1-7-1976

CWU Faculty Senate Minutes - 01/07/1976

Esther Peterson

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MINUTES: Regular Senate Meeting, 7 January 1976
Presiding Officer: David Lygre, Chairman
Recording Secretary: Esther Peterson

The meeting was called to order at 3:15 p.m.

ROLL CALL

Senators Present: All Senators or their alternates were present except Craig Allen, Rosella Dickson, Roger Garrett, Robert Miller, Milo Smith and Walter Thompson.


The chairman welcomed the two new at-large Senators who had been elected since the last Senate meeting. There are David Hirt from the English Department, his alternate is Richard Johnson; and Wolfgang Franz from Business and Economics, his alternate is Charles Brunner.

AGENDA CHANGES AND APPROVAL

The chairman suggested the following changes:

1. Under "Communications" add
   E. Letter from Richard Johnson
   F. Letter from Don Schliesman
   G. Letter from Quinton Fitzgerald

2. Under "Curriculum Proposals"
   B. Graduate Proposals--add page 64.

3. Under "New Business" add
   B. Letter from Don Schliesman

APPROVAL OF MINUTES

The chairman announced a correction in the minutes of December 3, 1975. On page 2, under Reports, Item C. 3. Budget Committee Report, the last sentence should be deleted.

There being no other corrections, the minutes were approved as corrected.

COMMUNICATIONS

The following communications were received:

A. Letter from James Lowe, dated December 8, 1975, resigning from the Faculty Senate Personnel Committee.

B. Letter from Jimmie Applegate, dated December 10, 1975, regarding a salary policy proposal. This will be considered under New Business.

C. Letter from Ed Harrington, dated December 19, 1975, regarding the proposed change in admissions policy. No action has been taken pending approval of the Undergraduate Council.

D. Letter from President Brooks, dated December 23, 1975, submitting proposed revisions for the Faculty Code. This has been referred to the Senate Code Committee.

E. Letter from Richard Johnson, dated December 19, 1975, regarding a personnel matter. The Executive Committee will consider its disposition.
F. Letter from Don Schliesman, dated December 31, 1975, regarding credit for military service. This will be considered under New Business.

G. Letter from Quentin Fitzgerald, dated January 5, 1976, regarding curriculum. This letter will be presented when the curriculum proposals are considered on the agenda.

CURRICULUM PROPOSALS

A. Undergraduate Curriculum Proposals, pages 419-424.

MOTION NO. 1363: Mr. McQuarrie moved, seconded by Mr. Alumbaugh, that pages 419 and 420 of the Undergraduate Curriculum Proposals be sent to the Senate Curriculum Committee to be held until the Psychology Department has reviewed the proposed course listed as Psychology/Health Ed 315 Mental Health.

The rationale for this motion is that in those two pages there are included two courses to be joint-listed—H.E. 315 and Psy. 315 Mental Health. It appears that there may be a possible overlap that leaves a question of what department should offer this course. He is asking that the proposal be referred to the Senate Curriculum Committee to hold it until the Psychology and PE departments can look at this proposal and discuss it.

There was considerable discussion on the motion.

Motion No. 1363 was voted on and failed with a majority nay voice vote, and with Ms. Heckart abstaining.

MOTION NO. 1364: Ms. Hileman moved, seconded by Ms. Klug, that the Senate approve the Undergraduate Curriculum Proposals on pages 419 through 424.

There was some objection to the motion.

MOTION NO. 1365: Mr. Applegate moved to reconsider the previous motion.

The chair ruled the motion to be out of order.

MOTION NO. 1366: Mr. Vifian moved, seconded by Mr. Applegate, to divide the question and consider pages 419 and 420 separately from pages 421 through 424. Voted on and passed with a unanimous voice vote.

MOTION NO. 1367: Mr. Vifian moved, seconded by Mr. Applegate, to postpone consideration of pages 419 and 420 until the next Senate meeting. Voted on and passed with a majority voice vote.

MOTION NO. 1368: Mr. Vifian moved, seconded by Mr. Applegate, that the Senate approve pages 421 through 424 of the Undergraduate Curriculum Proposals. Voted on and passed with a unanimous voice vote.

B. Graduate Proposals, pages 69 through 72.

Mr. Lygre announced an error that appeared on page 70 on the fourth line of Mus 566—For "freshmen and sophomores" should be corrected to read for "graduate students."

MOTION NO. 1369: Mr. Bennett moved, seconded by Ms. Klug, that the Senate approve the Graduate Curriculum proposals, pages 69 through 72. Voted on and passed with a majority voice vote.

Consideration of page 64 of the graduate curriculum proposals.

Mr. Lygre read a letter from Quentin Fitzgerald, chairman of the Graduate Curriculum Committee, saying that committee had no objection to including the MFA Refresher entry in the CWSC Graduate Catalog.

MOTION NO. 1370: Mr. Alumbaugh moved, seconded by Ms. Heckart, that the Senate approve page 64 of the Graduate Curriculum proposals. Voted on and passed by a unanimous voice vote and several abstentions.
REPORTS

A. Chairperson's report--Mr. Lygre has submitted a request for the Committee to investigate. He will keep the Senate informed on any developments.

B. Executive Committee--Mr. Bennett presented his report on the following items:

1. The Senate Executive Committee has asked the chairman to send a letter to Governor Evans expressing the belief that it would be beneficial if the faculty were involved in the selection process for persons to be appointed to the Board of Trustees.

2. The Code specifically requires that proposed Code amendments which are initiated by the faculty be reviewed by the Senate Code Committee. The Executive Committee has adopted as a working policy that, unless otherwise instructed by the Senate, all proposed code amendments will be channeled through the Senate Code Committee before scheduling them for debate on the Senate floor.

3. Usha Mahajani has been appointed to serve on the Ethnic Studies Council.

4. Mr. Bennett distributed the following document:

CALL FOR VOTE OF CONFIDENCE

Significant developments relative to the Faculty Code occurred during the interval between the election of the Senate officers and the beginning of this academic year. In light of this fact and the nature of the previous Senate's involvement in the Code deliberations, the Executive Committee felt it would be advisable to request a vote of confidence. At the first meeting of the Senate, this past fall, we indicated that we would request a vote of confidence as soon as the Senate was established under the new Code.

The elections necessitated by the new Code are now complete. Therefore, on behalf of the Executive Committee, I move:

"The Senate immediately hold by secret ballot a vote of confidence on each member of the Executive Committee."

MOTION NO. 1371: Mr. Bennett moved that the Senate immediately hold by secret ballot a vote of confidence on each member of the Executive Committee. Voted on and defeated with a majority voice vote.

C. President's Report--Mr. Brooks distributed copies of the Institutional Response by the CWSC Administration to the CPE Plan 1976-1982 and a list of the six major concerns to that plan.

He distributed material concerning University title for Central and spoke to the desirability of having that implemented as soon as possible.

He also reported on developments concerning tuition and fees and salaries.


Mr. Dudley suggested as a friendly amendment that the chairman be instructed to write a letter to President Brooks to this effect. Agreed to by Ms. Heckart and Mr. Bennett.

Motion No. 1372, as modified, was voted on and passed with a unanimous voice vote.

D. Standing Committees

1. Budget Committee--Jimmie Applegate reported that the Budget Committee has presented its report to the Senate in the form of a letter and this will be handled under New Business.
Personnel Committee—Mr. Vitian reported his committee is still gathering information on adjunct professors and off-campus work.

Student Affairs Committee—No report at this meeting.

Curriculum Committee—Mr. Jakubek reported that the committee has been working on matters referred to it and they will have a report at the next meeting.

Code Committee—Ms. Lester reported the committee met after the last Senate meeting. They are reconsidering a professional leave policy matter and hope to bring it to the Senate soon. They have received President Brooks's proposed amendments to the Code and hope to work with him on a grievance procedure and they have been talking to Mr. Danton, Chairman of the Faculty Grievance Committee, on this subject. They expect to come with another proposal for summer salary. They have received from Mr. Bennett a proposal to reword the description of the formula for finding how many senators at-large there are. They are bringing back at this meeting one item which had not been concluded at the last meeting.

OLD BUSINESS

A. Proposed Code Amendments—Ms. Lester presented proposed Code amendments. At the last Senate meeting it was decided to maintain the three-year terms for at-large Senators.

MOTION NO. 1373: The Code Committee moved the adoption of their recommendation that the following change be made on page 9 of the Code:

Section 130 A 2(e)

Presently says: Allocation of at-large positions shall be made by the Senate Executive Committee annually prior to the time of nomination and election of Senators, with adjustments made in the order of allocation to reflect shifts in relative size of the various departments.

Insert the word "vacant", as follows:

Allocation of vacant at-large positions...

Rationale: The Senate, by its vote on this section, showed a desire to keep the at-large Senators on three-year terms, so that they could be fully contributing members of the committees, including the Executive Committee. In line with this decision, it would be logical to adjust only vacant positions.

