

1-10-1980

## Board of Trustees Minutes, January 10, 1980

Eastern Washington University

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## Agenda

### Board of Trustees Eastern Washington University

January 10, 1980

9 a.m., Pence Union Building Council Chambers

#### I. Presidents' Reports

- A. Dr. H. George Frederickson, President, EWU
- B. Mr. Buzz Hatch, President, Alumni Association
- C. Dr. Glen Fuglsby, President, Faculty Organization
- D. Mr. Mike Leahy, President, Associated Students

#### II. Consent Items

- A. Approval of the Minutes of the November Board of Trustees Meeting (Attachment II. A.)

#### III. Policy Issues

##### A. Building & Planning

- 1. Aquatics Project Change Order Approval (Attachment III. A. 1.)

##### B. Business & Financial

- 1. Supplemental Budget Request - AS Activities Programming Board (Attachment III. B. 1.)
- 2. Safekeeping Agreement With Seattle-First National Bank (Attachment III. B. 2.)

##### C. Policies & Procedures

- 1. Amendments to By-Law 402.30.00, Enrollment of Staff in Courses/Tuition & Fee Waiver Policy (Attachment III. C. 1.)
- 2. Collective Bargaining (Attachment III. C. 2.)

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IV. Information Items

A. Building & Planning

1. Monthly Manpower Report (Attachment IV. A. 1.)
2. Award of Contracts Below \$17,500 (Attachment IV. A. 2.)

B. Business & Financial

1. S & A Fees Reserve Account (Attachment IV. B. 1.)
2. Staffing Record (Attachment IV. B. 2.)

C. Policies & Procedures

1. General Education (Attachment IV. C. 1.)
2. Academic Planning Exercise (Attachment IV. C. 2.)

V. Personnel Actions (Attachment V.)

The next regular meeting of the Board of Trustees will be held on  
Thursday, February 28, 1980, at 9 a.m. in the Pence Union Building  
Council Chambers

EASTERN WASHINGTON UNIVERSITY

Board of Trustees  
Minutes

January 10, 1980

The Board of Trustees of Eastern Washington University held a regular meeting on Thursday, January 10, 1980, at 9 a.m. in the Pence Union Building Council Chambers.

BOARD OF TRUSTEES PRESENT

Mr. Andrew P. Kelly, Chairman  
Mr. Bruce McPhaden, Vice Chairman  
Mrs. James Chase  
Mr. Fred Enlow  
Mrs. Frederick Wilson, Jr.

STAFF PRESENT

Dr. H. George Frederickson, President  
Mr. Fred Johns, Vice President for Business and Management  
Dr. Gordon Martinen, Vice President for Extended Programs  
Dr. Katherine Sherman, Provost for Academic Affairs  
Dr. Daryl Hagie, Provost for Student Services  
Mr. Russ Hartman, Director, Planning and Budgeting Services  
Mr. Kenneth Dolan, Secretary, Board of Trustees  
Dr. Duane Thompson, Vice Provost for Graduate and Undergraduate Studies  
Dr. Glen Fuglsby, President, Faculty Organization  
Mr. Don Manson, Institutional Research Analyst  
Mr. Phil Briggs, Director, Communications Services  
Mr. Skip Amsden, Director, Career Planning and Placement  
Mr. Bill Holmes, Director, EWU Foundation  
Dr. Don Horner, Associate Provost for Continuing Education  
Dr. Wayne Loomis, Director, Facilities Planning  
Dr. Steven Christopher, Associate Professor of Psychology  
Mr. Bob Graham, Director, Physical Plant

MEDIA PRESENT

Mr. Hugh Davis, Spokane Daily Chronicle  
Mr. Tom Thrun, Cheney Free Press

STUDENTS PRESENT

Mr. Mike Leahy, President, Associated Students  
Mr. Curt Jantz, Speaker, Associated Students Legislature

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BUSINESS MEETING

Chairman Kelly called the business meeting to order at 9:15 a.m.

PRESIDENTS' REPORTS

Reports were presented to the Board of Trustees by EWU President, H. George Frederickson; Dr. Glen Fuglsby, President of Faculty Organization, Ms. Isabelle Green on behalf of Buzz Hatch, President of the Alumni Association; and Mr. Mike Leahy, President of the Associated Students.

