studies

DATE: September 23, 1985

RE: Discussion Document: Academic Plan

Beverly, the mission and roles statement in the discussion document does not agree with the approved statement in the new catalog (1985-87). Most of the modifications appear in the third paragraph on page 3 of the document.

Comgratulations on compiling a complex document in a readable format. Well done.

dh

c Vice President Harrington  
Dean Schliesman



# CENTRAL WASHINGTON UNIVERSITY

ACCOUNTING and BUSINESS ADMINISTRATION

Extended Degree Program

Located at: Edmonds Community College  
20000 68th Ave. West  
Lynnwood, Washington 98036

Date: August 23, 1985

To: Dr. Beverly Stewart, President  
Faculty Senate  
Central Washington University

From: Edward Golden, Assistant Professor  
Business Administration

Re: Summer Session

I should like to suggest a model for the 1986 summer session that perhaps has not yet been considered. It would not require any changes in faculty compensation, student tuition, nor changes in the academic code.

The premise that this model is based on is that by making the summer session self-supporting, the state, in effect, has turned us into a private school for one quarter of the year. As such, our prior experience as a public school may not be relevant.

Public institutions of higher learning are driven by legislative allocations. Private schools are driven by tuition. As a public school, enrollments are determined by the funds that are allocated. In private schools, funds are determined by the enrollments.

It would seem, therefore, that it would be in the best interest of the university and the faculty to seek to increase enrollments during the summer session. After all, these are discretionary funds. The university gets to keep all of the money that it receives from tuition. There are several ways that this can be accomplished and have the net result be profitable to the university.

- (1) Permit and encourage faculty to teach as many hours as they wish to during the summer session. In the past, budget allocations reduced the number of hours that were available. As a result, course offerings were similarly reduced. The demand was then reduced because of the limited number of course offerings. There is every reason to believe that if the faculty were allowed to teach full time, student credit hours would increase by at least twenty percent.

Gross income would be increased by \$281,000. Faculty salaries would increase by \$133,600 leaving a net contribution of \$148,600.

Central  
Washington  
University



Department of Psychology  
Ellensburg, Washington 98926  
(509) 963-2381

Sept. 30, 1985

Dr. Beverly Heckart, Chair  
Faculty Senate  
Central Washington University

**RECEIVED**

OCT 2 1985

**FACULTY SENATE**

Dear Beverly,

I would like to ask the Code Committee of the Faculty Senate to address a problem in the new code that we noticed in the last hours of last year's senate.

Section 11.30 G Order of Layoff, Section b. deals with the assignment of faculty to more than one unit within departments and programs. As written it requires that a faculty member have been assigned half or more of their annual teaching load within the unit for one year during the last five years.

The problem with this requirement, as I see it, is that a faculty member may consistently be assigned to classes within that unit for as little, say, as a third of their annual load, yet contribute critical components to the unit's needs. Declaring that person outside of the unit may not really be fair to either the faculty member or the needs of that unit.

I would like to ask the code committee to present a proposed code change that will allow this section of the code to be more flexible; that is, to allow inclusion in a unit to faculty members whose contributions within the unit are consistent and important, though small.

Sincerely,

A handwritten signature in cursive script that reads 'Owen Pratz'.

Owen Pratz

Dept. of Psychology



## PRECEDENCE OF MOTIONS

Order		Interrupt?	Second?	Debate?	Amend?	Vote?	Applies to?	Applied to It?
* (79)	Adjourn	no	yes	no	no	maj.	none	none
(77)	Recess	no	yes	yes <sup>r</sup>	yes <sup>r</sup>	maj.	none	amend <sup>r</sup>
(73)	Question of Privilege	yes	no	<u>no</u> <i>Chair</i>	<u>no</u>	none	none	none
Subsidiary Motions								
(70)	<del>Postpone Temporarily</del> <i>lay on the table</i>	no	yes	no	no	maj.	main mo.	none
(67)	Vote Immediately <i>Priority question</i>	no	yes	no	no	2/3	debatable mo's	none
(64)	<del>Limit Debate</del> <i>or extend</i>	no	yes	<del>no</del> <sup>r</sup> <i>yes</i>	yes <sup>r</sup>	2/3	debatable mo's	amend <sup>r</sup>
(60)	Postpone Definitely	no	yes	yes <sup>r</sup>	yes <sup>r</sup>	maj.	main mo.	amend, V.I.
(57)	Refer to Committee	no	yes	yes	yes	maj.	main mo.	amend, V.I.
(49)	Amend	no	yes	yes	yes	maj.	rewordable mo.	V.I., L.D.
(47)	Postpone Indefinitely	no	yes	yes	no	maj.	main mo.	V.I., L.D.
Main Motions								
	Main Motions	no	yes	yes	yes	maj.	none	Specific
(39)	Reconsider	yes	yes	yes	no	maj.	main mo.	V.I., L.D.
(43)	Rescind	<del>no</del> <i>yes</i>	yes	yes	no	maj.	main mo.	V.I., L.D.
(45)	Resume Consideration	no	yes	no	no	maj.	main mo.	none
Incidental Motions								
(84)	Appeal	yes	yes	yes	no	maj.	decision of chair	V.I., L.D.
(86)	Suspend Rules	no	yes	no	no	2/3	none	none
(89)	Object <del>to</del> Consideration	yes	<del>no</del> <i>yes</i>	no	no	2/3 neg.	main mo.	none
(92)	Point of Order	yes	no	no	<del>no</del> <i>CH</i>	none	errors	none
(95)	Parliamentary Inquiry	yes	no	<u>no</u> <i>Chair</i>	<u>no</u>	none	none	none
(98)	Withdraw a Motion	yes	<u>no</u> <i>Chair</i>	no	no	none	all motions	none
(103)	Division of Assembly	<del>no</del> <i>yes</i>	no	no	no	none	indecisive vote	none
(100)	Division of Question	<del>no</del> <i>yes</i>	<del>no</del> <i>yes</i>	no	<del>no</del> <i>yes</i>	none	main mo.	none

\*Number in parenthesis refers to page where motion is discussed in Sturgis, Alice, Sturgis Standard Code of Parliamentary Procedure, 2nd Ed., New York: McGraw Hill, 1966.

TO: Academic Affairs Committee  
FROM: Senate Executive Committee  
DATE: October 2, 1985  
RE: The Committee's Charge for 1985-86

The Faculty Senate Executive Committee charges the Academic Affairs Committee to review the proposals for the Academic Plan, as set forth in the Discussion Document and in the First Abstract of Material Prepared for: "Towards 2000"-Academic Plan (attached to this charge) and to make recommendations to the Faculty Senate, before the end of Fall quarter 1985, concerning which proposals should receive high, medium and low priority in a final academic plan to be used as a guide for Central's operations during the next five years. We are asking the committee to complete its work during fall quarter so that the final document can be used during the legislative session of 1986.

The Executive Committee requests the Academic Affairs Committee, in the course of its review, to hold one or more public hearings, modeled on Code Committee proceedings (notification to the faculty and others of committee proposals and advance publication of hearing dates) in order to allow members of the university community to explain their own ideas and to express their preferences. The Senate Chair will set aside one whole meeting of the Senate, preferably December 11, for a discussion and vote on the Academic Plan. The chair of the Senate will be happy to meet with the Academic Affairs Committee to explain the thoughts that occurred to her as she helped to compile the discussion document this past summer. (Note that the mission and roles statement in the new catalog is different from the one in the discussion document. There is no evidence that the Senate ever passed a new one after it appeared in the Academic Plan in 1982. We shall have to vote on the new statement.)

After steering the Academic Plan through the Senate, the Academic Affairs Committee should draft a policy on student dishonesty as per Senate Motion 2405 passed at the June 5, 1985 meeting of the Senate. This policy should be presented to the Senate for a vote before the end of the 1985-86 academic year.

Academic Plan+  
Discussion Document  
included to  
committee members

To: Faculty Senate Executive Committee

From: Academic Affairs Committee

Re: Review of aspects of academic dishonesty at CWU

The Committee members have discussed this matter at some length among ourselves and with many faculty colleagues, received comments from the Dean of Students Office, and probed the legal aspects by interviewing the Assistant Attorney General.

Currently:

1. The applicable State laws are reprinted in the CWU Catalog; we recommend that all faculty and students read them.
2. We do live in a changing world and some traditional disciplinary actions by faculty against students deemed appropriate by universities and the courts in decades past are in a state of question and flux.

Central to these changing guidelines are the concepts of due process and appropriateness of punishment for actions by students which the State law proscribes. WAC 106-120 assigns the decisions to punish to the Dean of Students. But the decisions to assign grades are delegated to individual faculty members by University codes and policies. As the great majority of faculty view any kind of academic dishonesty as a serious diminishment of a student's proven performance in a course and as cause to doubt the student's suitability to continue at the university, it is not surprising that conflicts between faculty and the Dean of Students arise about how to deal with individual situations.

Students' rights are well protected by current laws in that they can appeal faculty or Dean of Student decisions to higher authorities for review, even to the Judicial Courts. As well, students are protected against illegal search, libel, and other actions sometimes used by faculty in the past as a response to academic dishonesty.

We believe that two related and very serious situations currently need the attention of faculty and administrators.

1. The Dean of Students Office has often demonstrated (in the eyes of many faculty) an extreme leniency towards students guilty of academic dishonesty, and has sometimes advised

faculty to ignore serious instances of academic dishonesty merely because the student denied it.

2. Faculty members have no realistic opportunity to challenge a decision by the Dean of Students, and thereby are denied an important measure of control over academic standards.

If the faculty are to retain the integrity of their courses, and at the same time be expected to follow WAC procedures, it is absolutely necessary that the Dean of Students Office and the entire University faculty and administration agree and actively convey to the students that academic dishonesty is a most serious breach of Rules and Law on the part of the student, and that the minimum punishments will reflect this view. In the opinion of this Committee, punishment consisting merely of a warning, with nothing lost to the student for their act, is not acceptable in instances when the faculty feel strongly enough to refer a situation to the Dean of Students.

We recommend that a meeting be held between the Dean of Students, the Academic Vice-President, the Deans of Graduate and Undergraduate Studies, and the Faculty Senate Academic Affairs Committee to draft a specific policy statement which translates the permissive language of the WAC to concrete statements of sanctions which students who engage in academic dishonesty can expect to be applied to them. The statement should then be submitted to the Faculty Senate for review and/or modification.

Unless faculty and administrators are in agreement about the seriousness of academic dishonesty, and act accordingly, the trend of current laws and court decisions will inevitably encourage students to engage more extensively in various kinds of academic dishonesty, and faculty who attempt to fight the trend will place their careers in increasingly greater peril.

## THE UNIVERSITY HISTORY, MISSION AND ROLES

Central Washington University is one of six state-supported institutions offering baccalaureate and graduate degrees. The University has its own governing board, the Board of Trustees, with five members appointed by the Governor and approved by the State Legislature. Established in 1890 as Washington Normal School by the first legislature to fulfill the intent of the Federal Statehood Enabling Act for the establishment and maintenance of its various institutions of higher education, it became Central Washington College of Education in 1937, Central Washington State College in 1961 and Central Washington University in 1977. The University is located in Ellensburg, a rural town of about 14,000, in the center of the state and about one hundred miles east of Seattle.

The mission of Central Washington University is to provide the highest possible quality education on the post-secondary level to all persons who are admitted for study, with particular, but not exclusive attention to the residents of Benton, Chelan, Clark, Douglas, Franklin, Grant, King, Kitsap, Kittitas, Klickitat, Okanogan, Pierce, Snohomish, and Yakima counties. The University's primary purpose is academic discovering and creating new knowledge, preserving and transmitting it, and applying it to life's experiences. All other areas of the organization must complement and support that function. In carrying out its purpose, the University is dedicated to providing the best qualified faculty, knowledgeable and imaginative administration and staff, excellent library resources, and appropriate facilities and instructional equipment. These strengths combined with a well planned curriculum and close personal attention afford the opportunity for quality education to all students who are admitted.

The University offers admission only to applicants who have demonstrated they have potential for success. Admission criteria include high school/college courses completed, grade point average, and standardized test scores. Approximately 40 percent of the enrollment is in lower division study and 60 percent in upper division and graduate level.

The mission is manifest through a number of roles, the first of which is instruction - transmission of knowledge. Organized into degree and certificate programs, this instruction provides theoretical and practical education through the bachelor's and master's levels in the liberal arts and sciences, professional and technical fields, education, business, applied sciences and engineering technologies. Such a multi-dimensional curriculum requires careful balance of the elements, ensuring that each contributes to the others in appropriate and effective ways. The balance will change as the University's capabilities change, the student population varies, or demands of society change, but the University must provide opportunities for learning to live more fully as well as training to make a living.

Second, the University provides the opportunities for faculty and students to engage in both basic and applied research activities. Results of their work are shared with others by means of scholarly publications, presentation of papers at public or professional forums and lecturing.