Motion No. 1373 was voted on and passed with a unanimous voice vote and one abstention.

MOTION NO. 1374: The Code Committee moved the adoption of their recommendation that the following change be made on page 48 of the Code:

Section 3.06 C. Non-renewal of probationary appointments; reason for.

The last sentence presently reads: "If they are notified of non-renewal, they do not have 'property rights' of renewal and are not entitled to a statement of reasons." It is proposed to alter the last clause: "...they do not have 'property rights' of renewal but are entitled to a statement of reasons."

Rationale: This simply formalizes what presently happens on campus in most cases. Presumably anyone who has held a probationary appointment has been a member of the College, and as such is entitled to the courtesy of an explanation, however brief.

Discussion on the recommendation followed.

Motion No. 1374 was voted on and passed with a majority voice vote and two abstentions.

MOTION NO. 1375: The Code Committee moved the adoption of their recommendation that the following change be made on page 53 of the Code:
Section 3.45 B. Tenure, blanket rule.

To delete the section, which implies that tenure may be granted capriciously. This is in contrast to the other material in sections 3.42, 3.45, and 3.48. If further reasons for granting tenure, and ways of granting tenure exist, then new sections should be written describing these specifically.

Motion No. 1375 was voted on and passed with a unanimous voice vote and several abstentions.

Miss Lester remarked that the Committee had originally decided to add four amendments submitted by Roger Winters. It has since been decided that it would not be feasible to defend these again, since they had failed last year. The Committee has officially withdrawn them, and they may be brought before the Senate again if anyone wishes to do so.

MOTION NO. 1376: The Code Committee moved the adoption of their recommendation that the following change be made on page 3 of the Code:

Item 1.
Section 0.10 5(c). Clarification of impasse deadline. Add underlined.

If the Board rejects the proposal(s) and if objections are filed by the Faculty Senate or the president with the Board chairman within fifteen (15) calendar days of that rejection, at least two (2) meetings attempting to resolve differences shall be held between the President, the Faculty Senate Executive Committee, and a member or members of the Board of Trustees within thirty (30) calendar days following the presentation of objections by the Faculty Senate or the President and within the academic year, if possible.

Rationale: The present version raises the question, "Within 30 days of what?"

Motion No. 1376 was voted on and passed with a unanimous voice vote and one abstention.

MOTION NO. 1377: The Code Committee moves the adoption of their recommendation that the following change be made on page 3 of the Code:

Item 2.
Section 0.10 5 (c) i (cc). As above. Add underlined material.

One committee chairperson designated by unanimous agreement of the above committee members. If a chairperson is not selected within twenty-five (25) calendar days following the declaration of an impasse, within the academic year, a new committee shall be designated by the parties.

(As in item 1.)

Discussion on the recommendation followed.

MOTION NO. 1378: Ms. Heckart moved, seconded by Mr. Bennett, to amend the motion by adding the words "if possible" after the words "academic year."

Discussion on the amendment followed. Ms. Heckart withdrew her amendment to the motion.

MOTION NO. 1379: Mr. McQuarrie moved, seconded by Mr. Synnes, that the remainder of the items be tabled. Voted on and passed with a unanimous voice vote.

ADJOURNMENT
The meeting adjourned at 5:00 p.m.
FACULTY SENATE MEETING OF

ROLi CALL

SENATOR

Allen, Craig
Alumbaugh, Dick
Applegate, Jimmie
Bachrach, Jay
Bennett, Robert
Brooks, James
Burt, David
Dickson, Rosella
Douce', Pearl
Doi, Richard
Dudley, Stan
Dugmore, Owen
Franz, Wolfgang
Garrett, Roger
Gregor, John
Gulezian, Allen
Hawkins, Charles
Heckart, Beverly
Hileman, Betty
Jakubek, Otto
Jensen, J. Richard
Keith, Art
Kingman, Kathy
Klug, Linda
Kuroiwa, Paul
Lester, Nancy
Lygre, David
McQuarrie, Duncan
Miller, Robert
Purcell, John
Smith, Milo
Synnes, Earl
Thompson, Walter
Vifian, John
Vogel, Ruth
Wiberg, Curt
Winters, Roger
Yeh, Thomas
Young, Madge

ALTERNATE

Phil Tolin
Neil Roberts
Peter Burkholder
Robert Bentley
Edward Harrington
Richard Johnson
Margaret Lawrence
Joan Howe
Constance Speth
Gerald Brunner
Robert Nuzum
Charles Brunner
Lynn Osborn
Bill Hillar
David Kaufman
Gordon Warren
Deloris Johns
Joel Andress
Bonalyn Bricker
George Grossman
Clayton Denman
Don Woodcock
Dieter Romboy
Helmi Habib
Owen Pratz
Wallace Webster
Kent Martin
A. James Hawkins
Dolores Osborn
Lee Fisher
Keith Rinehart
Thomas Thelen
Robert Yee
William Craig
Joe Schomer
VISITORS
PLEASE SIGN THIS SHEET

Faculty Senate Meeting

Don Caulley
Jack Hamilton
El Harrison
DeLL Comstock
Wilma Moore
Charles McGeehee

Last person signing please return to the Recording Secretary
AGENDA
FACULTY SENATE MEETING
3:10 p.m., Wednesday, January 7, 1976
Room 471, Psychology Building

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES of December 3, 1975

IV. COMMUNICATIONS
   A. Letter from James Lowe
   B. Letter from Jimmie Applegate
   C. Letter from Ed Harrington
   D. Letter from President Brooks

V. CURRICULUM PROPOSALS
   A. Undergraduate Proposals, pages 419-424
   B. Graduate Proposals, pages 69-72

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

VII. OLD BUSINESS
   A. Proposed Code Amendments

VIII. NEW BUSINESS
   A. Salary Policy proposal

IX. ADJOURNMENT
CALL FOR VOTE OF CONFIDENCE

Significant developments relative to the Faculty Code occurred during the interval between the election of the Senate officers and the beginning of this academic year. In light of this fact and the nature of the previous Senate's involvement in the Code deliberations, the Executive Committee felt it would be advisable to request a vote of confidence. At the first meeting of the Senate, this past fall, we indicated that we would request a vote of confidence as soon as the Senate was established under the new Code.

The elections necessitated by the new Code are now complete. Therefore, on behalf of the Executive Committee, I move:

"The Senate immediately hold by secret ballot, a vote of confidence on each member of the Executive Committee."

BALLOT

I request that the named officer complete their term or resign their office.

<table>
<thead>
<tr>
<th>Name</th>
<th>Complete</th>
<th>Resign</th>
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<tbody>
<tr>
<td>D. Lyra, Chairman</td>
<td></td>
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<tr>
<td>B. Bennett, Vice Chairman</td>
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<td>R. Ermas, Secretary</td>
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<td>R. Jurg. at-large</td>
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<tr>
<td>R. Winters, at-large</td>
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Memorandum

To: Dave Lygre, Chairman, Faculty Senate
   John Vifian, Chairman, Faculty Senate Personnel Committee

From: James H. Lowe

Date: December 8, 1975

For ideological and personal reasons, I have decided to resign from the
Faculty Senate Personnel Committee, effective immediately.
Dr. David G. Lygre  
Chairman, Faculty Senate  
CWSC, Campus  

Dear Dr. Lygre:

Attached is a copy of a proposed change in our admissions policy. The advantage to this policy is that students can be registered first and admitted second. In this way we will know where we are in enrollment before two months elapse.

The President's Advisory Council has approved the policy on an operating basis for this year. The understanding for this approval is that the Faculty Senate will now have the opportunity to review and revise the policy on a permanent basis.

Sincerely,

Edward J. Harrington  
Vice President for Academic Affairs

jm

cce: Dr. Brooks  
Dr. Schliesman

AN EQUAL OPPORTUNITY EMPLOYER
MEMORANDUM

TO: Edward J. Harrington
Vice President for Academic Affairs

FROM: Donald M. Schliesman
Dean of Undergraduate Studies

DATE: December 5, 1975

SUBJECT: PROPOSED CHANGE IN THE ADMISSION POLICIES

With increasing numbers of students being enrolled off campus, we are experiencing difficulties in processing applications for admission in a timely fashion. Because applications for admission are completed during the first meeting of off-campus courses, rather than on an advanced basis, students are enrolling in courses prior to being admitted. Current admission policies and procedures require students to submit all past academic records prior to being admitted. It is not possible to do this with off-campus students. Beyond that, when applications for admission have been completed, past academic records do not arrive in a reasonable period of time. Consequently, admissions are delayed and accurate enrollment data are not available until late in the quarter. The proposed policy printed below should help solve the problem.

