6-5-1975

CWU Faculty Senate Minutes - 06/05/1975

Esther Peterson

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MINUTES: Regular Senate Meeting, 4 June 1975
Presiding Officer: Duncan McQuarrie, Chairperson
Recording Secretary: Esther Peterson

There being no quorum present, the meeting was cancelled.

Mr. McQuarrie announced that the matters on the Agenda for the Senate Meeting would be taken care of by the Executive Committee in a Special Executive Committee meeting at this time. Any Senate members who wished to stay for this special meeting were invited to do so.
MINUTES
Faculty Senate Executive Committee
June 4, 1975

Members Present: McQuarrie, Lygre, Bennett.

The meeting was called to order at 3:30 p.m. to conduct business scheduled on the Agenda for the Regular Senate Meeting which was not held due to a lack of quorum on June 4, 1975.

AGENDA CHANGES AND APPROVAL

The following were added to the Communications:

D. Letter from Charles Stastny requesting the Executive Committee to appoint an ad hoc grievance committee to proceed on his grievance.

E. Letter from Dale Otto requesting a replacement be appointed for one year for Trudy Rodine on the Teacher Education Council.

CURRICULUM PROPOSALS

A. Proposals approved by the Undergraduate Curriculum Committee on page 412.

MOTION: Mr. Bennett moved, seconded by Mr. Lygre, that the Undergraduate Curriculum Proposals on page 412 be approved.

Considerable discussion followed concerning the Ethnic Studies Program Initiation of a Bachelor of Arts in Education, Asian American Studies Minor.

Mr. Jakubek recommended this proposal be turned down and the Curriculum Committee be charged to investigate it next year.

The motion was voted on and defeated by a Nay vote.

MOTION: Mr. Bennett moved, seconded by Mr. Lygre to approve the course initiation in ECE on page 412. The motion was voted on and passed.

B. Undergraduate Proposals, page 413-414.

MOTION: Mr. Lygre moved, seconded by Mr. Bennett, that the 21 day rule be suspended for the proposals on pages 413-414. Voted on and passed unanimously.

MOTION: Mr. Lygre moved, seconded by Mr. Bennett, that the Undergraduate Curriculum proposals on page 413 be approved. Considerable discussion focused on whether the course additions in Anthropology and Home Economics constituted unnecessary duplication. After several faculty members spoke for and against the motion, it was voted on and passed.

MOTION: Mr. Bennett moved, seconded by Mr. Lygre, that the Undergraduate proposals on page 414 be approved with an amendment to change Bachelor of Arts to Bachelor of Science. Passed.

C. Graduate Proposals, page 62:

MOTION: Mr. Lygre moved, seconded by Mr. Bennett, to approve the Graduate Course Proposals on page 62. Voted on and passed with a unanimous voice vote.

OLD BUSINESS

B. Business Administration off-campus proposal:

Mr. Synnes presented the report of the Senate Curriculum Committee. Copies were previously distributed to the Senators present. The charge to the Committee was to study the proposal to use the Liberal Studies Program to meet Basic and Breadth requirements in a Bachelor of Science (Extended Degree) Program with a Business Administration major.

MOTION: Mr. Lygre moved, seconded by Mr. Bennett, to adopt the proposed Motion No. 1 on the Recommendation as follows: "Approval of the use of the Liberal Studies Program to meet Basic and Breadth requirements in a Bachelor of Science (Extended Degree) Program with a Business Administration major."
Discussion on the motion followed. Mr. McQuarrie suggested that Mr. Cummings and Mr. Bull get together to decide how the 54 credits in the Liberal Studies Program are to be worked in and then it can be brought back to the Executive Committee.

MOTION: Mr. Lyghe moved to amend the motion by adding the following: Prior to enrolling in the Liberal Studies Program, these students must have completed at least 90 quarter credit hours which are accepted toward the fulfillment of graduation requirements of the college. Students electing the Liberal Studies program to substitute for the basic and breadth requirements will be required to complete the 54 credit program.

The amendment was voted on and passed.