Third, through cooperative efforts with community colleges the educational needs of transfer students are identified and, in some cases, instructional programs are designed specifically to build upon associate degree offerings. Additionally, the University maintains direct transfer agreements with com-

munity colleges for the academic transfer associate degree. Unique needs of transfer students are met through publication of a transfer course guide and a student handbook, as well as various support centers.

Fourth, the University provides degree and non-degree programs to meet the needs of those students who intend to transfer into professional programs at other institutions or enter a career after one or two years of study.

Fifth, the University is responsive to educational needs of adults at sites away from Ellensburg, within its service areas. Off-campus degree and non-degree programs as well as continuing education offerings, provide access to higher education at convenient times and places for part-time student populations.

Sixth, the University provides public services to citizens of the region and state through its faculty, facilities, and instructional resources. Such services include providing professional consulting, special studies, clinics, laboratories, print and non-print instructional materials and facilities for meetings.

Seventh, the University serves as a cultural center for citizens of the state, particularly those residing in our service areas. Cultural events are provided through sponsoring art exhibits, musical and dramatic performances, special lectures and other such events. The library provides extensive resources and skilled services to the public as well as to the campus.

Central will continue to be responsible to all citizens by adjusting services to meet their needs. It is recognized that special groups of students may have educational needs different from others; therefore, a variety of services must be provided. The long term value of the University rests with being able to provide quality education through careful selection of new options for service and continued evaluation of existing programs; the mission and roles direct these efforts.

## ACCREDITATION AND MEMBERSHIP

Central Washington University is accredited by the Northwest Association of Schools and Colleges, The National Council for Accreditation of Teacher Education, The National Association of Schools of Music, and the Washington State Board of Education. The University holds membership in the American Council on Education, American Association of State Colleges and Universities, the National University Extension Association, the Western Association of Graduate Schools, and the Council of Graduate Schools in the United States.

The University is approved by the United States Attorney General for non-quota immigrant studies.

## AFFIRMATIVE ACTION PROGRAM

Central Washington University operates under an Affirmative Action Program. In compliance with Federal and State requirements, Central Washington University actively recruits minorities, females, Vietnam Era Veterans, and the handicapped. It attempts to provide equal access to all educational, recreational and related activities and services without regard to race, color, religion, sex, age, national origin, marital status, or the presence of any sensory, physical or mental handicap. Applicable WAC statements appear in Appendix A. For further information contact the Affirmative Action Office, (509) 963-2205.

TO: Senate Budget Committee  
FROM: Senate Executive Committee  
DATE: October 2, 1985  
RE: Budget Committee's Charge for Academic Year 1985-86

The committee's first task should be to bring to the Senate, as early as possible in the fall quarter, a recommendation concerning the distribution of any salary increase voted by the legislature in 1986 (see new Code section 8.10 attached to this charge, passed by the trustees on September 20). Central's administration intends to ask the legislature in 1986 for a supplemental appropriation to increase salaries, and Don Garrity has informed the Senate chair that Central would participate, at least preliminarily, in a state-wide public employee coalition --- civil service, school teachers, other staff --- that would draw up a proposal for the legislature. He thinks such a proposal will involve only a request for a certain percentage increase. The Budget Committee, in formulating its recommendation to the Senate, should inform itself concerning the work of that state-wide coalition.

Related to the issue of the salary increase is the need to adjust the professional growth steps to provide more flexibility for those at the top of a rank. There is also a need to devise a system that would provide a competitive salary for new faculty disciplines with great demand --- business, computer science, technology, etc.---, and that would still take into account a just remuneration of senior faculty who have served the institution long and well. To allow great disparities to arise in the salaries paid on the one hand to new and untested faculty and, on the other hand, to older, seasoned faculty will create serious morale problems damaging to the university.

The Vice-President for Academic Affairs is, at present, studying the possibility of asking the legislature for a supplemental appropriation to reinstate state support for summer school. If the legislature fails to vote such support, we shall still be faced with the prospect of a self-supporting summer session in 1986. There is a great deal of concern that the faculty will make the major sacrifices involved in such a session. The Executive Committee charges the Budget Committee with studying and making recommendations to the Senate and the administration for distributing the burden more widely. Specifically, are there administrative and support functions that continue throughout the summer, paid for out of the academic year's budget, that could be dispensed with during the summer, thus yielding monies that could be used to support summer school?

FROM: REGULAR SENATE MEETING  
June 5, 1985

\*MOTION NO. 2411 Beverly Heckart moved and Lillian Canzler seconded a motion to approve changes to Faculty Code section 8.10. Motion passed.

8.10 Salary Requests

- A. In order to attract and retain competent, qualified professional personnel, each biennium Central Washington University will request from the Governor and the State Legislature sufficient funds to allow the University to:
- 1/ ~~meet or surpass the average salaries of all institutions in the state approved by the State Legislature for comparison purposes.~~
  - 2/ increase average ~~total~~ salaries annually in an amount at least sufficient to be equal to the average ~~increase~~ provided in all ~~institutions in the comparable states~~ of the top quartile of salaries in the schools approved by the State Legislature for comparison purposes;
  - 3/ make promotion and merit awards and correct salary inequities.
- B. For the purpose of maintaining an equitable balance in salaries assigned to the various academic ranks and to establish the salary scale for each biennium, the following steps shall be taken at the beginning of each biennial period:
1. the Faculty Senate ~~shall submit to the president of the university and the Board of Trustees its recommendation regarding salaries for the various academic ranks for the ensuing year beginning September 1~~ will cooperate in preparing the biennial salary increase proposal.
  2. ~~Such submission should be before February 1 of each year.~~ The Faculty Senate shall recommend how the salary funds are to be distributed within the budgetary limitations imposed by the Legislature.
  - 3/ ~~The Board of Trustees shall take into consideration the budgetary limitations imposed upon the institution by the State Legislature for salary expenditures.~~
  - 4/ ~~The Board of Trustees of the university shall adopt a basic salary policy and make it known at a meeting of the Board at the earliest possible time prior to June 1, provided that a contingency policy may be approved if the State Legislature remains in session during this period.~~
- C. There are two procedures governing the Senate recommendations concerning the distribution of salary funds:
1. When final legislative and gubernatorial action on the distribution of funds is completed within the academic year, the Senate shall, within one month after such action, review the administrative proposals and make recommendations for the allocation of these funds. The Faculty Senate's recommendations shall be sent with the administrative proposals to the Board of Trustees for its consideration at its next meeting after the Senate makes its recommendations.
  2. When final legislative and gubernatorial action on the allocation of salary funds is not completed within the academic year and distribution shall occur at the beginning of the next academic year, the Senate shall make recommendations, based on existing information, at its last meeting of the academic year. If the Board of Trustees does not accept the Senate's proposals, it shall provide its rationale in writing to the Senate at the Senate's first meeting of the next academic year.



# CENTRAL WASHINGTON UNIVERSITY

ACCOUNTING and BUSINESS ADMINISTRATION

Extended Degree Program

Located at: *Edmonds Community College*  
*20000 68th Ave. West*  
*Lynnwood, Washington 98036*

Date: September 23, 1985

To: Dr. Beverly Heckart, President  
Faculty Senate  
Central Washington University

From: Edward Golden, Assistant Professor  
Business Administration

Re: Summer Session

I should like to suggest a model for the 1986 summer session that perhaps has not yet been considered. It would not require any changes in faculty compensation, student tuition, nor changes in the academic code.

The premise that this model is based on is that by making the summer session self-supporting, the state, in effect, has turned us into a private school for one quarter of the year. As such, our prior experience as a public school may not be relevant.

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- (1) Permit and encourage faculty to teach as many hours as they wish to during the summer session. In the past, budget allocations reduced the number of hours that were available. As a result, course offerings were similarly reduced. The demand was then reduced because of the limited number of course offerings. There is every reason to believe that if the faculty were allowed to teach full-time, student credit hours would increase by at least twenty percent.

Gross income would be increased by \$281,000. Faculty salaries would increase by \$133,600 leaving a net contribution of \$148,600.



- (2) Schedule those course that typically have the highest enrollments. These are principally the core courses that all students have to take.

It is difficult to forecast what the effect of this strategy would be, but it could be substantial.

In addition to producing increased revenues, this strategy would have the salutary effect of reducing class sizes during the remainder of the school year and make it easier for the university to meet the enrollment levels mandated by the legislature.

- (3) The third element is cost allocation. The only charges to summer session should be those incremental costs that are created by the summer session itself. Fixed costs that would be incurred whether or not we had a summer session. The administrative support, for example, would be charged to the regular school budget since they are on twelve month contracts. This would save \$42,090. Other elements of fixed overhead should similarly be deleted from the summer school budget.

- (4) The enthusiasm that the faculty would have for being able to actually improve their compensation would result in a great deal of internal marketing which would reduce the need for and costs of external marketing. A large portion of our market is comprised of students already enrolled in our programs.

- (5) This model affords maximum flexibility in determining minimum class sizes. Because of pre-registration we will have a pretty good indication of what the average class size will be overall and may permit us to support some smaller class sizes where necessary.

I might also suggest that I have colleagues who have a great deal of expertise in the areas of finance and cost accounting who would be available to assist in refining these projections.

Self-support summer session may provide us with a window of opportunity that is rare in the history of public universities. We cannot afford to base on planning solely on the past when we are facing an environment that is drastically changed.

TO: Senate Code Committee  
FROM: Senate Executive Committee  
DATE: October 2, 1985  
RE: The Committee's Charge for 1985-86

This year the Code Committee should once again work on a division of the layoff policy to conform to the two different criteria for reduction-in-force: financial exigency and program need. Currently, there exists in the Code only a policy to be followed in the event of financial exigency; that policy is not suitable for a layoff due to program need.

Last year's Code Committee wrote a policy for reduction-in-force due to program need, making certain other changes in the policy relevant to financial exigency. A copy of the two proposals is attached to this charge. When we talked to the President and Vice-President for Academic Affairs in the spring, they would not support the idea contained in the proposed section 11.30B that "no new faculty or administrative appointments" be made while layoff is occurring during a period of financial exigency. Since the hiring of new faculty while others were being laid off was one of the more bitter aspects of the 1982 financial exigency, the Code Committee was reluctant to concede and withdrew most of its proposals concerning the layoff policy. At the same time, the university's President maintains that the current Code provides for layoff for program need; there should thus be a policy for such. The Code Committee should try to ascertain the will of the faculty concerning the various issues involved in the two layoff policies. A clear faculty voice should certainly give the committee more leverage vis-à-vis the administration.

In the Faculty Senate Office, there is a large file relating to the activities of the Code Committee over the last two years. Inasmuch as the file contains responses of the administration to the Committee's proposals, it would be useful to consult it. Last year, the Code Committee succeeded in finishing its work by the beginning of spring quarter. Its plan to have plenty of time to talk to the administration and work out mutually agreeable positions before the end of the academic year faltered because the administration took almost six weeks to answer the committee's request for a meeting. This year, the Code Committee should also plan to complete its work, proposals and hearings by the end of winter quarter. To avoid last year's delay, it should insist that the administration respond to the committee in a timely fashion, first in writing, then by having a meeting early in spring quarter. Such a procedure might insure that the Code Committee has time to find out what the faculty thinks concerning controversial issues and to work out new positions.

One last thing: last year there were so many issues to discuss in the very late meeting with the administration that we forgot to bring up the insertion of a provision in the Code that the Faculty Senate chair should receive released time from teaching duties (see proposal 7.25C, 12/12/84). Although released time so far has been difficult only within one school, it would be a good idea to get the matter settled.

11.25 Layoff/Policy Layoff and Termination Policies: Definitions

- A. It is necessary for Central Washington University to maintain a layoff policy in order to make such adjustments in staffing as may be necessitated by financial exigency or program needs. Layoff for Financial Exigency: A faculty member may be laid off in the event of financial exigency. For the implementation of this policy, A financial exigency must be demonstrably bona fide. For the purposes of this code, financial exigency shall include but not be limited to: mandatory compliance with directives of the governor, legislature, or state agencies; conformity to budgetary and staffing levels authorized by the state; response to reduction in operational income because of declining enrollments in the university as a whole; and compensation for the loss of federal income supporting university employment. Grounds for program changes must also be demonstrably bona fide, and shall include but not be limited to a continuing pattern of decline in enrollment within particular departments or units of the university. Under provisions of this policy, all faculty members, regardless of rank, position, or tenure status, are subject to possible layoff in the event of financial exigency or program needs.
- B. Termination for Academic Policy Change: Termination of an appointment with continuous tenure, or of a special, or an administrative, or a probationary appointment may also be effected by discontinuance or termination of a department or program, or division, or reduction in personnel due to Section 11/25A:
1. Educational policy change; or
  2. Enrollment loss; or
  3. State or federal legislative action; or
  4. Bona fide financial exigency; or
  5. Curtailment of work.