It is suggested that the admission policies be modified so as to establish two categories, matriculated and non-matriculated. The matriculated group would include all students enrolled for the purpose of pursuing a degree or certificate program of study. The non-matriculated classification would include all other students.

Procedurally, all new off-campus students would be admitted as non-matriculated students (unless they had been matriculated earlier) and allowed to enroll in courses. Matriculation would need to occur by the time twenty credits were earned.

Special Students

A non-matriculated student is one who is authorized to enroll for study but does not intend to pursue a degree or certificate program. Up to twenty quarter credits may be earned with non-matriculated status. Students interested in degree or certificate study should matriculate during the quarter of their initial enrollment. Credits earned prior to matriculation may be considered for application toward degree or certificate requirements. High school students may enroll with non-matriculated status only if they have a release from their school principal.

Students wishing to audit classes may enroll with non-matriculated status.
TO: Board of Trustees  
   Faculty Senate  
FROM: President Brooks  
RE: Proposed Revisions--Faculty Code  

In keeping with Faculty Code Provision 0.10 A (7), I hereby submit proposed revisions to the Faculty Code.

cc: Gerald Reed (Association of Administrators)
Page 5, Section 1.01 A (2) Faculty - Defined

present wording:

(2) who occupy administrative positions and who hold one of the professional designations or ranks listed in Section 2.05

recommended change:

(2) who occupy administrative positions and who hold one of the professional ranks listed in Section 2.05, and

(a) who hold academic tenure or

(b) who occupy one of the following administrative posts: President, Vice President for Academic Affairs, Dean of Graduate Studies, Dean of Undergraduate Studies, Dean of an Academic School.

Reason for change: With an administrative code under preparation, we must determine who is covered in each code. Many "ranked administrators", currently covered by the Faculty Code, have little opportunity to achieve academic tenure (see Section 3.45) because they cannot be fully active in their respective academic disciplines. Under this revision, should they be awarded tenure at some later date, they would be covered under the Faculty Code, and would no longer have coverage under the Administrative Code. Currently, this problem is a major 'hang up' in developing an administrative code. It should be noted that the college Librarian is covered under Section 1.01 A (3).

Page 9, Section 1.30 A (2) (d)

add:

election. Each alternate elected from a department will be assigned a numerical rank according to his vote total so that annual adjustments may be made in the order of allocation to reflect shifts in the relative size of the various departments.

Reason for addition: Needed to allow yearly changes in at-large positions to reflect the changing composition of the faculty. See Section 1.30 A (2) (e).
Page 10, Section 1.45 A  Terms of Senators

A. Except as otherwise provided (Section 1.40 for replacements; Section 1.30 (2) (d) and (e) for annual allocations of at-large positions), terms of service for all senators should be three years. Terms of service shall begin on June 15. No senator may be reelected for more than two consecutive terms.

Reason for change: See reason given for proposed change in Section 1.30 A (2) (d), above.

Page 32, Section 2.38 B (5)

Change reference as follows: (Section 2.40)

Page 37, Section 2.70 A Professional Leave--Eligibility

Change first sentence:

A. Faculty members as defined in Section 1.01 who have been employed by the college for six (6) calendar years and have served eighteen (18) full time quarters during that time, and faculty members who have been employed by the college for six (6) calendar years and have served eighteen (18) full time quarters since their last professional leave, and who expect to serve at least three (3) additional academic years at the college after the leave and before retirement, shall be eligible for professional leave.

Reason: Clarity of intent.

Page 39, Section 2.85 Introductory paragraph only:

A. A formal letter of application from a candidate for professional leave shall be filed with the department chairman, the Vice President for Academic Affairs and the appropriate dean, on or before November 1 of the fall quarter preceding the academic year in which the candidate desires such leave. Copies shall be filed with the Vice-President for Academic Affairs and the appropriate dean. Besides providing assurance of compliance to the special conditions outlined in this code regarding professional leave, the application letter shall include the following:

Reason for change: Prior to the end of each fall quarter the Vice President for Academic Affairs must develop a plan for staffing for the following academic year. He must know before the end of the quarter who will be on professional leave the coming year.
Page 48-49, Section 3.09 A (4) Types of Appointments

Change first sentence:

A regular full time contract year appointment may be for any three terms from among the fall, winter and spring quarters and a contiguous summer session if the summer session salary augmented to a full quarter's compensation and the work assignment adjusted accordingly.

Reason: To conform to the change proposed below for Section 3.78 E (5) and to correct a misinterpretation that the College has authorized 3/9 pay for all who teach summer session.

Page 55, Section 3.51 Tenure--Procedure for Grantings

A. At the time tenure decisions are to be considered (normally in spring quarter) each dean or unit director shall submit his tenure recommendations to the Vice President for Academic Affairs. Such recommendations shall be based on written data from a combination of sources as follows:

Reason: Tenure decisions may be hurried if they are made earlier in the year. This clarifies the matter.

Page 59, Section 3.58 D (5) Grievance Procedure

(5) To determine whether the decision of the appropriate faculty body, faculty member or administrator was the result of adequate consideration in terms of the relevant standards and procedures of the college. with-the-understanding-that-the-Grievance-Committee should-not-substitute-its-judgment-on-the-merits-for that-of-the-individual-or-group-which-rendered-the decision.

Reason for deletion: This information is in conflict with that provided in Section 3.58 B and is not needed.

Page 59, Section 3.58 D (6) Grievance Procedure

Eliminate (6). Redundant.

Proposed New Section 3.59 Procedures for Informal Hearings: General

A. A faculty member may apply to the Faculty Grievance Committee for an informal hearing by filing his grievance with the committee. A grievance shall be defined and conform to the statements contained in Section 3.58 A and B (1). The Faculty Grievance Committee shall follow this procedure:
(1) In accord with Section 3.58 B, the Faculty Grievance Committee shall have the right to decide whether or not to conduct an informal review.

(2) Should the Faculty Grievance Committee decide to hold an informal hearing, the chairman of the committee shall establish a date for the informal hearing. Notice of approval of the hearing request shall be provided not more than ten days from the date of the committee's receipt of the faculty member's request for a hearing and the hearing date shall be set to allow not less than ten days notice to the faculty member of the date, time and place of such hearing.

(3) The Faculty Grievance Committee may rule at any time that it is impossible to continue the informal hearing.

(4) The informal hearing shall be conducted as expeditiously and as continuously as possible and on successive days if possible.

(5) The faculty member shall make himself available once the hearing begins unless he can verify to the Faculty Grievance Committee that his absence is absolutely necessary.

(6) A member of the Faculty Grievance Committee may remove himself from the case if he deems himself disqualified for bias or interest. Grievance Committee members who are members of the same department as the concerned faculty member shall not serve at the hearing. Each party shall have privilege of one challenge without stated cause.

(7) In informal hearings, the faculty member shall be permitted to have with him a Central Washington State College faculty member of his own choosing to act as advisor and counsel. The faculty member must be selected from those covered in Section 1.01 of this Code.

(8) Informal hearings will be closed to all except those personnel directly involved. All statements, testimony and all other evidence given at the informal hearing shall be confidential and shall not be subject to discovery or released to anyone including the parties involved. Such statements, testimony and evidence may not be used for impeachment purposes without permission of the person who divulged the information.

(9) The Faculty Grievance Committee shall file its recommendations with the President of the College or his designee, the Faculty Senate Chairman and the faculty member within five days after the conclusion of the informal hearing. There shall be no hearing before the Faculty Senate. The Faculty Senate Chairman,
advised by the Faculty Senate Executive Committee, may remain silent on the decision or indicate his agreement or disagreement with the findings or his inability to reach a decision.

(10) Within five days of the receipt of the recommendations of the Faculty Grievance Committee, the President or his designee shall inform the faculty member of his decision to approve or disapprove the recommendations. If the President or his designee disapproves, he shall inform the Faculty Grievance Committee, the Faculty Senate Chairman and the faculty member. If the President or his designee approves the recommendations, he shall so inform the faculty member, the Faculty Senate Chairman and the Faculty Grievance Committee. This action of the President or his designee shall constitute notice of the final decision in the informal hearing procedure.

(11) If the faculty member disagrees with the President or his designee, and/or the Faculty Grievance Committee, he may request a formal hearing on the matter by directing a request for such hearing to the chairman of the Board of Trustees within ten days after notice of the final decision concerning the informal hearing. Should a hearing not be granted an aggrieved party may then petition the Superior Court pursuant to RCW 28B.19.150.

(12) Failure to apply for a formal hearing within ten days after receipt of the notice from the President or his designee shall be construed as a decision on the part of the faculty member not to contest the results of the informal hearing.

Reason: The informal hearing procedures in the Code are limited to hearings concerning dismissal of faculty members for cause. This sets forth procedures for informal hearings on all grievances but does not require the Faculty Grievance Committee to honor all requests for hearings. This section and other sections on the grievance procedures should be carefully reviewed and revised later in 1976.