The motion, as amended, was voted on and passed.

The chairperson said that the proposed motions numbers 2 and 3 as recommended on the Curriculum Committee's report would be taken under consideration by the Executive Committee during the summer.

A. Salary Policy: Discussion on the salary policy was held. No action was taken at this time.

A communication from Odette Golden to Nancy Lester was distributed to the Senators. The letter referred to the various evaluation forms for evaluating administrators which Ms. Golden and other faculty had received. She was distressed to note that the form bears a "questionnaire number" and is of the opinion that any evaluation of superior officers is invalidated by the absence of anonymity. She also protests the fact that the department chairmen have been omitted from the list of those to be evaluated. She requests the identifying lists of names and numbers be discarded to allow the evaluations be conducted in the same atmosphere of anonymity as that enjoyed by the students. Discussion followed regarding the communication. No formal action was taken.

ADJOURNMENT

The meeting adjourned at 5:20 p.m.
ETHNIC STUDIES PROGRAM INITIATION

BACHELOR OF ARTS IN EDUCATION
ASIAN AMERICAN STUDIES MINOR

Minor (20 credits) Credits

Lower Division Courses in Asian American Studies and Ethnic Studies .......................................................... 10

Upper Division Courses in Asian American Studies and Ethnic Studies .......................................................... 10

EARLY CHILDHOOD EDUCATION COURSE ADDITION

ECE 347. British Infant School and Early Childhood Education. 3 credits. A study of the role of the teacher, the organization of the classroom, and the nature of children's learning within the British Infant School and its adaptability to early childhood programs (3-8 year old children) in the United States. The student will participate in simulated learning experiences, contribute to a class developed resource book, and examine the social, emotional, and organizational context of the "informal" learning approach.
HOME ECONOMICS—FAMILY AND CONSUMER STUDIES

COURSE ADDITION

FS 357. Culture & Marriage. 3 credits. The reciprocal relationships between the biophysical and cultural components in mating, nurturing and sexual access. Cross-cultural patterns in marriage. (FS 357 and Anthro. 357 are the same course. Students may not receive credit in both.)

ANTHROPOLOGY

COURSE ADDITION

Anthro. 357. Culture & Marriage. 3 credits. The reciprocal relationships between the biophysical and cultural components in mating, nurturing and sexual access. Cross-cultural patterns in marriage. Anthro. 357 and FS 357 are the same course. Students may not receive credit in both.)
May 20, 1975
CURRICULUM PROPOSALS APPROVED BY
THE UNDERGRADUATE CURRICULUM COMMITTEE
AND SUBMITTED TO THE SENATE

TECHNOLOGY AND INDUSTRIAL EDUCATION
PROGRAM INITIATION

BACHELOR OF ARTS
INDUSTRIAL DISTRIBUTION TECHNOLOGY MAJOR

100 Credits

A B.A. degree in Industrial Distribution Technology prepares the student for occupations related to industrial sales and services. This major provides a working knowledge of industrial materials, processes, products, and services involving the manufacturing and construction industries, united with a strong business background in management, computer systems and accounting. Graduates from this program could be employed in positions pertaining to production control and planning, maintenance, industrial sales, services and plant supervision.

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Electives
10 credits of Bus. Ad./or Economics electives by advisement

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Total Credits: 100
COMMUNICATION

1. Course Changes (Prefix change)
   
   Com. 507 to SP/A 507
   Com. 555 to SP/A 555
   Com. 556 to SP/A 556
   Com. 557 to SP/A 557
   Com. 560 to SP/A 560
   Com. 561 to SP/A 561
   Com. 580 to SP/A 580
   Com. 588 to SP/A 588
   Com. 589 to SP/A 589
   Com. 591 to SP/A 591
   Com. 596 to SP/A 596
AGENDA
FACULTY SENATE MEETING
3:10 p.m., Wednesday, June 4, 1975
Room 471, Psychology Building