C. Termination Based on Financial Exigency

A financial exigency must be demonstrably bona fide. For the purposes of this code, financial exigency shall include, but not be limited to, the university's requirement to meet the directives of the Governor of the State, who has authority over the university's funds, to conform with the budgetary and staffing authorization levels set for a fiscal year or a biennium by the State Legislature and the Governor, to compensate for the loss of projected operational income because of declining enrollments, and to meet loss of federal income supporting university employment.

11.30 Financial Exigency--ProceduresA. Financial Exigency--Declaration of

If such financial exigency or need for staffing adjustment among programs occurs, the president of the university shall declare to the faculty, in written form or in public assembly, the causes that exist for layoff, that financial exigency exists. The vice president for academic affairs and the Faculty Senate Executive Committee will evaluate the declaration of financial exigency or need for staffing reallocation and the cause or causes for layoff. If the vice president for academic affairs and the Faculty Senate Executive Committee concur that financial exigency and causes for layoff exist, the president shall notify the faculty in written form and shall direct the vice president for academic affairs and the Faculty Senate Executive Committee jointly to develop a layoff plan which that will address the university's need to reduce the number of faculty members then employed, or reallocate faculty positions among the units of the university. If cause for the declaration is substantiated, this plan will (1) identify particular departments or programs in which a specified number of positions are to be eliminated, (2) state the reasons for the process by which such steps were arrived at, and (3) establish a strict timetable for each step. The plan will then be made available for review by the Faculty Senate, the deans and the departments or programs, all of whom may submit written responses to the vice president for academic affairs before a date to be specified on the timetable. The vice president for academic affairs and the Senate Executive Committee shall then formulate and submit to the president a draft of the proposed plan, modified to whatever extent they see fit in the light of written responses. This draft shall list the names of affected faculty members, as determined on the basis of the procedures of 11/30B below. The president shall then decide whether to implement the plan as presented or to propose modifications to the vice president for academic affairs and the Senate Executive Committee.

- B. During periods of financial exigency, the university shall make no new faculty or administrative appointments.

C. Financial Exigency Advisory Committee

In the event of a possible financial exigency, the Faculty Senate Executive Committee and the vice president for academic affairs shall meet as the Financial Exigency Advisory Committee. The chair of the Faculty Senate shall be the chair of this committee. The responsibilities of this committee shall include:

1. Evaluating the need for declaration of financial exigency and reporting the findings to the president of the university;
2. Determining the criteria to be used for possible layoff of faculty;
3. Calling faculty forums as necessary;
4. Recommending the total amount to be cut from the budgets of each school, college, or program in the instructional budget;
5. Meeting with the appropriate deans and informing them of the recommended amount to be cut from their budget areas and charging them to submit a written layoff plan. The written layoff plan of the deans shall:
  - a. identify departments and programs therein from which a specified number of positions might be eliminated,
  - b. specify criteria for each decision,
  - c. provide programmatic impact statements for the departments and for the university, and
  - d. specify the impact on the university's Affirmative Action Goals and Timelines.
6. Consulting with the Affirmative Action Office to determine the impact of the projected layoffs;
7. Performing such other duties as may be needed.

*If the layoff is necessitated by staffing adjustments for program needs, the university will make every effort to find commensurate employment for which the faculty member is qualified or for which he could be retained, elsewhere within its departments or units. Recommendations for such alternate employment will be made jointly by the vice president for academic affairs and the Faculty Senate Executive Committee.*

D. Solicitation of Alternatives

When the president of the university makes a formal declaration of financial exigency, the Financial Exigency Advisory Committee shall solicit through written request and public forum alternatives other than faculty layoff. The Financial Exigency Advisory Committee shall review the possibilities of each and all recommendations and reply to their feasibility through written statements or public forums. Faculty should not be laid off until all reasonable alternatives have been considered. Reasonable alternatives include but shall not be limited to:

1. Good faith efforts to find positions for affected faculty in departments, programs and sections of the university, including branch campuses, other than the one in which the faculty member's original and main appointment is held. Such efforts shall also include a voluntary change of assignment for other faculty in the affected person's department or program.
2. Adoption of the four-quarter plan by a department, group of departments, or the entire university. Such adoption shall have the consent of a majority of the affected faculty members.
3. A percentage reduction of salary for groups of individuals who enter into a written agreement with the university to allow for such reduction. Such reduction shall be initiated by faculty members and shall not extend beyond the end of the period of financial exigency. Such percentage reduction shall not alter any faculty member's step position on the salary scale. Financial exigency shall not be used to revise the current salary scale downwards.
4. The use of grant monies from sources included in the regular budget:
  - a. Federal government,
  - b. C.W.U. Foundation,
  - c. National or other state public and private foundations,
  - d. Other private donors.

New Section

New Section

- 5. Granting leave to faculty for retraining in a substantially different assignment.
- 6. Leave of absence funded at a portion, to be not less than 25%, of a faculty member's salary. A faculty member shall retain full seniority rights when taking such leave.

New Section

E. University Budget Review

The chair of the Faculty Senate and the chair of the Faculty Senate Budget Committee shall join with the president's designees to make decisions concerning the total university budget.

New Section

F. Involvement of Deans and Chairs

The Financial Exigency Advisory Committee shall allocate the amount to be cut in each budget area of the instructional budgets and shall direct the appropriate deans to submit their respective faculty layoff plans to the Financial Exigency Committee in writing. The deans' plans will:

- 1. identify particular departments and programs in which a specified number of positions must be eliminated,
- 2. show the specific data used to arrive at such identification,
- 3. explain how data fits the criteria for layoff recommended by the Financial Exigency Advisory Committee,
- 4. present programmatic impact statements for the departments and the university, and
- 5. the impact on the university's Affirmative Action Goals and Timelines.

The Financial Exigency Advisory Committee shall then interview the chair of each department impacted by the deans' list.

New Section

G. Tentative Plan and Review

The Financial Exigency Advisory Committee shall then formulate and submit a tentative comprehensive layoff plan to the university community. The plan is to include the same five requirements of the deans' plans.

The Financial Exigency Advisory Committee shall solicit written responses to the plan and shall designate the date responses are due.

The Chair of the Faculty Senate shall call a faculty forum to provide an opportunity for review and oral responses.

With the information from the faculty forum and the written responses, the Financial Exigency Advisory Committee shall then formulate and submit to the president a formal layoff plan. This plan, for the first time, shall list names of affected faculty members as determined on the basis of the procedures listed in this section 11.30. The plan shall also establish a strict timetable for implementation.

The president of the university shall review the plan and shall either implement it or consult further with the Financial Exigency Advisory Committee.

H. Implementation

((11.30B))

1. When the plan is in a final form ~~satisfactory to the president, the vice president for academic affairs and the Senate Executive Committee,~~ the president or his designee shall implement it by sending by certified mail, ~~or causing to be personally delivered,~~ a layoff notice to each affected faculty member. Each notice of layoff shall be signed by the president, shall include a copy of the final layoff plan, and shall inform the faculty member of the layoff date, of the right to appeal, and of the right to re-employment.

((11.30D))

2. In establishing dates of layoff, the president will attempt to adhere to the standard dates of notification as set forth in Section 5.50 of this code. If the conditions of the financial exigency demonstrably preclude strict adherence to this section, the president will extend the dates of layoff as far as the fiscal resources of the university permit.

3. Where termination of an appointment is based upon financial exigency, faculty members may have the issues reviewed through the appeal procedures provided in this code. In every case of financial exigency, the faculty member or members concerned will be given notice as soon as possible.

4. For each faculty member receiving notification, the vice president for academic affairs (in consultation with the appropriate deans, department chairs and affected faculty members) will make good faith effort to find commensurate employment for which the faculty member is qualified or for which he could be retrained elsewhere within its departments.

((11.30G)) I. Order of Layoff

1. In order to accommodate the need for reduction in numbers of faculty employed, and at the same time protect the programmatic integrity of the university, units will be established, where appropriate within departments and/or programs, in accordance with the following procedures:
  - a. The dean, in consultation with the appropriate department chairs and/or program directors, will establish a list of units for those areas reporting to him or her, listing by name the faculty member(s) in each unit.
  - b. The list of units, with names of faculty in each, will be forwarded along with the recommendation of the department chair or program director, to, and must be approved by, the president, the vice president for academic affairs, and the Executive Committee of the Faculty Senate.
  - c. Within each unit the order of layoff as defined in section II/30G/2, shall prevail.
  - d. Division of departments or programs into units must be demonstrably programmatic.
  - e. Faculty members shall be informed as to which unit(s) they belong, at the time the dean makes his/her recommendation. They may object to such division by stating their objection in writing to the vice president for academic affairs within one calendar week of receipt of the notice. An individual faculty member may be assigned to more than one layoff unit. New hires will be placed in the appropriate unit(s), as determined by the dean and department chair or program director.
  - f. Any changes made in units shall be made in accordance with the above procedures.
  - g. Units shall be reviewed at least once every five (5) years and a department may request a review at any time.
1. Where it is necessary in case of financial exigency to lay off one or more of the faculty within a particular department, or program or unit, layoffs will be made in the following order:
  - a. part-time faculty members;
  - b. full-time non-tenured faculty members in order of seniority;
  - c. full-time tenured faculty members in order of seniority;
  - d. between tenured faculty members with equal seniority, the faculty member who has obtained the highest academic degrees shall have the greatest retention priority;
  - e. in any instance where an application of the layoff procedure will have an adverse impact on the Affirmative Action Goals and Timelines of Central Washington University, the president may award protected status to one or more departments or programs or minority faculty members in a layoff position.
2. Order of seniority for all full-time faculty members (whether tenured or non-tenured) shall be determined in the following manner: Employment at Central Washington University will be tallied according to academic years of service. No differentiation will be made between 9 or 12-month contracts. Summer service will not be considered. Full-time service for periods of less than an academic year shall be prorated.
  - a. All periods of service at Central Washington University except for summer school employment shall be counted. Part-time service shall be prorated and added to full-time service for the purpose of computing seniority under this section.

- b/ Service at Central Washington University shall be measured from the date of appointment by the Board of Trustees. Periods of service shall include leaves of absence without pay where seniority rights were granted by the Board of Trustees, professional leaves, retraining leaves and disability leaves, but shall not include leaves granted to enable a faculty member to pursue advanced degrees.
3. In instances where employees have the same beginning date of full-time service, seniority shall be determined in the following manner:
- a. Earliest date of appointment to full-time service by the Board of Trustees, and if a tie exists;
  - b. Earliest date of the faculty member's signature on a letter of intent to accept employment, and if a tie still exists;
  - c. Earliest date of application for employment as determined from the files of the vice president for academic affairs;
  - d. If a tie exists after the above order has been followed, the vice president for academic affairs, after consulting with the appropriate dean and department chair, will recommend to the president which faculty member should be laid off.

New Section 11.35 Termination: Academic Policy Change--Procedures

- A. An appointment with continuous tenure, special, administrative or probationary, may be terminated according to this section 11.35 only if an entire department or program shall be eliminated due to educational policy change, enrollment loss or state/federal legislative action.
- B. Departmental or program review shall occur at periodic intervals. Such review shall focus on the department's or program's contribution to the mission of the university, to the general or professional education of the students and to other programs and departments. Such review shall highlight any problems that could cause the termination of the department or program. The results of the review shall be communicated to the department or program involved.
- C. When termination of appointment because of academic policy change shall occur, the president of the university shall notify in writing the vice president for academic affairs, the chair of the Faculty Senate, members of the affected departments and the faculty as a whole. The communication of the president shall present a detailed rationale for the termination of the department or program.
- D. Upon receipt of the president's notification of the proposed termination of a department or program, the vice president for academic affairs, the chair of the Faculty Senate, and the Faculty Senate Executive Committee shall:
  1. Review the reasons given for the termination of the department or program and suggest the manner in which the termination of faculty appointments can be avoided;
  2. Meet with the chair/chairs of and the dean/deans responsible for the affected departments and programs to determine the impact of and to seek alternatives for the projected termination;
  3. Solicit written statements from the faculty at large concerning the impact of the projected termination and suggesting alternatives to such termination;
  4. Hold a faculty forum not less than twenty (20) days after receipt of the president's communication. The purpose of the forum shall be to explore the impact of and to review alternatives to the projected termination.
- E. Before termination of any faculty appointment due to the elimination of a department or program occurs, the vice president for academic affairs and the Faculty Senate Executive Committee shall seek alternative appointments in other departments and programs for all faculty who shall lose their positions due to the termination of a department or program. Retraining leaves enabling such reappointments shall be offered to all faculty threatened with termination. Such retraining leaves shall occur according to the provisions of Section 9.40 of this Faculty Code.
- F. Before the elimination of a department or program occurs, the Faculty Senate shall vote to approve or disapprove the elimination. Such vote shall occur not less than 60 days after the chair of the Faculty Senate receives written notice by the president of such elimination.