Page 63-64, Section 3.78 B Reduction in Force Policy

B. Reduction-in-force is a most important and serious matter for the college. Above all, it must provide maximum protection to programs, students and faculty. Retention of viable essential academic programs must come first be the first priority. In times of declining enrollments, if weak or underenrolled or non-essential programs are maintained at the expense of essential, strong or potentially strong or fully-enrolled programs, the enrollment decline will continue with the result that more student and faculty positions will be lost.

Reason: Clarity of intent.
Pages 64, 65, Section 3.78 Reduction in Force Policy

Section 3.78 D Line two:

Change "imput" to "input."

Section 3.78 E Introductory paragraph restated in two paragraphs:

Should a reduction-in-force be required, the Vice President for Academic Affairs shall be responsible for recommending directly to the President and the Board of Trustees all reduction-in-force that amounts to ten (10) or less full-time equivalent faculty positions. The ten (10) positions shall be exclusive of vacancies normally occurring, e.g., retirement, resignation, termination of contract, non-completion of contract, and one-year contracts not being renewed.

In the case of the reduction-in-force for ten (10) or fewer positions, the Vice President for Academic Affairs shall follow all policies listed below except Section 3.78 E (1). If the reduction-in-force must exceed ten (10) positions all procedures in the following section shall be observed.

Reason for change: Clarification. See further clarification proposed for 3.78 E (5).

Page 65, Section 3.78 E (1) Paragraph four, last sentence:

The President of the college shall approve review a the final plan as submitted by the Vice President for Academic Affairs and deliver copies submit copies to the Board of Trustees with his recommendations.

Reason for change: As stated, the sentence seems to require the President to approve a final plan regardless of what it may contain.

Page 67, Section 3.78 (4) (b) (ii)

addition:

Service at Central Washington State College shall be measured from the first day of classes as a faculty member, which period shall include professional leaves and those leaves of absence spent in academic pursuits (other than working on advanced degrees) appropriate to the faculty member's assignment or discipline as approved by his school dean, the Vice President for Academic Affairs, the President, and the Board of Trustees. Credit towards seniority shall not count towards probationary time for tenure for a non-tenured faculty member (see Section 2.12: Leaves of Absence Without Pay, Part C and Section 3.48: Acquisition of Tenure.)

Reason for addition: Clarification concerning application of leaves to acquisition of tenure.
Substitution to Section 3.78 E (5):

3.78 E (5) If faculty members must be notified of termination of employment, notice shall normally be given according to the requirements of this Faculty Code. However, in the case of financial exigency (a condition declared by the Board of Trustees) a faculty member may be given an academic year's (three quarters) notice. Employment of such a faculty member during a summer session may, with the consent of the faculty member, be considered part of the academic year's compensation or service only if augmented to total a full quarter's compensation and the work assignment adjusted accordingly.

Reason: Clarification; also relates to the reality of Section 3.73, financial exigency.

(new section), Section 3.86 Formal Hearing Procedures-- General

Procedures for formal hearings on all grievances except dismissal of faculty members for cause shall follow these provisions in this code, with exceptions noted:

Section 3.87 except (2), with the additional exception that the Board of Trustees may decide not to honor the request for a formal hearing, so notifying the faculty member. In such case the faculty member may then petition the Superior Court pursuant to RCW 28B.19.150.

Section 3.92 except (6) and (12)

Reason for change: The formal hearing procedures in the code are limited to hearings concerning dismissal of faculty members for cause. The above addition allows formal hearings to be held on all grievances, but does not require that all requests be honored. Hearings on dismissal for cause are mandatory, if requested by the faculty member.

Page 73, Section 3.92, Add to title: Formal Hearing Procedures-- Dismissal of Faculty Member for Cause

Reason for change: Current title incomplete.
December 10, 1975

Dr. David G. Lygre  
Chairman, Faculty Senate  
Edison 102  
CWSC Campus  

Dear Dr. Lygre:

The Senate Budget Committee was given two charges on October 1, 1975, by the Senate Executive Committee. The first charge was:

To develop a salary schedule proposal which incorporates the principles adopted by the Senate on February 19, 1975 (copy of Senate Motion No. 1245 enclosed), and which attempts to coordinate this effort with those at WWSC and EWSC. To develop a clear, simple report of the proposed schedule including rationale for the specific suggestions, and to propose a strategy for implementation of the schedule.

The Committee determined that its work would be facilitated by increasing the size of the Committee for deliberations concerning the salary issue. Accordingly, the Extended Budget Committee consisted of the regular membership, yourself, and Drs. David Anderson, Mathematics; Frank Carlson, Education; Charles Hawkins, Sociology; Edward Harrington, Administration; and Duncan McQuarrie, Psychology.

As I reported to the Faculty Senate on November 19, and December 3, 1975, the Extended Budget Committee accepted the "Proposed Salary Policy," dated May 26, 1975, as a basic working document because it fulfilled the intent of Senate Motion No. 1245 which follows:

MOTION NO. 1245: Mr. Anderson moved, seconded by Mr. Thelen, that the CWSC Faculty Senate approve in principle a statewide salary schedule which encompasses three parts:

1. That all institutions will have a salary schedule based on a maturation increment;

2. That all salary schedules will have a common drive factor of 4%;
(3) That the schedule will reflect a range factor for the colleges of an exit level of 2.5 times that of the entry level, whereas the universities will have an exit level of 3.0 times the entry level and that this range factor will be subject to regular review.

Discussion on the motion followed. Mr. Applegate asked Mr. Anderson to explain the difference between maturation concept and the concept of merit.

Mr. Anderson said the only differences are that maturation increments are normally given and they are withheld if there is some logical reason. On merit increment, nobody gets a merit increment unless they demonstrate some meritorious service.

Motion No. 1245 was voted on and passed with a unanimous voice vote.

The attached Salary Policy includes fundamental policy statements and the rationale for those statements. The Salary Schedule manifests the policy statements and is intended as the formal schedule for implementation.

The Salary Policy and the Schedule contains the key concepts listed below:

1. Normal professional growth of individual faculty members shall be recognized. (See pp. 1, 2, 3.)

2. Meritorious service shall be recognized. (See pp. 2, 3, 4.)

3. Cost of living adjustments shall be made but not at the expense of the normal maturation and the merit increases. (See pp. 2, 3.)

4. The basic salary range is two and one half (2.5) times the entry level; therefore, the top salary is reached with twenty-five years service. (See p. 4.)
The Senate Budget Committee believes the attached Salary Policy and the Salary Schedule is truly a compromise document developed in the best interests of all faculty at Central Washington State College.

Sincerely yours,

Jimmie R. Applegate
Chairman, Senate Budget Committee

JA:ep

Enclosure
SALARY POLICY

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 the 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 such 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 handled by mandating 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. 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 shall be made to compensate for the variance.

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 (maturation) of individual faculty. This is not to be construed as being based solely upon time in service but rather as explicitly recognizing normal professional development.

2. To provide recognition of an increasingly high level of performance through time (merit). 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 other colleges and universities 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.
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. The salary policy shall use index points as the means to specify the schedule. Index points can be converted to a dollar scale (DS) by multiplying the number of index points (IP) by an appropriate point value (PV) according to the following formula:

\[ DS = IP \times PV \]

For example, a point value of $130 would produce an entry level salary of $13,000 at Step 0 on the salary schedule. Rapid or slow price changes (inflation) are to be accommodated by a proportionate increase in the dollar value of an index point. A 10 percent cost-of-living increase would change the value of an index point to $143 from $130. If the general level of faculty salaries needs adjustment to become comparable to salaries in other ranks of life or at other institutions, this too can be accomplished by changing the value of an index point.

Cost of living adjustments necessitated by general economic conditions shall affect all on the salary schedule. Incremental movement shall never be regarded as a substitute.

Normal professional growth of the faculty member shall be recognized by the provision of an annual maturation increment of one full step. Annual full step movement from any step to the next regular 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. 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 almost all of the faculty will have matured professionally in any academic year.

Step 0 on the salary schedule, the first step of the assistant professor rank, will normally be the entry level for faculty who hold a terminal degree but lack previous experience. Individual entry level salary variations attributable to market place conditions are to be determined by the goals of CWSC 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 published institutional policy.
Merit shall consist of an extra half step or multiple thereof awarded by formal action for especially meritorious service or achievement beyond normal maturation and thus will constitute an speeding of the individual's progression within the range for each rank as well as moving some beyond that range. An individual's movement above the normal range for each rank is to be accomplished only through the awarding of merit adjustments.

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.

The salary schedule 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. Salaries for appointments of other than nine months of full time service shall be directly related to the appointment period and proportion of full time service.