I. ROLL CALL

II. CHANGES OR ADDITIONS TO AGENDA

III. COMMUNICATIONS
   A. Letter from Charles Stastny
   B. Letter from Usha Mahajan
   C. Memo from Betty Hileman

IV. CURRICULUM PROPOSALS
   A. Undergraduate Proposals, page 412
   B. Undergraduate Proposals, pages 413-414 (if 21 day rule suspended by Senate)
   C. Graduate Proposals, page 62

V. REPORTS
   A. Chairperson
   B. Executive Committee
   C. President
   D. CFR
   E. Standing Committees
      1. Budget
      2. Code
      3. Curriculum
      4. Personnel
      5. Student Affairs

VI. OLD BUSINESS
   A. Salary Policy
   B. Business Administration off-campus proposal

VII. NEW BUSINESS

VIII. ADJOURNMENT
Dr. Nancy Lester
Faculty Senate Representative
Department of Foreign Languages

Dear Professor Lester:

Yesterday, I received an evaluation form from Mr. Purcell's office pertaining to an administrator at this College. Today I received a second evaluation form relating to a different administrator.

I am distressed to note that at the upper left hand corner, both forms bear a "questionnaire number". Inquiries made to the testing office indicate that the numbers correspond to the names of the faculty members queried. Mr. Trujillo explained the reasons for this lack of anonymity clearly and courteously but, in my opinion any evaluation of superior officers is invalidated by the absence of anonymity. I also protest the omission of department chairman from the list of those to be evaluated.

I should like Mr. Purcell and Mr. Trujillo to be requested to throw away their identifying lists of names and numbers to allow the evaluations to be conducted in the same atmosphere of anonymity as that enjoyed by our students.

Sincerely,

[Signature]
Odette Golden
Professor of French

OG: 1b

cc:  Dr. James E. Brooks
     Dr. Edward J. Harrington
     Dr. John B. Housley
     Dr. Dieter Romboy
     Dr. Charles L. McGaha
     Dr. John L. Purcell
     Dr. Gregory Trujillo
REPORT OF THE SENATE CURRICULUM COMMITTEE, June 4, 1975

Charge

To study the proposal to use the Liberal Studies Program to meet Basic and Breadth requirements in a Bachelor of Science (Extended Degree) Program with a Business Administration major.

Recommendations

Motion Number 1 - "Approval of the use of the Liberal Studies Program to meet Basic and Breadth requirements in a Bachelor of Science (Extended Degree) Program with a Business Administration major."

Rationale - This is a worthy program for Central to offer in order to meet the demands of an off-campus group. We believe the program will complement rather than compete with the community college offerings. Participants will still earn 90 community college credits, but in the technical area rather than general education; the general education component will be met in upper division work in the extended degree program. We see no conflict with the recently adopted Curriculum Guide.

Motion Number 2 - "The evaluation of the Liberal Studies component in the Business Administration program at Edmonds be a part of the yearly evaluation of that component in the FAA extended degree program."

Motion Number 3 - "An operational committee of the Undergraduate Council be established to develop, review, and evaluate extended degree programs."

Rationale - There is no single body to consider and evaluate extended degree programs or to establish extended degree policy. Too, there is no systematic manner of extended degree program directors to coordinate their efforts with the college or with each other.
The State Colleges and Universities of Washington have cooperated for at least the past decade in presenting the arguments and evidence for improving faculty salary levels to state officials, the legislature and the public at large. When increases have been granted, however, each institution has jealously guarded its autonomy with respect to the distribution of salary increases to individual faculty members. Some institutions relied upon elaborate methods that attempted (but seldom achieved) the goal of rewarding each individual according to his precise scholarly merit. Some institutions developed salary schedules that uniformly were breached by a combination of internal dissatisfaction, inadequate funding and inflationary pressures. No one of the institutions can to date demonstrate that its method of salary determination has prevented inequities in the past or will do so in the future. Increasingly faculty and administrators within each institution as well as budget and educational policy makers outside the six State Colleges and Universities have been discussing alternative ways of bringing the purposes and the practice of faculty salary administration into better conformity to each other and to the broader purposes of academia and the society of which it is a part.