- G. In the event that termination of an appointment shall occur under this section 11.35, the notice provisions of this Faculty Code, section 5.50, shall be strictly observed. In addition, any faculty member who has served more than seven years at the university shall receive an additional twelve (in toto 24) months notice of termination or an additional year's salary.
- H. Any faculty member terminated under the provisions of this section may request a hearing according to section 11.40 of this Faculty Code.

#### 11.40 Hearing Rights

Any faculty member who received a layoff notice may request an informal and/or a formal hearing pursuant to Sections 13.20 and 13.30 of this code, but subject to the following special provisions for layoff:

- ((11.30E)) A. The only admissible grounds for such an appeal, one or more of which the faculty member must allege describe in a formal request to the Board of Trustees, and the only issues to be considered by a hearing officer or officers are include:
1. whether the decision was in violation of Constitutional rights;
  2. whether the decision was arbitrary and unreasonable; and
  3. whether the decision violated in any material way the established procedures of the Layoff Plan and any other relevant university policies and state laws.
- B. Hearing on such appeals may be consolidated at the suggestion of the hearing officer or officers and with the agreement of the appellants where it appears that the causes for layoff are sufficiently similar to assure an adequate and fair joint hearing.

#### 11.60 Re-employment

- ((11.30F)) Whenever a position of a full-time ranked faculty member is vacated by a layoff under this policy, that position shall not be filled by a replacement within a period of two (2) years from the layoff date unless the faculty member who has been laid off has been offered re-employment and has failed to accept with thirty (30) days after being sent by certified mail an offer of reappointment. In addition, the following procedures for re-employment shall be observed:
- A. The vice president for academic affairs shall establish and maintain a re-employment list containing the names and addresses of all faculty members who are laid off. The name and address of each laid off faculty member shall be kept on the re-employment list for a period of two (2) years from the date of layoff.
- B. Laid off faculty members shall be listed by department or program and by any unit formally created and recorded (Section 11/306/11) and in order of layoff as defined in Section 11/306/11 11.3011 and 11.3012.
- C. The university may not fill a vacancy in a department or program, or in any unit formally created and recorded (Section 11/306/11), for which there are names on its re-employment list who are qualified for the vacant position. Qualifications shall be determined by the vice president for academic affairs in consultation with appropriate deans, department chairs, and the affirmative action director.
- D. Laid off faculty members must routinely be notified of all vacancies in academic or administrative positions for a period of two (2) years following layoff. It is the responsibility of laid off faculty members to keep the office of the vice president for academic affairs informed of where they may be reached readily.
- E. Any person on a re-employment list who cannot be reached or who fails to accept within thirty (30) days an offer of re-employment shall be deemed to have declined the offer.



F. Any faculty member re-employed shall be placed:

1. at least at the same rank held when laid off; and
2. at least at the same salary step, or if a salary scale is not in effect, at a salary level comparable to that held when laid off.

G. When financial exigency no longer exists, laid-off faculty shall be re-employed, unless section 11.35 of this Faculty Code is activated.

7.25 C. The chair of the Faculty Senate shall have an appropriate load adjustment. Such adjustment shall usually be approximately one-half of the normal load.

TO: Curriculum Committee  
FROM: Senate Executive Committee  
DATE: October 2, 1985  
RE: The Committee's Charge for 1985-86

In addition to the regular curriculum review, the committee should work with the University Curriculum Committee to determine which of the former teaching majors having 45 credits were proposed for elimination or retention by the appropriate departments. No former teaching major of 45 credits was included in the new catalogue. Yet many departments desire, quite legally, to continue to offer those programs to students who want or need a double major.

After the University Curriculum Committee and the Senate Curriculum Committees have ascertained which 45 credit teaching majors should be eliminated and which retained, the Senate should take a formal vote on the two lists. Thereafter, Dean Schliesman will publish a list of corrections to the catalogue. Dean Schliesman has further promised to ask departments to complete the necessary paperwork for the votes of elimination and retention.

TO: Senate Personnel Committee  
FROM: Senate Executive Committee  
DATE: October 2, 1985  
RE: The Committee's Charse

The Personnel Committee's first task should be to devise and recommend to the Senate, before winter quarter 1986, a definition of scholarship, to serve as a guideline for awarding merit increases and promotions, that will be satisfactory both to the faculty and to the administration. This issue arose last year when scholarship was inserted into the Code as a criteria for eligibility for merit and promotion. While the term "scholarship" can be very broadly construed, many faculty members fear that only published research will be accepted by the administration.

The committee's second task should be to study the university's committee structure to see whether any of the existing university committees should be eliminated because they do not function or because they duplicate the work of another committee. The students have informed the Senate that they will appoint no one to the Bookstore Committee because it hardly ever meets, and when it does, acts as a recipient of information rather than a contributor to the formation of policy. If the Personnel Committee decides that some committees should be eliminated, it should bring a list of recommendations to the Senate by the end of this academic year.

The third task of the committee is to follow up on the Morale Survey distributed to the Senate at the end of the last academic year as per Motion #2422.

## UNIVERSITY COMMITTEES

NAME	REPORTS TO:
*Board of Academic Appeals	Dean of Students
*Academic Standings Committee	Dean of Students
*Affirmative Action Advisory Council	President
*Affirmative Action Grievance Committee	President
*Affirmative Action Student Grievance Committee	President
*Athletics	Dean of Professional Studies
*Bookstore Committee	VP for Business & Financial Affairs
*Campus Judicial Council	Dean of Students
*Campus Safety & Health Committee	VP for Business & Financial Affairs
*Campus Site & Development	VP for Business & Financial Affairs
*Campus Space	VP for Academic Affairs
*Classified Staff Grievance Committee	President
*Computer Services Advisory Committee	VP for Business & Financial Affairs
*Energy Conservation Advisory Board	VP for Business & Financial Affairs
*Faculty Grievance Committee	President
*Faculty Research	Dean of Grad Studies & Research
*General Education Committee	Dean of Undergraduate Studies
*Gifts, Bequests, Trusts and Objects of Art Committee	VP for Business & Financial Affairs
*Graduate Council	Dean of Grad Studies & Research
*Library Advisory Committee	Dean of Library Services
*Parkings & Traffic Committee	VP for Business & Financial Affairs
*Parkings Violation Appeals Board	Dean of Students
*Professional & Scholarship Leave	VP for Academic Affairs
*Program Review & Evaluation Committee	VP for Academic Affairs
*Retirement & Insurance Committee	VP for Business & Financial Affairs
*Samuelson Union Board	Dean of Students
*Services & Activities	Dean of Students
*Student Financial Aid Committee	Dean of Students
*Teacher Education Council	Dean of Professional Studies
*Undergraduate Council	Dean of Undergraduate Studies
*University Curriculum Committee	VP for Academic Affairs

\*MOTION NO. 2412 Beverly Heckart moved and Lillian Canzler seconded a motion to approve changes to Faculty Code section 8.70 as follows:

8.70 B. Promotions in Rank - Criteria

The university benefits when faculty members individually and collectively increase in professional competence. The university, by whatever means possible, should encourage and assist each faculty member in efforts to improve professionally. A promotion is one means of encouraging professional improvement, of reflecting the increased value of the faculty member to the university and of rewarding merit. Faculty members who are to be considered for promotion must exhibit competence in the three areas of: teaching effectiveness, scholarliness and productivity; special services to the university, to the public community, to students or to their profession.

C. Promotions in Rank - Procedure

Promotions in academic rank shall be determined . . .

\*MOTION AMENDMENT NO. 2412A John Dugan moved and Clay Denman seconded a motion to replace the words "...must exhibit competence in the three areas of:..." with "...must exhibit competence in one or more of the following three areas:..." Motion defeated.

\*MOTION AMENDMENT NO. 2412B John Vifian moved and David Canzler seconded a motion to add the words "...not limited to publication or the reading of papers,..." after "...scholarliness and productivity..." Motion defeated.  
Vote was immediately taken on Motion No. 2412. Motion passed.

\*MOTION NO. 2413 Beverly Heckart moved and Don Black seconded a motion to approve changes to the Faculty Code section 8.75 as follows:

8.75 Merit

A. Merit - Criteria

Any faculty member who is to be considered for merit must first be known as an effective teacher and must perform adequately necessary and routine departmental, school, and/or university ~~tasks~~ assignments; e.g., advising, registration duties, meeting representation, committees as assigned. ~~If a faculty member meets this test, then he or she may be considered for merit.~~ In addition, competence either in scholarship or in special services to the university, to the public community, to students, or to their profession may be taken into consideration.

\*MOTION AMENDMENT NO. 2413A Clay Denman moved and John Dugan seconded a motion to revise the last sentence of Section 8.75.A. to read: "If a faculty member meets this test, then he or she may be considered for merit, on the basis of contributions either in scholarship or in special services to the university, to the public community, to students, or to their profession."

\*MOTION NO. 2414 Beverly Heckart moved and Jim Hinthorne seconded a motion to vote immediately on Motion Amendment No. 2413A. Motion passed.

Vote was immediately taken on Motion Amendment No. 2413 A. Amendment defeated.

\*MOTION AMENDMENT NO. 2413B Robert Jacobs moved and Jeff Casey seconded a motion to substitute the word "will" for the word "may" and the word "contribution" for the word "competence" in Motion No. 2413.

\*MOTION NO. 2415 Clair Lillard moved and Beverly Heckart seconded a motion to close debate on Motion Amendment No. 2413B. Motion passed.

Vote was immediately taken on Motion Amendment No. 2413B. Amendment defeated.

\*MOTION NO. 2416 Clair Lillard moved and Robert Jacobs seconded a motion to close debate on Motion No. 2413. Motion passed.

Vote was immediately taken on Motion No. 2413. Motion passed.

FROM: REGULAR FACULTY SENATE MEETING  
June 5, 1985

6. PERSONNEL COMMITTEE

David Canzler pointed out two typographical errors in the Report on the Survey Assessing Faculty Morale at Central Washington University:  
1) Page numbering error: no page 7; and 2) Page 2, line 7: "duly" should be "unduly."

\*MOTION NO. 2422 David Canzler moved and Beverly Heckart seconded a motion that the Report on the Survey Assessing Faculty Morale at Central Washington University be accepted by the Faculty Senate, including the following recommendations: 1) That an ad hoc committee be appointed by the Senate Executive Committee to devise a more fair and equitable merit system. The committee will report to the Senate by the end of Fall Quarter 1985; 2) That the 1985-86 Senate Personnel Committee spend time analyzing the data more extensively next Fall since the limitation of time was so great this Spring; and 3) That this survey (or a similar survey) be undertaken in two years. Motion passed.

REPORT ON THE SURVEY ASSESSING  
FACULTY MORALE AT CENTRAL WASHINGTON UNIVERSITY

By  
THE SENATE PERSONNEL COMMITTEE  
1984-85

For  
THE FACULTY SENATE  
JUNE 3, 1985

## FACULTY MORALE AT CENTRAL WASHINGTON UNIVERSITY

During Winter Quarter, 1985, a questionnaire consisting of forty questions was distributed to all faculty by the Senate Personnel Committee. Of 372 questionnaires sent out, 229 were returned (62%), including 55 with one or more comments added. The questionnaire was designed to categorize each response by rank, tenure status, length of service, school, and minority status.

The findings are divided into two sections. First, an over-all analysis presents the findings based on the issues of merit, morale level, collective bargaining, direction of academic programs, and administration. Second, data were analyzed by schools, length of service, rank, tenure status, and minority status to determine the level of morale.

The raw data is included by question and tabled by each of the stratified demographic categories in Appendix A. To simplify the analysis, the 5 response categories (strongly agree, agree, neutral, disagree, strongly disagree) were collapsed into three categories: agree, neutral, and disagree. A percentage response to each question ranging from strongly agree to strongly disagree (all 5 categories) is summarized in Appendix B.

### Over-All Analysis of Faculty Morale Survey

For the over-all analysis, the responses in the category of rank were used. Most of the responses in the total column among the demographic stratas did not vary more than one or two percentage points with the exception of the findings in the minority strata. However, significant differences existed within the various strata (e.g. school affiliation) in response to specific questions or topics.

#### Merit

The following statements were intended to measure attitudes toward merit: 7, 14, 17, 27, 31, 34, 37, 40; and 44. Some questions assessed general attitudes toward merit while others measured attitudes toward specifics like teaching, public service, and research. The findings of these statements indicated that a majority of the respondents did not regard the current merit system favorably.

General Questions. In response to statement No. 7, 71% of the respondents felt that CWU does not have a fair and equitable merit system. In addition, academic contributions were not judged to be rewarded fairly by 71% of the responding faculty (No. 14). There was an equal distribution of percentages in determining if the merit system was used to reward the old-boy/girl network--30% disagreed; 31% were neutral; and 39% agreed (No. 17).



Fifty percent (50%) believed that the system was not equitable to them personally while 19% were neutral and 31% agreed it had been fair to them (No. 27).