**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. **Increment or 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.** Twenty-five steps are specified as adequate to encourage normal professional growth for the typical faculty member entering at the assistant professor level. There are, however, fifty steps on the Salary Schedule. Although faculty shall progress one full step annually, the half steps are included to provide for a smooth transition to the recommended Salary Schedule and to provide merit differentiation. Faculty will enter the Schedule at the nearest step or half step above their current salary but shall mature annually one full step. For example, a faculty member entering at Step 13.5 is expected to mature to Step 14.5 the next year, to Step 15.5 the following year, etc., within provisions of the policy.

4. **Overlap.** The schedule provides for eight full steps between ranks.
Converting to the Salary Schedule

It is recommended that any additional salary increases authorized during the 1976 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 on the schedule above their salary. It is expected that temporary irregularities in the Normal Salary Range will occur. Such irregularities should be cleared within a maximum of five years as faculty members mature.
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December 19, 1975

Wilfred Newschwander
William Floyd
Charles McGhee
David Lygre
CWSC

Dear Sirs:

I wish to register with you my protest against the recent action of Central's board of trustees with regard to the reappointment of Waymon W. "Skip" Ware. I do not know the legal implications of an action which removes a teacher from professorial rank, a position with tenure potential, to a position without professorial rank and without re-employment protection. I suppose that is an issue for the courts to decide. However, it is the human factor I am concerned about. In an earlier, perhaps more volatile time, Mr. Ware was appointed to Central's teaching staff for his particular knowledge and experience vis-a-vis the Black Experience in America, the Culture of Poverty and Minority Groups. No one questioned his qualifications for that appointment, even though the matter of academic status, rank and position was debated. Mr. Ware served an academic apprenticeship at Central as a Lecturer in Sociology until the board of trustees approved his promotion to Assistant Professor, clearly an action which provided for the possibility of tenure and subsequent movement upward within professorial rank. No expectation of further academic training nor the earning of credentials Mr. Ware did not then possess obtained. However, those were volatile years, explosive years. The president's office was "occupied." These are R.I.F. years. Everyone is expendable. Student activism is nonexistent. Black rebellion, student radicalism and protest of any sort have vanished from the campus. Therefore, (so the reasoning goes), it is expedient not to set a precedent which could open the doors to "unqualified personnel." But that is just the point. Mr. Ware's qualifications were never in question and are not now. And I do protest the recent action of the board as well as the complicity of the college administration. Mr. Ware should be reappointed to professorial rank with tenure.

Sincerely yours,

Richard Johnson
Assistant professor

cc: James Brooks

AN EQUAL OPPORTUNITY EMPLOYER
December 31, 1975

Dr. David Lygoe, Chairman
Faculty Senate
C.W.S.C.
Campus

Dear Dr. Lygoe:

During its meeting on December 3, 1975, the Undergraduate Council took the action indicated below which is being forwarded to the Faculty Senate for its consideration:

Motion #61: Dr. Byrd moved, seconded by Dr. Teets, to delete the policy of awarding twelve lower-division credits for one year of active military service, effective with all students graduating under the 1976-77 Undergraduate Catalog. Carried.

We will continue the practice of awarding credit for successful completion of military courses following the Guide to the Evaluation of Educational Experiences in the Armed Forces, 1974 Edition. Similarly, the policy of exempting veterans of one year active military service from the Basic Requirement of physical education activity will be continued.

Sincerely yours,

/s/ DONALD M. SCHLIESMAN

Donald M. Schliesman
Dean of Undergraduate Studies
January 5, 1976

Dr. David G. Lygre
Chairman, Faculty Senate

Dear Dr. Lygre:

Reference is made to your letter of December 5, 1975 pertaining to deferred action on the MFA Refresher.

There is no objection whatsoever to including the MFA Refresher entry in the CWSC Graduate Catalogue. It is the position of the Curriculum Committee of the Graduate Council that information of this nature is best placed in a single document—the catalogue—rather than in a departmental publication.

Sincerely,

[Signature]

J. W. Fitzgerald, Chairman
Graduate Curriculum

kjs
Since publication of the Council for Postsecondary Education (CPE) draft of August, 1975, the faculty and administration of CWSC have engaged in serious and detailed examination of the document. This response is based upon this analysis and represents the considered opinion of the college administration. We take the draft document with the utmost seriousness because we believe it will have an enormous impact on the future. We therefore urge that great care be taken in revising it in light of the institutional and interinstitutional responses which are being submitted.

Generally, we consider our observations to be complementary to and consistent with those of the Council of Presidents (COP). However, we wish to emphasize those issues of major concern to CWSC not treated in the COP response and to document our differences with the COP proposals. We therefore offer some general considerations, major points we wish to call to the Council staff's attention, and specific suggestions on particular recommendations, including proposed changes in the recommendations.

I. General Considerations

1. We appreciate the effort of the CPE staff to facilitate the coordination of higher education in the state in light of legislative mandate. We agree that effective coordination is necessary and may be salutary if properly engaged in. Further, we believe that several of the 201 recommendations do enhance this coordinating function.

2. While the draft identifies clearly the problems that all Washington institutions of higher education may face in the next six years, it singles out the state colleges as having the most serious problems.

From Summary:


8. The effects of the enrollment fall-off will be most directly felt in the public sector by the institutions in the middle, the state colleges, unless significant changes occur. In this state, the roles and program scope of the two state universities are sufficiently diversified, and their institutional reputations such, that these enrollment declines should not be felt by them for some time. The community colleges, with their geographic distribution, associated low tuition and fees,
and diversified programs, also should not be as severely affected.

2. "The impact of these circumstances will not be evenly felt across the spectrum of postsecondary educational institutions. In the public sector, the state colleges in particular will bear much of the brunt. A major concern is the search for a distinctive role for these institutions."

However, while other institutions receive significant support and encouragement in facing these problems, very little of substance is offered the state colleges. The public universities are reinforced in their major lines and in research and doctoral work; the private institutions are recognized as "vital" (#172-181), but generally speaking, the state colleges are left in a position inconsistent with their capabilities, their past performance and the investment already made in them by the state. True, the problems identified with these colleges will be eased somewhat as their role is clarified (off-campus emphasis, regional university title, Master's degree expansion). Still, there is little indication as to how they may proceed to fulfill a significant mission in the state; indeed, in many ways the document restricts their abilities to change to overcome their serious problems.

3. In our view, the CPE document must be changed to assure the proper utilization of the state colleges. For examples: (a) In view of research available on the effect of relatively high tuition and fee levels on state college enrollments, we believe the CPE should advocate an immediate adjustment of state college tuition and fee totals to a point half way between the community colleges and the two universities (This would change recommendations #99-102, but not abort the suggested studies, and put the CPE on record regarding state college fee structures, similar to the support given the community colleges in recommendation #165.); (b) Appropriate areas in university main lines should be identified for sharing with the state colleges or studies should be directed to that end; (c) The faculties of the state colleges should be encouraged in research rather than being excluded from so-called "pure research"; (d) The current low level of staffing formula should be raised for the state colleges as these colleges must diversify by adding new programs, and (e) Specific proposals should be advanced for greater access to the state colleges by foreign students, for we desperately need the enrichment that they supply.

4. We believe that the failure of the document to assign the state colleges a major role in the state casts them in a second-class category. Such default is not consistent with the responsibility of the CPE to help achieve a qualitative improvement in Washington higher education. The CPE document should, in a positive manner, offer challenge to the state colleges concerning their future role and important responsibility within a diverse system.
5. Given the emphasis in the document upon graduate education and research at the public universities and two-year programs related to the communities served by the community colleges, we urge the CPE to highlight a major role for the state colleges to be developed over the next six years. Note should be taken of the demonstrable quality of our faculties, the strength of our undergraduate programs with size particularly appropriate for successful teaching, especially at the undergraduate level. In the foregoing context, in addition to recognition of our role in Master's level work, we strongly believe that the state colleges should be identified and encouraged as the primary public agents in undergraduate programs leading to the Baccalaureate degree. We believe it to be in the interest of the people of Washington to have available excellent four-year degree programs in the liberal arts, teacher education and other professional fields, staffed with highly qualified faculty and equipped with appropriate facilities. We urge that the draft be reviewed with this role in mind for the state colleges in general and CWSC in particular.

II. Major points

1. We suggest a reexamination of some of the draft's presuppositions. For example, we question the validity of basing so much of the response on current projections of higher education enrollments. While the demographic information may be sound, there is a strong possibility that the percentage of students electing college may change significantly in the future. Prediction in this area has proven hazardous in the past and experts do not agree. As Howard Bowen has indicated, the limits of education should not be set simply by current job availability, but "by the capacity of human beings to learn," and this capacity clearly has not been reached. Bowen goes on to say, "The higher education industry might well double or triple in size during the balance of this century..." More Than Survival, San Francisco, Jossey-Bass Inc., 1975, p. 40.