In recent years a task force of the Council of Faculty Representatives has carefully studied salary policies and have developed "a proposal for consistent faculty salary policy for the State Colleges and Universities."

This position paper presents a recommended salary policy for Central Washington State College which is consistent with the CFR proposal.
Individual Salary Variations

Any salary proposal must address itself to the four major factors which can be said to operate independently to establish an individual's salary at any given time and over a normal academic career. These factors are:

1. **External economic conditions**: Inflation (whether slow as in the 60's or rapid as in the 70's) and productivity (generalized growth of the economy) are prominent examples of this factor. Such conditions are most appropriately handled by mandated across the board percentage adjustments that protect individual purchasing power and allow for equitable sharing of economic growth or decline.

2. **Normal professional growth or maturation**: In much the same manner as an artisan advances from apprentice to journeyman to master craftsman a faculty member also increases in competence with each year of teaching and other scholarly activities. Unfortunately, little or no explicit recognition is given to this factor by some of the methods of salary determination in current use.

3. **Individual achievement or merit**: Faculty performance in teaching, scholarly activity and other professional duties varies among individuals and at different periods within an individual's career. Appropriate salary adjustments for well above average performance and for well below average performance provide incentives for both the laggard and the leader.
4. **Specific marketplace conditions:** Changing societal needs, cultural and scientific conditions, or institutional goals elevate or lower the demand for particular disciplines or sub-disciplinary specializations. Neglecting this factor means that the decision about the quality of a discipline is not made explicitly by the faculty or administration of an institution but by the vagaries of the academic or professional marketplace.

The preceding factors are recognized and addressed in this proposed salary policy.

**Objectives of the Salary Policy**

1. To provide recognition of normal professional growth of individual faculty. This is not to be construed as being based solely upon time in service but rather as explicitly rewarding the achievement of expected performance.

2. To provide recognition of an increasingly high level of performance through time. This can be recognized by accelerated movement through the steps of the schedule and by use of additional steps beyond the normal range of the schedule.

3. To establish salary relationships that are competitive with the national situation at all ranks. Although competitiveness is largely a function of the overall salary level, a schedule can reduce existing inequities between ranks.

4. To facilitate rational planning at all levels: individual, departmental, program and institutional.
5. To establish a structure which will enhance competitiveness with other employment opportunities that have corresponding educational and professional qualifications.

6. To establish a structure within which cost-of-living and general productivity changes can be applied in an orderly manner. It is emphasized that such adjustments are NOT to be accomplished through step movement but by changing the absolute level of the entire salary schedule.

Definition of terms used in this proposal

1. **Entry level.** Beginning level for faculty who hold a terminal degree but lack previous experience. Shown as step 0 on the salary schedule. This is understood to be the first step of the assistant professor rank.

2. **Normal maturation increment.** Movement from any step to the next higher step within the normal range for each rank is to occur once each year except when withheld by formal action for inadequate performance. Inadequate performance shall be defined in published institutional policy.

3. **Merit increment.** An extra incremental step awarded by formal action for especially meritorious service or achievement beyond normal maturation. An individual's movement above the normal range for each rank is to be accomplished only through award of merit steps.

4. **Index points are the method used to specify the schedule.** These can be converted to a dollar scale by multiplying the number of index points by an appropriate point value. For
example, a point value of $115 would produce an entry level salary of $1,500. A 10% cost-of-living increase would change the value of an index point to $126.50 from $115.

5 Cost-of-living adjustment. An adjustment of salary made only by changing the dollar value of the index point. Such adjustment must affect all participants in the salary schedule. Incremental movement shall never be regarded as a substitute for such adjustments.

6 Annual salary. This always refers to the normal stipend for the nine-month academic year. Salaries of individuals who have part time appointments or appointments of other duration would need to be converted in accord with published institutional policy. In general, salaries for appointments of other than nine months of full time service should be directly related to the appointment period and proportion of full time service.