Forty-two percent (42%) of the respondents perceive that people are rewarded for not rocking the boat while 28% disagreed and 30% were neutral (No. 40). Sixty-one percent (61%) felt that merit was awarded duly for administrative activities; 21% were neutral; and 18% disagreed (No. 44).

Teaching. It was judged that teaching is not fairly rewarded by 67% of the responding faculty; 21% were neutral; and 12% thought teaching was rewarded fairly (No. 34). Regarding teaching conditions, 50% agreed that a good teaching environment exists at Central, 29% disagreed and 21% were neutral (No. 13). Forty-two percent (42%) did not believe that their teaching load at CWU often exceeded faculty code provisions while 37% believed that it did and 21% were neutral (No. 19). Apparently the total work load has increased in the last five years for 51% while it has not for 24% and 26% were neutral (No. 24).

Research. There was not as much discrepancy regarding research; 39% felt it was justly rewarded; 33% felt it was not fairly rewarded; and 27% were neutral (No. 37). Sixty-one percent (61%) disagreed that CWU maintains a good environment for research while 11% agreed and 29% were neutral (No. 29). Seventy-one percent (71%) agreed that, given the teaching load at CWU, the research expectations are unrealistic; 11% disagreed and 18% were neutral (No. 43).

Public Service. Statement No. 31 measured attitudes on merit toward public service; 46% felt public service was not fairly rewarded; 39% were neutral and 15% felt they had received just reward.

### Morale Level

The following statements were designed to measure the level of faculty morale in general: 6, 9, 15, 20, 33, 35, 38, and 42.

A discrepancy appeared to exist between how faculty assessed their own morale level and how they perceived their colleagues' morale level. When the faculty determined their own morale level, 48% agreed that their own morale level was usually high; 34% disagreed with this statement, and 18% were neutral (No. 6). When evaluating their colleagues morale level, 53% judged their colleagues morale was not usually high; 28% were neutral; and 19% felt it was "usually high" (No. 9).

A majority, (51%), viewed their future at CWU as bright while 27% disagreed, and 23% were neutral (No. 15).

Forty-five percent (45%) disagreed that a feeling of collegiality existed among Central's faculty; 27% were neutral, and 28% believed a feeling of collegiality existed (No. 20).

Fifty-eight percent (58%) indicated that a declining moral level over the past five years is affecting performance in the classroom; 20% were neutral and 22% disagreed (No. 33).

In response to Statement No. 35, "If I had been able to predict the present conditions for teaching at CWU, I would not have gone into teaching", 61% disagreed, 23% were neutral, and 16% agreed. Statement No. 38 is similar in content: "If I had been able to predict the present conditions for teaching at CWU, I would not have made a career of teaching at CWU": 49% disagreed; 18% were neutral, and 33% agreed.

A large majority (80%) agree that the actions and attitudes of state legislators toward the University have reduced faculty morale at Central; 7% disagree, and 14% were neutral (No. 42).

Only one question addressed the issue of promotion. Forty-two percent (42%) agreed that the present system by which promotions have been made has been fair and equitable; 36% disagreed, and 22% were neutral.

### Collective Bargaining

Four questions were designed to measure attitudes toward collective bargaining: 10, 18, 23, and 28.

Sixty-seven percent (67%) felt that faculty should have the right to bargain collectively while 16% do not believe faculty should have this right and 17% were neutral (No. 10). A smaller percentage (40%) agreed that a bargaining agent should be chosen to represent the faculty while 30% disagreed and 30% were neutral (No. 18). Similar response percentages were measured on Statement No. 23: "I would join any collective bargaining group if it were democratically chosen by a majority of the faculty": 42% agreed, 32% disagreed, and 25% were neutral.

The high percentage in the neutral category on Statements No. 18 and 23, (30% and 26% respectively) may be attributed to the lack of understanding among the faculty on the issue of collective bargaining; 46% felt like they needed more information on the pros and cons of collective bargaining in higher education before making a decision--40% disagreed and 14% were neutral (No. 28).

### Direction of the Academic Program

Four questions (11, 16, 21, and 26) attempted to measure the faculty's attitudes toward the direction of the University's curriculum.

A majority (57%) did not feel that the University curriculum should continuously be revised to conform to what the public demands; 26% felt we should respond to the public and 17% were neutral (No. 11). A greater majority (67%) did not feel vocational programs should be emphasized at the expense of the liberal arts; 13% favored the emphasis on vocational programs, and 20% were neutral (No. 16). Similar response patterns were found on No. 21. "Emphasis on vocational programs which prepare students for the job market is the proper direction the University should take": 49% disagreed; 27% agreed, and 24% were neutral. There appears to be some concern about the deterioration of a broad education in the liberal arts; 44% agreed it was deteriorating; 28% disagreed, and 29% were neutral (No. 26).

### Administration

Seven questions assessed attitudes toward the administration: 12, 25, 30, 32, 39, 41, 45.

A feeling of collegiality was judged to exist between faculty and administrators by 17% of the respondents; 59% disagreed and 24% were neutral (No. 25). Only 7% agreed that the policies and decisions made by the administration in the last five years enhanced faculty morale while 65% disagreed and 28% were neutral (No. 30). Forty-three percent (43%) agreed that their colleagues had been unfairly discriminated against by CWU administrators while 22% disagreed and 36% were neutral (No. 32). When asked if faculty members had personally been discriminated against by administrators, 51% disagreed, 23% agreed, and 26% were neutral (No. 41). Some respondents (45%) judged their discipline was treated as second class by administrators while 33% do not, and 22% were neutral (No. 45).

The next section presents the findings based on the demographic stratifications of the data.

### Analysis by Schools

Of the 229 questionnaires returned, 223 people identified themselves by schools:

- 127 College of Letters, Arts and Sciences (66% of CLAS faculty)
- 71 School of Professional Studies (59% of SPS faculty)
- 14 School of Business and Economics (50% of SBE faculty)
- 11 Librarians and Counselors (45% of L/C)

While all schools are critical of merit, SBE is less so than the other, with the greatest dissatisfaction expressed in CLAS and L/C. To statement No. 27 (The present merit system has been fair to me personally) SBE agreed by 54%, while the other groups agreed by 27-29%. To the statement, CWU has a fair and equitable merit system (No. 7), SBE agreed 21%, SPS agreed 15%, and CLAS agreed 10%, and L/C agreed not at all. CLAS and L/C feel most strongly that merit does not reward teaching (No. 34), only 9 and 10% agreeing to the positive statement, while SPS and ABE agreed by 15% and 31% respectively. SPS agreed more to statements that merit rewards the old-boy/girl network (No. 17) and research (No. 37) (46% and 44% respectively, as opposed to the over-all 39% and 39%).

CLAS feels most concerned by administration policies oriented toward vocationalism. SBE and SPS agreed by 50% and 49% to the statement that emphasis on vocational programs is the proper direction CWU should take (No. 21), while only 11% of CLAS agreed. Conversely, CLAS agreed most strongly that the current liberal arts program is deteriorating (No. 26) (CLAS 53%, SBE 38%, SPS 25%).

Over half the faculty in SPS and nearly half in CLAS feel that the administration treats their discipline as second-class. To the statement, my discipline is treated as second-class by the administration, SPS agreed 62%, CLAS agreed 44%, L/C agreed 27%, and SBE agreed only 8%.

Morale is highest in SBE, lowest in CLAS, with SPS and L/C between but closer to CLAS. This correlates strongly with attitudes towards merit, where SBE is considerably less critical, with CLAS distrust of increasing vocationalism at the expense of the liberal arts program, and with the perceptions about disciplines being treated as second class. All groups except L/C feel strongly that legislative action has reduced morale (No. 42) and very few faculty agree that recent administrative policies have enhanced morale (No. 30) (L/C 0%, CLAS 6%, SBE 8%, and SPS 9%). No individual "strongly" agreed to Question 30. Significantly fewer CLAS faculty agreed their own morale is usually high (No. 6). Most faculty are pessimistic, few agreeing with the statement about their colleagues' morale, with SBE being somewhat less negative. CLAS and SPS feel the least collegiality among faculty (No.

20), while SBE and L/C feel the most (23%, 27%, 43%, and 66%, respectively). SBE sees the most collegiality between faculty and administrators (No. 25), while CLAS sees the least (31% and 13%). Less than a quarter of all faculty feel they have been personally discriminated against by the administration (No. 41), with little range between schools (L/C 18%, CLASS and SBE 23%, and SPS 25%).

SBE has the least sentiment in favor of collective bargaining and the least questions about it (Nos. 10 and 23). From 69% to 73% of CLASS, SPS, and L/C favor faculty having the right to collective bargaining, while only 21% of SBE does. More information about collective bargaining (No. 28) is most needed by L/C (73%) and CLAS (50%); only 39% of SPS and 23% of SBE feel such a need.

#### Analysis by Rank and Length of Service

Analysis by rank and length of service showed little variation. The longer one has been at CWU and the higher one's rank, the more dissatisfied one is. For example, Statement 7 asserted that CWU has a fair and equitable merit system. Percentages of agreement were as follow:

Professor	8%	11 years or more	7%
Assoc. Prof.	13%	0-10 years	21%
Asst. Prof.	18%		

The exception is that faculty with longer service and lower rank are the most dissatisfied.

#### Analysis by Minority Status

Analysis by minority status indicates that this group is more dissatisfied in all areas than non-minority faculty. On statement No. 15, 40% disagree tht their own future at CWU is bright, as compared with 28% of non-minority. Only half as many disagree that merit is an old-boy/girl network (No. 17), and they are critical of merit in all areas. Two-thirds of them see their workload as having increased in the last five years, as compared to one-half of the non-minority faculty (No. 24).

Recommendations

The Personnel Committee makes the following recommendations:

1. That an ad hoc committee be appointed by the Senate Executive Committee to devise a more fair and equitable merit system. The committee will report to the Senate by the end of Fall Quarter.
2. That the 1985-86 Senate Personnel Committee spend time analyzing the data more extensively next fall since the limitation of time was so great this spring.
3. That this survey (or a similar survey) be undertaken in two years.

APPENDIX A  
RAW DATA FOR EACH QUESTION TABLED BY STRATIFIED  
DEMOGRAPHIC CATEGORIES OF RANK, TENURE,  
YEARS OF SERVICE, SCHOOL, AND MINORITY

6. My own morale at C.W.U. is usually high.

	D	N	A		D	N	A	TOTAL	
TOTAL	72	39	104	RANK:	PROFESSOR	34	24	47	105
PERCENT	34	18	48		ASSOC. PROFESSOR	28	6	27	61
					ASST. PROFESSOR	10	9	30	49
TOTAL	77	42	106	TENURE:	TENURE	66	30	73	169
PERCENT	34	19	47		NON-TENURED	8	9	30	47
					NON-TENURE TRACK	3	3	3	9
TOTAL	76	42	106	YEARS OF SERVICE:	0-5	9	10	31	50
PERCENT	34	19	47		5-10	4	3	12	19
					11-20	48	20	49	117
					OVER 20	15	9	14	38
TOTAL	74	42	104	SCHOOL:	BUSINESS	3	3	8	14
PERCENT	34	19	47		PROF. STUDIES	20	13	36	69
					CLAS	50	23	53	126
					LIBRARY/COUNSELING	1	3	7	11
					OTHER				9
					WOMEN/ETHNIC	15	13	17	45
TOTAL	15	13	17	MINORITY:					
PERCENT	33	29	38						

D -- DISAGREE    N -- NEUTRAL    A -- AGREE

8. I spend a growing number of hours each week complaining about university problems...

	D	N	A		D	N	A	TOTAL	
TOTAL	129	47	42	RANK:	PROFESSOR	63	22	21	106
PERCENT	59	22	19		ASSOC. PROFESSOR	36	14	12	62
					ASST. PROFESSOR	30	11	9	50
TOTAL	131	53	44	TENURE:	TENURE	99	37	35	171
PERCENT	58	23	19		NON-TENURED	27	14	7	48
					NON-TENURE TRACK	5	2	2	9
TOTAL	131	52	44	YEARS OF SERVICE:	0-5	30	13	8	51
PERCENT	58	23	19		5-10	13	3	3	19
					11-20	69	25	25	119
					OVER 20	19	11	8	38
TOTAL	129	53	41	SCHOOL:	BUSINESS	10	4		14
PERCENT	58	24	18		PROF. STUDIES	36	18	17	71
					CLAS	76	29	22	127
					LIBRARY/COUNSELING	7	2	2	11
					OTHER				6
					WOMEN/ETHNIC	27	8	10	45
TOTAL	27	8	10	MINORITY:					
PERCENT	60	18	22						