2. We question whether CPE staff should make judgments on basic matters which have traditionally been institutional or faculty responsibilities. A case in point is the matter of academic planning. We believe that this is essentially an institutional function which should be encouraged by CPE but carried out in each college and university in light of local circumstances by those who have the local professional expertise.

3. We believe that the draft does not allow sufficient institutional flexibility to meet creatively unforeseen conditions. For example, some recommendations are excessively detailed, such as #32 on "communication fields" or ephemeral, such as #33 on the "excess of computer operators."

4. We continue to doubt that the CPE and the state currently have additional resources needed to carry out or implement the large number of studies proposed in the draft. On our part, simply responding to the most important study mandates would divert an inordinate amount of time and money from the academic programs which are our prime concerns.
We continue to fear the development of excessive bureaucracy simply to implement the recommendations. Increasingly, in recent years, we have found our time occupied in meeting demands that seem only distantly related to the learning process.

5. We believe that some recommendations tend to cross the thin line between coordination and regulation. In this context the draft appears to be inconsistent in recommending diversity yet advocating policies which will tend to produce homogeneity, (see recommendations #80 and #54).

6. We believe that the draft fails to address adequately the basic question of the goals of higher education. The general topics of "responsiveness, access, diversity, coordination" are important but tactical in character. As Lewis Mayhew observed not long ago on our campus: "What seems to be critically needed for the years ahead is a more parsimonious, precise and sharply delineated concept of higher education. If agreement can be reached then planning becomes plausible, rational and very likely productive." (Planning For an Unknown Future, Lewis B. Mayhew, September 18, 1975).

7. We believe that higher education in Washington needs vitality and flexibility to meet its responsibilities to the citizenry. We question whether the present draft engenders these qualities. Rather, the requirements for studies and budgetary review by the CPE may tend to stultify rather than to stimulate.

III. Particular Recommendations Including Wording Changes*

#11. The Council for Postsecondary Education shall recommend to the legislature by January 1, 1976, that the Master's Degree-granting authorization of the state colleges be broadened and that legislative approval of such changes shall not be required.

#13. The Council for Postsecondary Education shall work with the state colleges and universities during this planning cycle to identify areas of individual and institutional responsibility for programs at the graduate level with the objective of developing its recommendations by January 1, 1978. Particular effort will be made to identify and support special program areas for the state colleges to develop consistent with their capabilities.

#26. Follow the recommendation of the COP, adding: "In addition, the community colleges should not offer courses that are properly part of the professional sequences offered at the state colleges and universities."

#30. Change "need for program in Agricultural Education" to "need for programs in agriculture", and change text accordingly.

#43. We endorse the recommendation of the COP in this matter, noting that the rural health needs of Central Washington have been a

*Changes underscored
concern of our college and that we have a flourishing program in allied health that seems to have gone unnoticed by the CPE staff.

#75. We suggest a substitute: The Council for Postsecondary Education recommends that all instructional activities requested by and designed specifically to meet the needs of any business or industrial firms, community groups or governmental agencies, be self-sustaining when the enrollment is under the control of these organizations.

#90. Add: Given the geographical facts and the level of current activity, CWSC and WSU should be the prime agents for consortium in Tri Cities, with CWSC assuming the management role, and with CWSC and WWSC pre-eminent in the Seattle area for staffing and administering new programs.

#122. We endorse the recommendation of the COP on this matter. However, if the COP's recommendation is rejected, we request that CWSC be included in #122 so that citizens of British Columbia may attend our college, paying resident fees. Prior to the great increase in nonresident fees at the state colleges, CWSC enrolled many students from Central British Columbia and had close relationships with the communities located there particularly through student and program exchanges arranged by our Music Department.

#133. Fourth line: Change "for funds" to "for additional funding" to discourage reprioritization to accommodate untested innovative educational programming. We feel it would be a much better investment for the state to first provide additional funding to support the offering of our current programs in the field to people who simply can't leave their homes and jobs to attend a four-year college.

On page 173, CWSC's proper location is in Category I instead of Category II.

#141. Add the following sentence: "Consideration shall be given to allowing the state colleges to share certain of the major lines to encourage diversification of their curricula.

#142 and #143. Add to each recommendation, "subject to the study referred to in recommendation #141."

#147, #148 and #149. We note here that the recommendations are for UW to continue to be "a receiving institution for students at the upper division and graduate levels"; WSU to "continue its response to educational needs through the provision of graduate university educational experiences in a balanced manner", and WSU to study cooperative arrangements with the University of Idaho. The failure of this report to address state college problems is found in these three recommendations and, indeed, throughout the whole series of recommendations, #141-149, for no special assignment is given to the state colleges for undergraduate education and no direction is given to the state universities to develop cooperative arrangements with the state colleges. The
report reinforces the universities' "main lines" and "exclusive" responsibilities such as doctoral level work, agriculture, veterinary medicine, engineering) and "allows" the state colleges to continue in only two areas: "liberal arts and sciences and in the professions", sharing these with every other institution in the state, including the private colleges (#173). In short, no major roles or main lines are assigned to the state colleges in spite of the fact that these institutions are identified in both the "Assumptions" and "Issues" sections of the report as facing the most serious problems!

#150-157. The comments made above for recommendations #141-149 relate to this section.

#150. We suggest this change: The Council for Postsecondary Education recommends that the state colleges be the primary agents within the state for undergraduate programs leading to the Baccalaureate degree, both in the liberal arts and professional areas, especially teacher education.

#151-152. We suggest a substitute: The Council recommends that the state colleges give particular attention to the educational needs of the residents in their primary service areas of central, eastern, and western Washington, by receiving transferring community college students as well as providing a four-year undergraduate education and graduate education through the Master's degree.

#153. Suggested change: The Council recommends that the service areas of Central, Eastern and Western Washington State Colleges should serve as the primary but not exclusive locus for institutional roles in providing off-campus programs.

#154. Suggested change: The Council recommends that these institutions continue to define areas of institutional strength, current and projected, that can support the development of programs at the graduate and undergraduate level reflective of their institutional characteristics and potential for service to the state.

The institutions should be encouraged to develop distinctive roles through offering new programs individually or in cooperation with other institutions. Given the critical problems that these institutions may face, they may propose for consideration the sharing of certain major lines now held exclusively by the state universities. The Council requests that the results of such self-assessments be transmitted to it as soon as possible.

#158. We strongly concur in this recommendation as written.

#159. We strongly object to this recommendation and note it is yet another restriction placed on the state colleges.

#169. We support the changes proposed by the COP, but would add the same sentence we suggested for addition to recommendation #26 above.
Conclusion

Central Washington State College has a long and distinguished record of service to the State of Washington. We are attempting to modify our role in response to the needs of the people and to the increasing sophistication of the social and economic structure. We now possess the facilities and faculty to perform an important function as a multi-purpose institution of higher education in cooperation with other institutions in the system. We have the resources to provide high quality programs in the liberal arts and many professional areas. As we diversify our curriculum, we recognize that our historic strength in teacher education continues to be complementary to and consistent with these broader roles.

In light of this reality, we urge the Council on Postsecondary Education staff to consider seriously our response to the planning draft and to work with us in further developing Central Washington State College as a significant part of the postsecondary education resource in this state. In such a context we believe that the educational needs of Washington can be met in a responsible and balanced manner, with diversity and strength in all its sectors.

1. Student tuition and fee charges at state colleges should be re-established at a point mid-way between those of the community colleges and the state universities, and state colleges should be allowed to waive charges for a set number of non-resident students, as is permitted at the state universities.

2. The statement should identify and assign to the state colleges appropriate areas now included in the "main lines" designated as exclusive functions of the state universities, or study should begin with this purpose as the objective.

3. The quality and diversity of the state colleges should be explained in the report and opportunities should be provided for each institution to develop new programs.

4. The various formulas applied to the six state colleges and universities should be re-examined with respect to how the weighted factors place the state colleges at a disadvantage.

5. The proposal to limit research at the state colleges is unfair and unrealistic and should be dropped.

6. The concept of regional service areas for state colleges is restrictive and must be modified.
Representative Peggy Maxie  
Chairperson, House Higher Education Committee  
Olympia, WA

Dear Representative Maxie:

On Tuesday, March 11, I traveled from Ellensburg to Olympia to testify before your committee in support of House Bill 380, a bill providing for the redesignation of our three oldest state colleges as regional universities. Due to the press of time your committee was unable to hear testimony on that bill and subsequently you have rescheduled a hearing on that bill for Thursday, March 20. I will be unable to attend that hearing and I hope that you'll accept this letter instead of my personal testimony.

I am writing on behalf of the faculty of Central Washington State College to urge the support of your committee for House Bill 380. We urge that support because we believe that the time has come to change our name so as to more accurately represent what in fact we are, a regional state university.