Provisions of the Salary Policy

The factors of external economic conditions, normal professional growth and individual achievement are adequately handled within the framework of this salary policy implemented through the salary schedule. Rapid or slow price changes (inflation) can be easily accommodated by a proportionate increase in the dollar value of an index point. If the general level of faculty salaries needs adjustment to become comparable to salaries in other walks of life or at other institutions, this too can be accomplished by changing the value of an index point.

Normal professional growth of the faculty member is recognized by the provision of an annual maturation increment. The award of
maturation increments shall cease when the individual reaches the top of his rank and shall not resume until promotion has taken place. The evaluation of performance associated with the maturation increment is desirable practice from both faculty and administrative viewpoint. It is expected that normally a minimum of 80% of the faculty will have matured professionally in any academic year.

Individual entry level salary variations attributable to market place conditions are to be determined by the goals of GWSC and by supply and demand conditions in the various academic disciplines.

Merit increments for significant achievement shall be available to all faculty and shall follow the framework of published institutional policy. Merit increments shall be equal to one (or multiple) incremental step(s) and thus constitute a speeding of the individual's progression within the range for each rank as well as moving some individuals beyond that range. Promotion shall be accompanied by a movement of at least one full merit step.

Funds for merit awards (merit increments and promotions) shall be requested regularly as an item of the supplemental budget.

Characteristics of the Salary Schedule

1. **Range.** The basic range of this schedule is two and a half (2.5) times the entry level. This range reflects current national practice at comparable institutions.

2. **Incremental Step Pattern.** The pattern of the step progression represents an intermediate position between an equal dollar (linear) progression and an equal percentage (geometric) progression.
3. **Number of Steps.** 25 steps are specified as adequate to encompass normal professional growth for the typical faculty member entering at the assistant professor level.

4. **Overlap.** The schedule provides for ____ steps of overlap between ranks.

**Converting to the Salary Schedule**

It is recommended that any additional salary increases authorized during the 1975 legislative session be utilized to implement the salary schedule as it is clearly desirable that the full range of the schedule be utilized as soon as possible. Individuals shall be placed at the next highest step of the schedule above their present salary.
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MEMORANDUM

DATE: May 21, 1975

TO: Dr. Duncan McQuarrie

FROM: Betty J. Hileman

RE: Charge to Senate Personnel Committee

The charge from the Senate Executive Committee concerning adjunct professors was considered in three parts:

1. "Study the policy statements and current practice ... and make necessary recommendations to the Senate."

Enclosed with this letter are: (a) a copy of the form sent to all adjunct professors from the Vice President’s office when hired, (b) definition of adjunct faculty, (c) information relating to adjunct professors taken from the new code.

This form, definition and guidelines appear to be clear. The Personnel Committee does not understand what recommendations you wish made. Perhaps the charge does not state what you wish clarified, or perhaps the Executive Committee was not aware of these (a & b) papers.

2. How the use of adjunct professors might affect the rights and privileges of the ranked full time faculty?

Since the staffing formula developed by Olympia determines the number of faculty on campus, and since the committee believes any on-campus faculty would have legal recourse if adjunct personnel were hired to replace him/her, we do not foresee this becoming a problem.

3. Consider the related problem of requiring off-campus teaching assignments for full-time faculty.

The committee does not know how to consider this charge since there is no written policy relating to "required off-campus teaching."

Treatment of these charges may appear inadequate; the personnel committee felt a little frustrated in attempting to deal with the matter in a competent manner. Perhaps the charge needed to be more specific—perhaps it is just the end of the year.

BJH:el
Upon the recommendation of the Department of ____________ we are prepared to recommend your appointment as Adjunct ____________ to the Board of Trustees of Central Washington State College for their approval.

The appointment, upon approval by the Board, shall begin on ____________ and continue until further notice. Employment in an Adjunct capacity does not apply towards tenure. This appointment may be terminated by Central Washington State College upon notice of fifteen days prior to the then stated date of termination.

Remuneration for this appointment shall depend upon the nature and extent of the assignment of actual teaching duties. Such remuneration and assignments may vary from assignment to assignment and both shall be established by the responsible college official designated below, subject to the approval by the Vice President for Academic Affairs.