D -- DISAGREE    N -- NEUTRAL    A -- AGREE

7. C.W.U. has a fair and equitable merit system.

	D	N	A		D	N	A	TOTAL	
TOTAL	153	38	26	RANK:	PROFESSOR	80	17	9	106
PERCENT	71	18	12		ASSOC. PROFESSOR	46	7	8	61
					ASST. PROFESSOR	27	14	9	50
TOTAL	160	41	26	TENURE:	TENURE	130	24	16	170
PERCENT	70	18	11		NON-TENURED	26	12	10	48
					NON-TENURE TRACK	4	5		9
TOTAL	156	40	26	YEARS OF SERVICE:	0-5	23	17	11	51
PERCENT	70	18	11		5-10	11	4	4	19
					11-20	92	17	9	118
					OVER 20	33	3	2	38
TOTAL	156	40	26	SCHOOL:	BUSINESS	6	5	3	14
PERCENT	70	18	12		PROF. STUDIES	52	8	11	71
					CLAS	91	23	12	126
					LIBRARY/COUNSELING	7	4		11
					OTHER				7
TOTAL	35	8	2	MINORITY:	WOMEN/ETHNIC	35	8	2	45
PERCENT	78	18	4						

D -- DISAGREE    N -- NEUTRAL    A -- AGREE

9. The morale expressed by my colleagues is usually high.

	D	N	A		D	N	A	TOTAL	
TOTAL	115	61	41	RANK:	PROFESSOR	64	30	12	106
PERCENT	53	28	19		ASSOC. PROFESSOR	33	15	13	61
					ASST. PROFESSOR	18	16	16	50
TOTAL	124	61	41	TENURE:	TENURE	101	44	25	170
PERCENT	55	27	18		NON-TENURED	18	15	15	48
					NON-TENURE TRACK	5	2	1	8
TOTAL	123	61	41	YEARS OF SERVICE:	0-5	19	14	7	50
PERCENT	55	27	18		5-10	7	5	7	19
					11-20	74	32	13	119
					OVER 20	23	10	4	37
TOTAL	120	60	41	SCHOOL:	BUSINESS	6	4	4	14
PERCENT	54	27	19		PROF. STUDIES	38	18	14	70
					CLAS	72	33	21	126
					LIBRARY/COUNSELING	4	5	2	11
					OTHER				8
TOTAL	24	15	5	MINORITY:	WOMEN/ETHNIC	24	15	5	44
PERCENT	55	34	11						

D -- DISAGREE    N -- NEUTRAL    A -- AGREE



10. Legislation should be passed allowing faculty to have a right to collective bargaining.

	D	N	A	TOTAL		D	N	A	TOTAL
TOTAL PERCENT	34	37	146	105	RANK:	10	16	79	105
	16	17	67	62		9	15	38	62
				50		15	6	29	50
TOTAL PERCENT	34	40	152	170	TENURE:	18	30	122	170
	15	18	67	48		15	8	25	48
				9		2	2	5	9
TOTAL PERCENT	34	40	152	51	YEARS OF SERVICE:	15	7	29	51
	15	18	67	19		4	7	8	19
				118		12	22	84	118
TOTAL PERCENT	34	40	148	38		3	4	31	38
	15	18	67	14	SCHOOL:	7	4	3	14
				71		9	12	50	71
TOTAL PERCENT	34	40	148	126		18	21	87	126
	15	18	67	11			3	8	11
				7					7
TOTAL PERCENT	4	13	28	45	MINORITY:	4	3	28	45
	9	29	62						

D -- DISAGREE    N = NEUTRAL    A - AGREE

12. I spend a growing number of hours each week discussing the actions of administrators...

	D	N	A	TOTAL		D	N	A	TOTAL
TOTAL PERCENT	117	61	39	105	RANK:	59	27	19	105
	54	28	18	62		33	16	13	62
				50		25	18	7	50
TOTAL PERCENT	122	63	42	170	TENURE:	92	45	33	170
	54	28	18	48		24	16	8	48
				9		6	2	1	9
TOTAL PERCENT	12	63	42	51	YEARS OF SERVICE:	30	14	7	51
	53	28	19	19		10	7	2	19
				119		64	28	27	119
TOTAL PERCENT	120	63	39	37		17	14	6	37
	54	28	18	14	SCHOOL:	11	1	2	14
				70		34	22	14	70
TOTAL PERCENT	120	63	39	127		70	34	23	127
	54	28	18	11		5	6		11
				7					7
TOTAL PERCENT	28	12	5	45	MINORITY:	28	12	5	45
	62	27	11						

D - DISAGREE    N - NEUTRAL    A - AGREE

11. The University curriculum should continuously be revised to conform to what the public...

	D	N	A	TOTAL		D	N	A	TOTAL
TOTAL PERCENT	119	36	55	102	RANK:	63	16	23	102
	57	17	26	59		34	8	17	59
				49		22	12	15	49
TOTAL PERCENT	127	37	56	163	TENURE:	101	24	38	163
	58	17	25	48		20	13	15	48
				9		6		3	9
TOTAL PERCENT	126	37	56	51	YEARS OF SERVICE:	26	8	17	51
	57	17	26	18		5	8	5	18
				113		75	13	25	113
TOTAL PERCENT	125	36	55	37		20	8	9	37
	58	17	25	14	SCHOOL:	7	4	3	14
				66		24	13	29	66
TOTAL PERCENT	125	36	55	125		89	16	20	125
	58	17	25	11		5	3	3	11
				13					13
TOTAL PERCENT	20	8	17	45	MINORITY:	20	8	17	45
	44	18	38						

D - DISAGREE    N = NEUTRAL    A - AGREE

13. A good environment for teaching exists at Central.

	D	N	A	TOTAL		D	N	A	TOTAL
TOTAL PERCENT	62	46	107	105	RANK:	34	24	37	105
	29	21	50	61		23	11	27	61
				49		5	11	33	49
TOTAL PERCENT	68	50	107	169	TENURE:	58	36	75	169
	30	22	48	47		6	12	29	47
				9		4	2	3	9
TOTAL PERCENT	67	50	107	51	YEARS OF SERVICE:	8	11	32	51
	30	22	48	18		2	4	12	18
				118		41	30	47	118
TOTAL PERCENT	66	50	105	37		16	5	16	37
	30	23	47	14	SCHOOL:	2	2	10	14
				70		18	16	36	70
TOTAL PERCENT	66	50	105	126		46	26	54	126
	30	23	47	11			6	5	11
				8					8
TOTAL PERCENT	11	13	21	45	MINORITY:	11	13	21	45
	24	29	47						

D - DISAGREE    N - NEUTRAL    A - AGREE

14. The merit system rewards academic contributions fairly.

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	151	41	22	106
PERCENT	71	19	10	
<b>TENURE:</b>				
TOTAL	159	42	23	170
PERCENT	71	19	10	
<b>YEARS OF SERVICE:</b>				
TOTAL	158	42	23	170
PERCENT	71	19	10	
<b>SCHOOL:</b>				
TOTAL	155	41	23	170
PERCENT	71	19	10	
<b>MINORITY:</b>				
TOTAL	31	9	3	43
PERCENT	72	21	7	

D -- DISAGREE    N -- NEUTRAL    A -- AGREE

16. Emphasis on vocational programs at the expense of liberal arts is the proper direction...

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	142	42	28	100
PERCENT	67	20	13	
<b>TENURE:</b>				
TOTAL	150	44	28	165
PERCENT	67	20	13	
<b>YEARS OF SERVICE:</b>				
TOTAL	149	44	28	165
PERCENT	67	20	13	
<b>SCHOOL:</b>				
TOTAL	147	42	28	165
PERCENT	68	19	13	
<b>MINORITY:</b>				
TOTAL	28	12	5	45
PERCENT	62	17	11	

D -- DISAGREE    N -- NEUTRAL    A -- AGREE

15. I view my own future at C.W.U. as reasonably bright.

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	58	50	110	106
PERCENT	27	23	51	
<b>TENURE:</b>				
TOTAL	66	52	110	170
PERCENT	29	23	48	
<b>YEARS OF SERVICE:</b>				
TOTAL	65	52	110	170
PERCENT	29	23	48	
<b>SCHOOL:</b>				
TOTAL	63	52	108	163
PERCENT	28	23	48	
<b>MINORITY:</b>				
TOTAL	18	7	20	45
PERCENT	40	16	44	

D -- DISAGREE    N -- NEUTRAL    A -- AGREE

17. The merit system is used primarily to reward an old boy/girl network.

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	63	71	84	104
PERCENT	30	31	39	
<b>TENURE:</b>				
TOTAL	65	71	87	165
PERCENT	29	32	39	
<b>YEARS OF SERVICE:</b>				
TOTAL	65	70	87	165
PERCENT	29	31	39	
<b>SCHOOL:</b>				
TOTAL	65	68	85	165
PERCENT	30	31	39	
<b>MINORITY:</b>				
TOTAL	6	16	20	42
PERCENT	14	38	48	

D -- DISAGREE    N -- NEUTRAL    A -- AGREE

18. A collective bargaining agent should be chosen to represent faculty at Central.

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	64	65	87	104
PERCENT	30	30	40	
<b>TENURE:</b>				
TOTAL	66	70	90	170
PERCENT	29	31	40	
<b>YEARS OF SERVICE:</b>				
TOTAL	65	70	90	51
PERCENT	29	31	40	
<b>SCHOOL:</b>				
TOTAL	65	69	87	14
PERCENT	29	31	39	
<b>MINORITY:</b>				
TOTAL	6	21	18	45
PERCENT	13	47	40	

D -- DISAGREE    N = NEUTRAL    A - AGREE

19. My teaching load at C.W.U. often exceeds faculty...

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	88	45	78	100
PERCENT	42	21	37	
<b>TENURE:</b>				
TOTAL	92	47	82	164
PERCENT	41	22	37	
<b>YEARS OF SERVICE:</b>				
TOTAL	91	47	82	51
PERCENT	41	21	37	
<b>SCHOOL:</b>				
TOTAL	91	45	81	14
PERCENT	42	21	37	
<b>MINORITY:</b>				
TOTAL	15	14	16	45
PERCENT	33	31	36	

D - DISAGREE    N = NEUTRAL    A - AGREE

20. There is a feeling of collegiality among faculty at C.W.U.

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	98	59	60	106
PERCENT	45	27	28	
<b>TENURE:</b>				
TOTAL	103	63	61	171
PERCENT	45	28	27	
<b>YEARS OF SERVICE:</b>				
TOTAL	102	63	61	50
PERCENT	45	28	27	
<b>SCHOOL:</b>				
TOTAL	101	61	60	14
PERCENT	45	27	27	
<b>MINORITY:</b>				
TOTAL	17	18	9	44
PERCENT	39	41	20	

D - DISAGREE    N - NEUTRAL    A - AGREE

21. Emphasis on vocational programs which prepare students for the job market is the proper direction...

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	105	52	57	102
PERCENT	49	24	27	
<b>TENURE:</b>				
TOTAL	110	54	60	167
PERCENT	49	24	27	
<b>YEARS OF SERVICE:</b>				
TOTAL	110	54	59	51
PERCENT	49	24	26	
<b>SCHOOL:</b>				
TOTAL	108	53	58	14
PERCENT	49	24	26	
<b>MINORITY:</b>				
TOTAL	20	12	13	45
PERCENT	44	27	29	

D - DISAGREE    N - NEUTRAL    A - AGREE

22. The present system by which promotions have been made has been fair and equitable...

	D	N	A	TOTAL
<b>RANK:</b>				
PROFESSOR	30	15	16	105
ASSOC. PROFESSOR	28	12	22	62
ASST. PROFESSOR	20	20	8	48
<b>TENURE:</b>				
TENURE	65	26	79	170
NON-TENURED	15	22	9	46
NON-TENURE TRACK	3	4	2	9
<b>YEARS OF SERVICE:</b>				
0-5	14	24	11	49
5-10	6	4	9	19
11-20	46	16	56	118
OVER 20	17	7	14	38
<b>SCHOOL:</b>				
BUSINESS	4	4	6	14
PROF. STUDIES	28	14	28	70
CLAS	46	28	51	125
LIBRARY/COUNSELING	1	5	5	11
OTHER				9
<b>MINORITY:</b>				
WOMEN/ETHNIC	18	12	14	44

D -- DISAGREE    N = NEUTRAL    A - AGREE

23. I would join any collective bargaining group if it were democratically chosen by a majority of the faculty...

	D	N	A	TOTAL
<b>RANK:</b>				
PROFESSOR	69	56	92	105
ASSOC. PROFESSOR	32	26	28	62
ASST. PROFESSOR	18	15	17	50
<b>TENURE:</b>				
TENURE	71	56	98	170
NON-TENURED	31	25	44	48
NON-TENURE TRACK	3		6	9
<b>YEARS OF SERVICE:</b>				
0-5	22	13	16	51
5-10	5	7	7	19
11-20	32	33	53	118
OVER 20	11	5	22	38
<b>SCHOOL:</b>				
BUSINESS	9	2	3	14
PROF. STUDIES	17	22	32	71
CLAS	44	27	55	126
LIBRARY/COUNSELING		6	5	11
OTHER				7
<b>MINORITY:</b>				
WOMEN/ETHNIC	8	15	21	44