The designation of college within our state covers at least three kinds of institutions:

1. Colleges within the universities, representing specific orientations, i.e. engineering, education, medicine, arts and sciences;

2. Community Colleges, representing two year post secondary technical and general education institutions;

3. State Colleges, representing multi-purpose regional undergraduate and graduate institutions of higher education.

The latter "colleges" are clearly distinct from the other two types in their mission and role. Our three oldest state colleges are emerging as multi-purpose institutions that are something considerably different from the single purpose institutions that they previously used to be. These multi-purpose institutions continue to be recognized for the merits of their accomplishments. A part of this recognition should be a name change that better describes the roles that these institutions are in fact playing.

AN EQUAL OPPORTUNITY EMPLOYER
The proposal for a name change is something more than just "keeping up with the Joneses." It would be a recognition of what we actually are, using current practice across the country as the standard. It is important that, as we compete across the nation for grants and faculty members, our title be an accurate description of the kind of institution that we actually have become. With respect to our students, we believe that they should leave our institution carrying credentials that accurately reflect their achievement and the kind of setting in which that credit was earned. With respect to the latter two points, we would hope that those more distant from us would look for more than just a name. But the truth is that the meanings attached to names and titles are important and that those meanings do change. Today the name college does not mean the same as it did ten or fifteen years ago. Institutions like Central, Eastern, and Western across the country are more frequently being recognized as multi-purpose regional universities and their names are being changed to represent this evolving role.

I again urge you to support House Bill 380.

Respectfully,

Duncan McQuarrie
Chairperson, Faculty Senate

cc: House Higher Education Committee
MEMORANDUM

DATE: October 21, 1974

TO: Council on Higher Education

FROM: William Chance

RE: Redesignation of State Colleges as Universities

At the October Council meeting the staff was directed to prepare a memorandum summarizing the reasoning behind the recommendation of the roles and missions statement that some state colleges be redesignated as regional universities.

The attached material is excerpted from the roles and missions statement, and it contains the relevant material in that report. The arguments for the redesignation of Central, Eastern, and Western in brief form are the following:

1. In a technical sense, all of these institutions are universities. They offer graduate education through the master's degree in a range of areas, including many professional fields. As such, they accord with a long-recognized definition of a university, that developed in the mid-1950's by the Commission on Financing Higher Education.

2. In this country, the term "college" increasingly refers to institutions without graduate programs. By the same token, all senior institutions in Canada are referred to as universities.

3. In six of the seven states used for salary comparison purposes by Washington, the counterpart institutions to Washington's state colleges are described as universities. The only state where this pattern is not followed is Minnesota.

4. Of the 197 public institutions listed by the Academy for Educational Development as Comprehensive Universities and Colleges (the listing in which Washington's 3 older state colleges are found), 125 are universities.

5. The overwhelming preponderance of the institutions with membership in the American Association of State Colleges and Universities are designated as universities. Aside from Washington's colleges, all those that are designated colleges are clearly more limited in function than those in this State.
6. The redesignation of comprehensive state colleges to universities is a trend in American higher education. Since 1967, approximately 75 state colleges have been so redesignated. In terms of enrollments, highest degree awarded, and scope of program offerings, these redesignated institutions are comparable to Washington's three older state colleges.

7. Several Washington private colleges have redesignated themselves as universities in recent years: the University of Puget Sound, Seattle University, Gonzaga University, and Pacific Lutheran University. Except for the law schools at Gonzaga and the University of Puget Sound, these institutions, all of which have lower enrollments, reflect the general range of program variety as Central, Eastern, and Western.

8. A poll of states where such redesignations have recently occurred failed to identify increased costs associated with the change. (Significantly, the relevant institutions in the six comparison states where redesignations have occurred operate their redesignated universities at levels deemed appropriate for fiscal comparisons with Washington's state colleges). All respondents reported enhanced faculty and student morale, and many noted that students are generally more satisfied with the academic credentials they have earned; presumably this relates to more effective competition for jobs or entrance to graduate school.

9. The redesignation of the three older state colleges, while continuing to view Evergreen as a college, facilitates the important distinctions that exist between them.

In sum, the recommendation is based on the premise that such redesignation would more appropriately describe these institutions, would not entail increased costs, would enhance student and faculty morale, improve student post-graduate employment and graduate school prospects, and would be in accord with discernible trends apparent in American higher education.

CWC:1dp
Representative Peggy Maxie  
Chairperson,  
House Higher Education Committee  
House Office Building  
Olympia, WA  98504  

Dear Representative Maxie:  

I urge you and your committee to endorse House Bill 380 which provides for redesignating our three older state colleges as regional universities. In brief, some of the principal reasons are:  

(1) The regional university title is now widely used for institutions similar to Central, Eastern and Western.  

(a) A high percentage of the members of the American Association of State Colleges and Universities, consisting of the American public institutions similar to Central, Eastern and Western, now carry the regional university title. Approximately two-thirds of these institutions have histories similar to our three schools.  

(b) Five of the seven states we compare with for salary purposes now apply the regional university title to institutions similar to ours.  

(c) Most of the institutions in this country similar to Central, Eastern and Western, offering graduate work through the Master's level have the regional university title (Northern Iowa University, Central Missouri University, Northeastern Illinois University, etc.).  

(d) Many private schools use the university title, including four in our state.  

(e) All institutions in Canada that offer graduate work are named "universities."
According to Council on Higher Education study, the definitions of "university" used by the Carnegie Commission, the Commission on the Financing of Higher Education, and the Academy of Educational Development qualify Eastern, Western and Central for the title.

The title is important to the approximately 22,500 students we enroll in our three schools.

Student mobility is high in this state. Undergraduate students may transfer up to three years of credit on a degree to any of our six state four year schools; however, when they graduate the title they receive on their diploma is "university" in one case and "state college" in the other. State college graduates may apply and be admitted as graduate students at the universities, who accept their degrees as the basis for advanced study. Given this, students can't understand why the university title isn't authorized for Central, Eastern and Western.

Many students feel that the university title on their diploma would help them secure graduate assistantships or employment after graduation. This may be true when they are in competition for positions outside of the state of Washington where the regional university title is common. The title "college" is now being used to designate community colleges (Olympic College, Yakima Valley College, etc.), specialized or single function undergraduate schools (colleges of mines, technology, business, etc.) and four-year schools that do not offer graduate work.

Students are aware that Central, Eastern and Western have all the qualifications for the regional university title, including size, organization, academic programs and faculty numbers and quality. Indeed, faculty quality and the range of programs are far better than those found in many institutions that were renamed universities years ago. And the title of regional university is recognized by accreditation agencies. Why delay in changing the title?

The name change would not involve increased costs to the state, new academic programs or change in function. However, if experience elsewhere is any indication, it would provide these benefits:

  (a) boost the morale and pride of students, alumni, faculty, administrators and trustees;
Representative Peggy Maxie
March 10, 1975

(b) enhance the position of the institutions as they seek excellent faculty members, grants, research funds, contributions, good students and scholarship and equipment funds. Private citizens and alumni appear more willing to contribute to a "university" than to a "college." To granting agencies, whose personnel cannot be expected to be knowledgeable about each of the hundreds of institutions that apply to them for funds, the regional university title would reflect the actual status of Central, Eastern and Western as compared to other similar institutions in this country.

Redesignation of our comprehensive state colleges as universities is a way to define the functions of these institutions more clearly and to keep abreast of the change that is taking place in this country. Since 1967 approximately seventy-five state colleges in fifteen states have been redesignated regional universities to indicate size of enrollments, range of programs in graduate and professional fields, and scope of services. The programs at Central, Eastern and Western compare favorably with such regional universities.

In the past year, there have been several national classifications of higher institutions by size and function and, in each of these, Central, Eastern and Western have been classed as regional universities.

Staff reports to the State Council on Higher Education recommend that Washington's three older state colleges be redesignated "in accord with discernable trends apparent in American higher education." Redesignation "would in no way intrude upon the national, even world, reputations and services of our present universities. We believe it would, however, describe more adequately the function of Central, Eastern and Western, as regional institutions.

Again, we feel that a most important factor to consider is the equity it would give students from our state who graduate from our programs and compete for jobs and graduate school admission with students from other states where regional institutions have been redesignated universities.

I wish to bring your attention to the Council on Higher Education Staff Report for the Advisory Committee on Institutional Roles and Missions, Part 1: State Colleges and Universities. Please note pages 61-66, 127-136, 163-170 and Part VIII of the Appendices. These sections explain and document the proposal to redesignate the state colleges as universities. In addition, I am attaching to this letter a summary of the proposal by Dr. William Chance, Council on Higher Education, and two statements I have prepared.

Thank you for your assistance.

Sincerely,

James E. Brooks
President
HEALTH EDUCATION

COURSE ADDITIONS

H. Ed. 305. Alcohol and Alcoholism. 3 credits. An examination of our nation's number one drug problem. Multi-faceted aspects of causes, treatments, prevention and alternatives are discussed. A sociocultural and behavioral approach is stressed.