You will be directly responsible to ____________, who will be contacting you soon to discuss the duties, responsibilities and activities of your appointment and each assignment as it is given to you.

Your vita indicates that you have the degree of ____________. Your professional experience has been determined to be ____________ (teaching and graduate assistantships are equated at one-half of full-time teaching). Please arrange to have official transcripts sent directly from the institutions you have attended to ____________.
Please return the signed original letter and retain the carbon copy for your file. Also please complete the enclosed vita sheet and return it with the signed letter. We would appreciate knowing your decision regarding this matter no later than _______, _______.

Sincerely yours,

E. J. Harrington
Vice President for Academic Affairs

I hereby offer my service to Central Washington State College to be employed as Adjunct Professor of ______ in accordance with the terms described above and I understand that until and unless the Board of Trustees of Central Washington State College takes action appointing me to such position of employment no contract exists between myself and Central Washington State College.

_________________________  ___________________________  ___________________________
Signature                      Date                             Social Security Number

I hereby certify that the Board of Trustees of Central Washington State College did accept the offer contained in this letter and extended by ______ at its Board meeting on ______ day of ______, 19_ and appointed _______ as Adjunct Professor of ________.

_________________________
Secretary to the Board of Trustees
Definition - ADJUNCT FACULTY

The appointment of adjunct faculty is a common practice in American colleges and universities. While conditions of appointment and usage of adjunct faculty vary somewhat among institutions, such appointments are generally open-ended, are with or without stipend, are made without tenure, and may or may not involve professorial fringe benefits.

An adjunct professor at Central Washington State College is appointed under strict contractual limitations upon the recommendation of a department, approval of the appropriate dean and the Vice President for Academic Affairs and ratified by the Board of Trustees. Such appointments may be terminated with fifteen days notice. Specific assignments and remuneration are contractual, under the authority of the Vice President for Academic Affairs.

The purpose of appointing adjunct faculty is to strengthen the instructional staff in areas where faculty are in short supply or where expertise is not available in the regular faculty. For example, the current staffing formula does not permit Central to hire full-time staff to accommodate specific demands in such areas as alcoholism, medical technology, speech therapy, or upper division Spanish off-campus. By making adjunct appointments in such areas, demand for instruction may be satisfied at minimum expense and without raising the formula F.T.E., while maintaining desired instructional standards.

It is the intention of the academic administration to develop a pool of qualified adjunct faculty who may be called upon for specific teaching assignments as needed in any given academic quarter. Traditional academic qualifications (such as an advanced degree) are considered in making such appointments. However, professional qualifications and experience are of particular importance. Thus, a person with a B.A. degree may be given an adjunct appointment if he or she is particularly well qualified by training and professional experience for the specific course or courses needed by the College at any given time and place.

While in some cases adjunct faculty may teach or assist in courses offered on campus, the primary usage is in the off-campus program. The adjunct faculty, in sum, supplement the pool of expertise already available through the regular faculty, thus enabling the College to develop its curriculum throughout its service area.
2.17 Adjunct or Clinical Appointments and Research Associates

A. Specially qualified individuals who agree to assist with instructional or research programs sometimes with nominal or no stipend, may be appointed by the Board of Trustees as "Adjunct" or "Clinical" faculty members with academic rank, subject to recommendations of a department, dean, the Vice President for Academic Affairs and the President. Such appointments are not intended to replace regular or part-time teaching appointments, but rather to give formal recognition to professional persons from outside the college who are directly contributing to Central Washington State College's academic program. These appointments should not extend beyond the period of active involvement, and should not be merely "honorary".

C. While appointments covered under this Section (2.17) may carry no salary stipends and service does not apply toward tenure and promotion, the appointments do carry privileges such as use of the library, faculty rates at athletic and other events and use of college vehicles for approved travel. In addition, the Adjunct Professor and the Research Associate may teach regular or continuing education courses, and have offices assigned to them if approved by the respective department and dean.