D -- DISAGREE    N = NEUTRAL    A - AGREE

24. My total work load at C.W.U. has increased in the previous 5 years....

	D	N	A	TOTAL
<b>RANK:</b>				
PROFESSOR	28	23	53	104
ASSOC. PROFESSOR	12	14	34	60
ASST. PROFESSOR	10	18	20	48
<b>TENURE:</b>				
TENURE	41	35	91	167
NON-TENURED	8	19	19	46
NON-TENURE TRACK	2	2	5	9
<b>YEARS OF SERVICE:</b>				
0-5	9	22	19	50
5-10	5	1	12	18
11-20	27	23	66	116
OVER 20	10	10	17	37
<b>SCHOOL:</b>				
BUSINESS	3	2	8	13
PROF. STUDIES	12	15	41	68
CLAS	35	33	58	126
LIBRARY/COUNSELING		4	7	11
OTHER				11
<b>MINORITY:</b>				
WOMEN/ETHNIC	6	8	28	42

D - DISAGREE    N - NEUTRAL    A - AGREE

25. A feeling of collegiality exists between faculty and administrators.

	D	N	A	TOTAL
<b>RANK:</b>				
PROFESSOR	70	24	11	105
ASSOC. PROFESSOR	40	9	12	61
ASST. PROFESSOR	17	19	13	49
<b>TENURE:</b>				
TENURE	112	34	23	169
NON-TENURED	16	18	12	46
NON-TENURE TRACK	7	1	1	9
<b>YEARS OF SERVICE:</b>				
0-5	20	18	11	49
5-10	5	7	7	19
11-20	83	21	13	117
OVER 20	26	7	5	38
<b>SCHOOL:</b>				
BUSINESS	7	2	4	13
PROF. STUDIES	41	14	14	69
CLAS	78	32	16	126
LIBRARY/COUNSELING	5	4	2	11
OTHER				10
<b>MINORITY:</b>				
WOMEN/ETHNIC	24	15	5	44

D - DISAGREE    N - NEUTRAL    A - AGREE

26. Currently, a broad education in the liberal arts is deteriorating at this university.

	D	N	A	TOTAL
TOTAL	59	61	94	104
PERCENT	28	29	44	
<b>RANK:</b>				
TOTAL	61	64	99	168
PERCENT	27	29	44	
<b>TENURE:</b>				
TOTAL	60	64	99	168
PERCENT	27	29	44	
<b>YEARS OF SERVICE:</b>				
TOTAL	60	63	96	126
PERCENT	27	29	44	
<b>SCHOOL:</b>				
TOTAL	11	17	16	44
PERCENT	25	39	36	
<b>MINORITY:</b>				

D -- DISAGREE    N = NEUTRAL    A - AGREE

27. The present merit system has been fair and equitable to me.

	D	N	A	TOTAL
TOTAL	108	41	66	105
PERCENT	50	19	31	
<b>RANK:</b>				
TOTAL	117	42	66	169
PERCENT	52	19	29	
<b>TENURE:</b>				
TOTAL	116	42	66	169
PERCENT	52	19	29	
<b>YEARS OF SERVICE:</b>				
TOTAL	113	41	66	169
PERCENT	51	19	30	
<b>SCHOOL:</b>				
TOTAL	28	7	9	44
PERCENT	64	16	20	
<b>MINORITY:</b>				

D -- DISAGREE    N = NEUTRAL    A - AGREE

28. I feel that I need to better understand the pros and cons of collective bargaining in higher education before making a decision on current legislation...

	D	N	A	TOTAL
TOTAL	86	29	98	103
PERCENT	40	14	46	
<b>RANK:</b>				
TOTAL	93	29	101	167
PERCENT	35	13	42	
<b>TENURE:</b>				
TOTAL	92	29	101	167
PERCENT	41	13	45	
<b>YEARS OF SERVICE:</b>				
TOTAL	89	29	100	129
PERCENT	41	13	46	
<b>SCHOOL:</b>				
TOTAL	9	5	30	44
PERCENT	21	11	68	
<b>MINORITY:</b>				

D -- DISAGREE    N = NEUTRAL    A - AGREE

29. Central maintains a good environment for research.

	D	N	A	TOTAL
TOTAL	130	61	23	104
PERCENT	61	29	11	
<b>RANK:</b>				
TOTAL	136	65	23	168
PERCENT	61	29	10	
<b>TENURE:</b>				
TOTAL	135	65	23	168
PERCENT	60	29	10	
<b>YEARS OF SERVICE:</b>				
TOTAL	131	65	23	168
PERCENT	60	30	10	
<b>SCHOOL:</b>				
TOTAL	29	11	4	44
PERCENT	66	25	9	
<b>MINORITY:</b>				

D -- DISAGREE    N = NEUTRAL    A - AGREE

30. Policies and decisions made by the Administration in the last 5 years have enhanced faculty morale.

	D	N	A		D	N	A	TOTAL
TOTAL	138	59	14		79	20	3	102
PERCENT	65	28	7	RANK:	39	14	7	60
				ASSOC. PROFESSOR	20	25	4	49
				ASST. PROFESSOR	121	35	9	165
TOTAL	147	60	14	TENURE:	20	22	5	47
PERCENT	67	27	6	NON-TENURED	26	3	0	9
				NON-TENURE TRACK	20	26	4	50
TOTAL	146	60	14	YEARS OF SERVICE:	10	4	5	19
PERCENT	66	27	6	0-5	87	24	3	114
				5-10	29	6	2	37
				11-20	7	5	1	13
				OVER 20	45	17	6	68
TOTAL	143	59	14	SCHOOL:	84	34	7	125
PERCENT	66	27	6	BUSINESS	7	3		10
				PROF. STUDIES				13
				CLAS	31	12	1	44
TOTAL	31	12	1	LIBRARY/COUNSELING				
PERCENT	71	27	2	OTHER				
				MINORITY:				
				WOMEN/ETHNIC				

D - DISAGREE N - NEUTRAL A - AGREE

32. Some of my colleagues have been unfairly discriminated against by C.W.U. Administrators.

	D	N	A		D	N	A	TOTAL
TOTAL	45	75	89		21	29	41	99
PERCENT	22	36	43	RANK:	17	19	25	61
				PROFESSOR	7	27	15	49
				ASSOC. PROFESSOR	38	48	77	163
TOTAL	45	80	94	TENURE:	4	29	14	47
PERCENT	21	36	43	NON-TENURED	3	3	3	9
				NON-TENURE TRACK	10	25	15	50
TOTAL	45	79	94	YEARS OF SERVICE:	5	10	4	19
PERCENT	21	36	43	0-5	25	32	57	114
				5-10	5	12	18	35
				11-20	7	3	3	13
				OVER 20	14	28	23	65
TOTAL	45	80	89	SCHOOL:	23	44	58	125
PERCENT	21	37	42	BUSINESS	1	5	5	11
				PROF. STUDIES				15
				CLAS	3	16	25	44
TOTAL	3	16	25	LIBRARY/COUNSELING				
PERCENT	7	36	57	OTHER				
				MINORITY:				
				WOMEN/ETHNIC				

D - DISAGREE N - NEUTRAL A - AGREE

31. The present merit system fairly rewards contributions in public service.

	D	N	A		D	N	A	TOTAL
TOTAL	97	81	32		52	34	16	102
PERCENT	46	39	15	RANK:	28	24	7	59
				PROFESSOR	17	23	9	49
				ASSOC. PROFESSOR	83	56	25	164
TOTAL	104	83	33	TENURE:	17	23	7	47
PERCENT	47	38	15	NON-TENURED	4	4	1	9
				NON-TENURE TRACK	16	24	9	49
TOTAL	104	83	32	YEARS OF SERVICE:	8	6	5	19
PERCENT	47	38	15	0-5	55	46	15	116
				5-10	25	7	3	35
				11-20	5	3	5	13
				OVER 20	40	16	10	66
TOTAL	101	82	32	SCHOOL:	52	59	14	125
PERCENT	47	38	15	BUSINESS	4	4	3	11
				PROF. STUDIES				14
				CLAS	22	17	5	44
TOTAL	22	17	5	LIBRARY/COUNSELING				
PERCENT	50	39	11	OTHER				
				MINORITY:				
				WOMEN/ETHNIC				

D - DISAGREE N - NEUTRAL A - AGREE

33. Over the past 5 years...my own morale has diminished to the extent that it is affecting my performance in the classroom.

	D	N	A		D	N	A	TOTAL
TOTAL	122	42	45		63	22	15	100
PERCENT	58	20	22	RANK:	30	11	19	60
				PROFESSOR	29	9	11	49
				ASSOC. PROFESSOR	96	31	36	163
TOTAL	126	44	49	TENURE:	25	11	11	47
PERCENT	58	20	22	NON-TENURED	5	2	2	9
				NON-TENURE TRACK	29	10	10	49
TOTAL	125	44	49	YEARS OF SERVICE:	11	4	4	19
PERCENT	57	20	22	0-5	66	21	28	115
				5-10	19	9	7	35
				11-20	11	1	1	13
				OVER 20	34	14	19	67
TOTAL	124	44	46	SCHOOL:	72	25	26	123
PERCENT	58	21	21	BUSINESS	7	4		11
				PROF. STUDIES				15
				CLAS	24	6	13	43
TOTAL	24	6	13	LIBRARY/COUNSELING				
PERCENT	56	14	30	OTHER				
				MINORITY:				
				WOMEN/ETHNIC				

D - DISAGREE N - NEUTRAL A - AGREE

34. The present merit system fairly rewards teaching at W.U.

	D	N	A	TOTAL
TOTAL	141	45	26	103
PERCENT	67	21	12	
<b>RANK:</b>				
TOTAL	149	46	27	166
PERCENT	67	21	12	
<b>TENURE:</b>				
TOTAL	149	46	26	150
PERCENT	67	21	12	
<b>YEARS OF SERVICE:</b>				
TOTAL	145	45	27	126
PERCENT	67	21	12	
<b>SCHOOL:</b>				
TOTAL	32	9	2	43
PERCENT	74	21	5	
<b>MINORITY:</b>				

D - DISAGREE N - NEUTRAL A - AGREE

36. Central has lost the creative academic network that once prevailed among faculty.

	D	N	A	TOTAL
TOTAL	40	92	74	104
PERCENT	19	45	36	
<b>RANK:</b>				
TOTAL	40	100	76	169
PERCENT	19	46	35	
<b>TENURE:</b>				
TOTAL	40	99	76	147
PERCENT	19	46	35	
<b>YEARS OF SERVICE:</b>				
TOTAL	40	98	74	125
PERCENT	19	46	35	
<b>SCHOOL:</b>				
TOTAL	5	23	13	41
PERCENT	12	56	32	
<b>MINORITY:</b>				

D - DISAGREE N - NEUTRAL A - AGREE

35. If I had been able to predict the present conditions for teaching at C.W.U., I would not have gone into teaching.

	D	N	A	TOTAL
TOTAL	129	48	33	104
PERCENT	61	23	16	
<b>RANK:</b>				
TOTAL	135	50	35	167
PERCENT	61	23	16	
<b>TENURE:</b>				
TOTAL	134	50	35	150
PERCENT	61	23	16	
<b>YEARS OF SERVICE:</b>				
TOTAL	133	50	32	125
PERCENT	62	23	15	
<b>SCHOOL:</b>				
TOTAL	23	11	9	43
PERCENT	53	26	21	
<b>MINORITY:</b>				

D - DISAGREE N - NEUTRAL A - AGREE

37. The present merit system fairly rewards contributions in research.

	D	N	A	TOTAL
TOTAL	69	57	82	102
PERCENT	33	27	39	
<b>RANK:</b>				
TOTAL	73	61	84	163
PERCENT	33	29	38	
<b>TENURE:</b>				
TOTAL	73	61	83	149
PERCENT	34	28	38	
<b>YEARS OF SERVICE:</b>				
TOTAL	70	60	84	123
PERCENT	33	28	39	
<b>SCHOOL:</b>				
TOTAL	15	12	16	43
PERCENT	35	28	37	
<b>MINORITY:</b>				

D - DISAGREE N - NEUTRAL A - AGREE

38. If I had been able to predict the present conditions for teaching at C.W.U., I would not have made a career

39. The method by which C.W.U. Administrators themselves salary increases has a negative effect...

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	104	38	69	104
PERCENT	49	18	33	
<b>TENURE:</b>				
TOTAL	107	41	73	166
PERCENT	48	19	33	
<b>YEARS OF SERVICE:</b>				
TOTAL	106	4	73	49
PERCENT	48	19	33	
<b>SCHOOL:</b>				
TOTAL	105	41	70	13
PERCENT	49	19	32	
<b>MINORITY:</b>				
TOTAL	18	8	17	13
PERCENT	42	19	39	