H. Ed. 315. Mental Health. 3 credits. Develops attitudes of self-help, provides tools which students can use to analyse their own life situations and their relationships with friends, peers, family members, public health personnel, and others. (Students may not receive credit for H.Ed. 315 and Psy. 315).

H. Ed. 345. Curriculum Development in Health Education. 3 credits. Prerequisites, H. Ed. 107, 210, 310, 315 or Psy. 315. Curriculum development (K-12) for health education. Problems of organization, development, implementation and utilization will be emphasized.

H. Ed. 430. Health Appraisal - Screening Techniques. 4 credits. Designed to appraise the health status of individuals and/or groups and to develop techniques and skills for screening vision, hearing, dental problems, posture, height/weight and other health conditions.

PSYCHOLOGY

COURSE ADDITION

Psy. 315. Mental Health. 3 credits. Develops attitudes of self-help, provides tools which students can use to analyse their own life situations and their relationships with friends, peers, family members, public health personnel, and others. (Students may not receive credit for Psy. 315 and H.Ed. 315).

HEALTH EDUCATION

PROGRAM INITIATION

HEALTH EDUCATION
BACHELOR OF ARTS
COMMUNITY HEALTH EDUCATION
MINOR
This minor is specifically designed for students who are in career programs, non-teaching majors and liberal arts program.

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<td>H. Ed. 209, Consumer Health</td>
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<td>H. Ed. 210, Mind Altering Substances</td>
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<td>P.E. 245, First Aid</td>
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<td>H. Ed. 250, Human Anatomy/Physiology</td>
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<td>H. Ed. 310, Diseases of Man</td>
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<tr>
<td>H. Ed. 315, or Psy. 315, Mental Health</td>
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<tr>
<td>H. Ed. 410, Community Health: Agencies and Services</td>
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23
HEALTH EDUCATION
PROGRAM INITIATION

HEALTH EDUCATION
BACHELOR OF ARTS
COMMUNITY HEALTH EDUCATION
MAJOR

The Community Health Education Major is to be designed by the student and a health education advisor. This program will be developed according to the specific interest of the student. This program should be approved by the health education curriculum committee at least one academic year prior to graduation. An internship or field experience will be required of each student. At least 45 credits of the major must be completed before the internship, unless other specific arrangements are made with the health education advisors.

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<td>H. Ed. 305, Alcohol/Alcoholism</td>
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<td>H. Ed. 315 or Psy. 315, Mental Health</td>
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<tr>
<td>H. Ed. 410, Community Health: Agencies and Services</td>
<td>4</td>
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<td>H. Ed. 421, Methods and Materials in Health Education</td>
<td>4</td>
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<tr>
<td>H. Ed. 430, Screening Techniques</td>
<td>4</td>
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<tr>
<td>Approved Electives</td>
<td>26</td>
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Electives will be selected with the Health Education Coordinator according to the career placement the student anticipates i.e. Planned Parenthood, Alcohol Information Referral, Public Health Educator, Crisis Intervention, etc.

Health Education, Home Economics, Communication, Sociology, Psychology, Technology and Industrial Education

H. Ed. 490, Contracted Field Experience (Internship) 75
Phil. 115. The Meaning of Life. 5 credits. Man's deepest and most significant aspirations and values.

Ethnic Studies
COURSE ADDITIONS

Ethnic Studies 171. The Native American Experience. 3 credits. An introduction to the Native American with emphasis on his historical importance and impact on American life.

Ethnic Studies 312. Asian American Identity and Personality. 5 credits. Prerequisite, Soc. 107 or Psy. 100 or permission of instructor. Issues and conditions forming Asian American identity and personality; analysis of social-psychological perspectives and mental health concepts.

Ethnic Studies 313. Contemporary Asian American Communities. 5 credits. The social, cultural, economic and political factors which sustain Asian American Communities.

Ethnic Studies 372. Native American Movements. 3 credits. The ways Native American's work to free themselves from the effects of European domination. Attention on contemporary Indian Affairs and future developments.

Ethnic Studies 472. Native American Profiles. 3 credits. An examination of prominent figures among Native American peoples. Emphasis on their social and cultural impact, their personal values and goals, and the social conditions which brought them to prominence.

Music
COURSE ADDITIONS

Mus. 283. Concert Band. 1 credit. Winter and spring quarters only. Two hours rehearsal per week plus all scheduled rehearsals and performances. During winter and spring quarters the concert band will present several formal concert programs. May be repeated for credit. For freshmen and sophomores.

Mus. 488. Concert Band. 1 credit. Winter and spring quarters only. See Mus. 288 for description. May be repeated for credit. For juniors and seniors.
SOCIOLOGY
PROGRAM INITIATION

BACHELOR OF SCIENCE
MAJORS

This program is suggested for students preparing for graduate study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Ch. 107, Principles of Sociology</td>
<td>5</td>
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<tr>
<td>Selected courses from lower division sociology</td>
<td>10</td>
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<tr>
<td>Ch. 311, Statistical Techniques, or</td>
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<td>Ch. 352, Descriptive Statistics</td>
<td>4</td>
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<tr>
<td>Ch. 350, Social Theory I</td>
<td>5</td>
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<tr>
<td>Ch. 355, Methods of Social Research</td>
<td>5</td>
</tr>
<tr>
<td>Ch. 390, Field Experience in Sociology</td>
<td>5-15</td>
</tr>
<tr>
<td>Ch. 450, Social Theory II</td>
<td>5</td>
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<tr>
<td>Selected courses from upper division sociology</td>
<td>25-35</td>
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</tbody>
</table>

| Total credits                                     | 75      |
Math. 165. Plane Trigonometry. 3 credits. Prerequisite, either one year of high school algebra or Math. 161 and one year of high school geometry. Trigonometric, exponential, and logarithmic functions and their applications to the solution of problems involving plane triangles. Offered Spring quarters only.

COMMUNICATION - MASS MEDIA

MME 361. Editorial Writing. 2 credits. Prerequisite, MME 208. A study of the role and significance of editorials; the elements of the editorial page and professional technology for writing the editorial.
ENGLISH

COURSE ADDITIONS

Eng. 105. Introduction to Literature. 5 credits. Literature approached as a record of ideas; selections include a variety of literary forms, chiefly from English and American literature.

Eng. 375. Modern Poetry. 5 credits. Study of the major poets and the major developments in the poetry of the modern world, particularly in England and the United States.

Eng. 410. Studies in Major British Writers. 3 credits. Intensive study of one or two writers. May be repeated for credit under a different subtitle.

Eng. 411. Studies in Major American Writers. 3 credits. Intensive study of one or two writers. May be repeated for credit under a different subtitle.

Eng. 413. Studies in Language. 3 credits. Investigation into one or more topics from the study of language—its grammar, its rhetoric, or its aesthetics. Recent topics include "Theories of Style," "Language and Meaning," "Morphology, Semantics, and Spelling," and "Advanced Syntax." May be repeated for credit under a different subtitle.
Allocation of at-large positions shall be made by the Senate Executive Committee annually prior to the time of nomination and election of senators, with adjustments made in the order of allocation to reflect shifts in relative size of the various departments.

Presently says:

Allocation of at-large positions shall be made by the Senate Executive Committee annually prior to the time of nomination and election of senators, with adjustments made in the order of allocation to reflect shifts in relative size of the various departments.

Insert the word "vacant", as follows:

Allocation of **vacant** at-large positions.....

Reason: The senate, by its vote on this section, showed a desire to keep the at-large senators on three-year terms, so that they could be fully contributing members of the committees, including the executive committee. In line with this decision, it would be logical to adjust only **vacant** positions.
Priority List 2 continued

Replacement for persons on professional leave should ordinarily take place within existing faculty. The Vice-President shall establish and maintain one floating FTE for the replacement of faculty members who could not otherwise be spared by their departments.

Rationale: Reductions in staff and increases in work-load make it increasingly difficult to cover the position of a faculty member on leave. The result is that deserving people cannot go on leave, and that no new blood circulates--both creating a stultifying atmosphere.

6. p. 48. 3.06C Non-renewal of probationary appointments; reason for:

The last sentence presently reads: "If they are notified of non-renewal, they do not have "property rights" of renewal and are not entitled to a statement of reasons." It is proposed to alter the last clause: "...they do not have 'property rights' of renewal but are entitled to a statement of reasons."

Rationale: This simply formalizes what presently happens on campus in most cases. Presumably anyone who has held a probationary appointment has been a member of the College, and as such is entitled to the courtesy of an explanation, however brief.

7. p. 53. 3.45B. Tenure, blanket rule.

To delete the section, which implies that tenure may be granted capriciously. This is in contrast to the other material in sections 3.42, 3.45, and 3.48. If further reasons for granting tenure, and ways of granting tenure exist, then new sections should be written describing these specifically.