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	21	55	136	103
PERCENT	10	26	64	
<b>TENURE:</b>				
TOTAL	21	58	143	167
PERCENT	9	26	65	
<b>YEARS OF SERVICE:</b>				
TOTAL	21	57	143	49
PERCENT	9	26	65	
<b>SCHOOL:</b>				
TOTAL	21	57	139	13
PERCENT	10	26	64	
<b>MINORITY:</b>				
TOTAL	3	11	29	13
PERCENT	7	26	67	

D -- DISAGREE N = NEUTRAL A - AGREE

D - DISAGREE N = NEUTRAL A - AGREE

40. The present merit system tends to reward people for "not rocking the boat" rather than for academic performance.

41. I have been unfairly discriminated against by C.W.U. Administrators.

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	59	64	89	103
PERCENT	28	30	42	
<b>TENURE:</b>				
TOTAL	61	66	95	167
PERCENT	27	30	43	
<b>YEARS OF SERVICE:</b>				
TOTAL	60	66	95	49
PERCENT	27	30	43	
<b>SCHOOL:</b>				
TOTAL	61	65	91	12
PERCENT	28	30	42	
<b>MINORITY:</b>				
TOTAL	12	12	20	12
PERCENT	21	27	46	

D - DISAGREE N - NEUTRAL A - AGREE

	D	N	A	TOTAL
<b>RANK:</b>				
TOTAL	108	56	49	104
PERCENT	51	26	23	
<b>TENURE:</b>				
TOTAL	110	59	54	167
PERCENT	50	26	24	
<b>YEARS OF SERVICE:</b>				
TOTAL	110	58	54	50
PERCENT	49	26	24	
<b>SCHOOL:</b>				
TOTAL	109	58	51	13
PERCENT	50	27	23	
<b>MINORITY:</b>				
TOTAL	20	12	12	13
PERCENT	46	27	27	

D - DISAGREE N - NEUTRAL A - AGREE



42. Actions and attitudes of state legislators toward the University have reduced faculty morale...

	D	N	A		D	N	A	TOTAL	
TOTAL	14	29	172	RANK:	PROFESOR	4	14	87	105
PERCENT	7	14	80		ASSOC. PROFESSOR	6	9	46	61
					ASST. PROFESSOR	4	6	39	49
TOTAL	15	30	180	TENURE:	TENURE	9	22	138	169
PERCENT	7	13	80		NON-TENURED	6	8	33	47
					NON-TENURE TRACK	0	0	9	9
TOTAL	15	30	180	YEARS OF SERVICE:	0-5	5	7	38	50
PERCENT	7	13	80		5-10	2	1	16	19
					11-20	8	15	94	117
					OVER 20	0	7	31	38
TOTAL	15	29	176	SCHOOL:	BUSINESS	3	1	9	13
PERCENT	7	13	80		PROF. STUDIES	5	9	55	69
					CLAS	4	15	108	127
					LIBRARY/COUNSELING	3	4	4	11
					OTHER				9
TOTAL	1	5	38	MINORITY:	WOMEN/ETHNIC	1	4	38	44
PERCENT	2	11	86						

D - DISAGREE N - NEUTRAL A - AGREE

44. The present merit system unduly rewards people for administrative activities rather than for teaching, research and public service.

	D	N	A		D	N	A	TOTAL	
TOTAL	39	45	129	RANK:	PROFESOR	15	12	77	104
PERCENT	18	21	61		ASSOC. PROFESSOR	14	13	33	60
					ASST. PROFESSOR	10	20	19	49
TOTAL	41	47	135	TENURE:	TENURE	31	23	114	168
PERCENT	18	21	61		NON-TENURED	8	21	18	47
					NON-TENURE TRACK	2	3	3	8
TOTAL	41	47	134	YEARS OF SERVICE:	0-5	9	22	18	49
PERCENT	18	21	60		5-10	8	5	6	19
					11-20	20	17	80	117
					OVER 20	4	3	30	37
TOTAL	41	47	130	SCHOOL:	BUSINESS	1	4	7	12
PERCENT	19	22	60		PROF. STUDIES	16	15	37	68
					CLAS	21	23	83	127
					LIBRARY/COUNSELING	3	5	3	11
					OTHER				11
TOTAL	11	8	24	MINORITY:	WOMEN/ETHNIC	11	8	24	43
PERCENT	26	19	56						

D - DISAGREE N - NEUTRAL A - AGREE

43. Given the teaching load at Central, I feel expectations are unrealistic.

	D	N	A		D	N	A	TOTAL	
TOTAL	24	39	151	RANK:	PROFESOR	10	22	72	104
PERCENT	11	18	71		ASSOC. PROFESSOR	8	9	44	61
					ASST. PROFESSOR	6	8	35	49
TOTAL	24	40	159	TENURE:	TENURE	17	28	123	168
PERCENT	11	18	71		NON-TENURED	7	10	30	47
					NON-TENURE TRACK	0	2	6	8
TOTAL	24	40	158	YEARS OF SERVICE:	0-5	8	11	30	49
PERCENT	11	18	71		5-10	1	3	15	19
					11-20	13	22	82	117
					OVER 20	2	4	31	37
TOTAL	20	40	154	SCHOOL:	BUSINESS	2	2	9	13
PERCENT	11	18	71		PROF. STUDIES	6	10	53	69
					CLAS	14	24	87	123
					LIBRARY/COUNSELING	2	4	5	11
					OTHER				11
TOTAL	4	10	30	MINORITY:	WOMEN/ETHNIC	4	10	30	44
PERCENT	9	23	68						

D - DISAGREE N - NEUTRAL A - AGREE

45. My discipline is treated as second class by the C.W.U. Administration.

	D	N	A		D	N	A	TOTAL	
TOTAL	69	47	96	RANK:	PROFESOR	30	17	57	104
PERCENT	33	22	45		ASSOC. PROFESSOR	23	12	24	59
					ASST. PROFESSOR	16	18	15	49
TOTAL	70	48	104	TENURE:	TENURE	51	33	83	167
PERCENT	31	22	47		NON-TENURED	16	15	16	47
					NON-TENURE TRACK	3	0	5	8
TOTAL	70	47	104	YEARS OF SERVICE:	0-5	18	16	15	49
PERCENT	32	21	47		5-10	10	4	5	19
					11-20	33	22	60	115
					OVER 20	9	5	24	38
TOTAL	70	46	102	SCHOOL:	BUSINESS	8	3	1	12
PERCENT	32	21	47		PROF. STUDIES	17	9	43	69
					CLAS	42	29	55	126
					LIBRARY/COUNSELING	3	5	3	11
					OTHER				11
TOTAL	10	7	26	MINORITY:	WOMEN/ETHNIC	10	7	26	43
PERCENT	23	16	61						

D - DISAGREE N - NEUTRAL A - AGREE

APPENDIX B  
PERCENTAGE RESPONSE TO EACH QUESTION

SUMMARY OF PERCENTAGE RESPONSES BY QUESTION

1. I am a:	professor (106)	4. I am in:	School of Business (14)
	associate professor (62)		School of Professional Studies (71)
	assistant professor (50)		CLAS (127)
	instructor (5)		Library/Counseling Ctr. (11)
	lecturer (1)		Other (6)
	other (2)		
	missing (171)		
2. I am:	tenured (171)	5. I am a member of an officially recognized minority (female, racial, or ethnic)..... (45)	
	non-tenured (48)		
	non-tenured track (9)	No response (184)	
	missing (1)		
3. I have been at C.W.U.:			
	less than 5 years (51)		
	5-10 years (19)		
	11-20 years (119)		
	over 20 years (38)		
	missing (2)		

QUESTIONNAIRE ON FACTORS CONTRIBUTING TO FACULTY MORALE  
Please circle the appropriate number for each question

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
6. My own morale at Central Washington University is usually high.	14.4	31.9	18.3	24.0	10.0	1.3
7. C.W.U. has a fair and equitable merit system.	2.6	8.7	17.9	32.3	38.0	0.4
8. I spend a growing number of hours each week complaining about university problems with colleagues.	5.2	14.4	23.1	34.9	22.3	0
9. The morale expressed by my colleagues is usually high.	1.7	16.2	26.6	40.6	14.0	0.9
10. Legislation should be passed allowing faculty to have a <u>right</u> to collective bargaining	43.7	23.1	17.5	6.1	9.2	0.4
11. The University curriculum should continuously be revised to conform to what the public demands	7.4	17.5	16.2	38.0	17.5	3.5
12. I spend a growing number of hours each week discussing the actions of administrators with my colleagues.	4.4	14.4	27.5	36.7	16.6	0.4
13. A good environment for teaching exists at Central.	7.9	38.9	22.3	26.6	6.1	1.3
14. The merit system rewards <u>academic</u> contributions fairly.	1.3	8.7	18.3	35.4	34.5	1.7
15. I view my own future at C.W.U. as reasonably bright.	11.4	36.7	22.7	15.3	14.0	0
16. Emphasis on vocational programs at the expense of liberal arts is the proper direction for Central at this time.	3.5	8.7	19.7	31.9	33.6	2.6
17. The merit system is used primarily to reward an old boy/girl network.	17.0	21.4	31.0	21.0	7.4	2.2
18. A collective bargaining agent should be chosen to represent faculty at Central.	17.0	22.7	30.6	11.8	17.0	0.9
19. My teaching load at C.W.U. often exceeds faculty code provisions.	11.4	24.9	20.5	32.8	7.4	3.1
20. There is a feeling of collegiality among faculty at C.W.U.	1.7	24.9	27.5	33.6	11.8	0.4
21. Emphasis on vocational programs which prepare students for the job market is the proper direction the University should take.	3.9	22.3	24.0	29.3	18.8	1.7
22. The present system by which promotions have been made has been fair and equitable to me personally.	7.0	32.3	22.7	18.8	17.9	1.3
23. I would join any collective bargaining group if it were democratically chosen by a majority of the faculty at Central.	17.0	26.2	25.3	13.1	17.9	0.4
24. My total work load at C.W.U. has increased in the previous 5 years (or since coming to Central if less than 5 years).	17.9	32.8	24.6	19.7	2.6	2.6

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
38. If I had been able to predict the present conditions for teaching at Central, I would not have made a career of teaching at C.W.U.	13.1	19.2	17.9	27.5	19.2	3.1
39. The method by which C.W.U. Administrators assign themselves salary increases has a negative effect on the faculty morale.	32.3	30.6	25.3	5.2	3.9	2.6
40. The present merit system tends to reward people for "not rocking the boat" rather than for academic performance.	18.3	23.6	28.8	22.3	4.4	2.6
41. I have been unfairly discriminated against by C.W.U. Administrators.	10.9	13.1	25.8	28.4	9.7	2.2
42. Actions and attitudes of state legislators toward the University have reduced faculty morale here at Central.	34.1	44.5	13.5	5.2	1.3	1.3
43. Given the teaching load at Central, I feel that research expectations are unrealistic.	34.9	34.9	17.5	8.3	2.2	2.2
44. The present merit system unduly rewards people for administrative activities rather than for teaching, research, and public service.	29.7	29.7	20.5	14.8	3.1	2.2
45. My discipline is treated as second class by the C.W.U. Administration.	28.4	17.5	21.0	23.6	7.0	2.6

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	NO RESPONSE
25. A feeling of collegiality exists between faculty and administrators.	0.9	14.8	23.1	31.9	27.5	1.7
26. Currently, a broad education in the liberal arts is deteriorating at this university.	13.5	29.7	28.4	24.0	2.6	1.7
27. The present merit system has been fair and equitable to me personally.	5.7	23.1	18.3	26.2	25.3	1.3
28. I feel that I need to better understand the pros and cons of collective bargaining in higher education before making a decision on current legislation in that area.	14.8	29.3	12.7	24.7	16.2	2.7
29. Central maintains a good environment for research.	0.9	9.2	28.4	38.9	21.0	1.7
30. Policies and decisions made by the Administration in the last five years have enhanced faculty morale.	0.0	6.1	26.2	36.7	27.9	3.1
31. The present merit system fairly rewards contributions in public service.	0.9	13.5	36.7	24.5	21.4	3.5
32. Some of my colleagues have been unfairly discriminated against by C.W.U. administrators.	17.0	24.5	34.9	14.8	4.8	3.9
33. Over the past 5 years (or since coming to Central) my own morale has diminished to the extent that is affecting my performance in the classroom.	7.0	14.8	19.2	53.6	21.4	3.9
34. The present merit system fairly rewards <u>teaching</u> at C.W.U.	2.2	9.6	20.1	25.8	39.7	2.6
35. If I had been able to predict the present conditions for teaching at C.W.U., I would not have gone into teaching at all.	5.7	10.0	21.8	32.3	26.6	3.5
36. Central has lost the creative academic network that once prevailed among faculty.	10.0	23.6	43.7	12.2	5.2	5.2
37. The present merit system fairly rewards contributions in research.	6.6	30.1	26.6	18.8	13.5	4.4