MINUTES OF THE NOVEMBER BOARD OF TRUSTEES MEETING, Agenda Item II. A.

Motion #01-01-80: "I move that the minutes of the November Board of Trustees meeting be approved as submitted."

Motion by McPhaden, seconded by Wilson, approved unanimously.

AQUATICS PROJECT CHANGE ORDER APPROVAL, Agenda Item III. A. 1.

Motion #01-02-80: "I move that the Aquatics project change order in the amount of \$8,207.54 be approved."

Motion by Wilson, seconded by McPhaden, approved unanimously.

SUPPLEMENTAL BUDGET REQUEST - AS ACTIVITIES PROGRAMMING BOARD, Agenda Item III. B. 1.

Motion #01-03-80: "I move that the supplemental budget request for the Associated Students Activities Programming Board in the amount of \$12,500 be approved."

Motion by McPhaden, seconded by Wilson, approved unanimously.

SAFEKEEPING AGREEMENT WITH SEATTLE-FIRST NATIONAL BANK, Agenda Item III. B. 2.

Motion #01-04-80: "I move that the safekeeping agreement with Seattle-First National Bank for investment securities relating to the 1955-58 Student Union Bonds be approved."

Motion by McPhaden, seconded by Wilson, approved unanimously.

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AMENDMENTS TO BY-LAW 402.30.00, ENROLLMENT OF STAFF IN COURSES/TUITION & FEE WAIVER POLICY, Agenda Item III. C. 1.

Motion #01-05-80: "I move that the amendments to By-Law 402.30.00, Enrollment of Staff in Courses, and the proposed tuition and fee waiver policy be approved."

Motion by Wilson, seconded by McPhaden, approved unanimously.

COLLECTIVE BARGAINING, Agenda Item III. C. 2.

Motion #01-06-80: "I move that the revised resolution regarding faculty collective bargaining be approved." (Appendix A.)

Motion by Enlow, seconded by McPhaden, approved unanimously.

INFORMATION ITEMS, Agenda Items IV. A., B. and C.

No action was required by the Board of Trustees on the information items.

EXECUTIVE SESSION

Chairman Kelly called an executive session at 11:45 a.m. for the purpose of discussing personnel matters. He called the meeting back into regular session at 12:30 p.m.

PERSONNEL ACTIONS, Agenda Item V.

Motion #01-07-80: "I move that the personnel actions be approved with the deletion of the resignation of Meyer A. Louis."

Motion by Wilson, seconded by Chase, approved unanimously.

NEXT MEETING DATE

The next regular meeting of the Board of Trustees will be held on Thursday, February 28, 1980, at 9 a.m. in the Pence Union Building Council Chambers.

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ADJOURNMENT

Chairman Kelly adjourned the meeting at 12:35 p.m.

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Andrew P. Kelly, Chairman  
Board of Trustees

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Kenneth R. Dolan, Secretary  
Board of Trustees

# Memo

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To: Fred Johns, Vice President for Business and Finance

From: Robert Graham, Director of Physical Plant

Date: December 14, 1979

Subject: Change Order approval - Aquatics Project

Approval is requested from the Board of Trustees for changes in the underwater lighting system for the pool. The original light fixture manufacturer will no longer supply the fixtures that the contractor bid. We have found a fixture that will meet all the requirements as a substitute.

A further consideration for the safety of the student using the pool due to its depth has resulted in a need to add nine more lights at the deep end of the pool.

The additional work will amount to \$8,207.54. The contractor's cost breakdown has been carefully checked and found to be acceptable. The additional monies will come from the project contingencies. There will be no change in time for completion of the project.

RG/dla



State of Washington  
DEPARTMENT OF GENERAL ADMINISTRATION  
DIVISION OF ENGINEERING & ARCHITECTURE

Contract No. 69-863-W

NOV 19 1979

Change Proposal No. P-I

MUSICAL PLANT

Project EWU-PHERA Phase V. Aquatics

Agency

CHANGE ORDER PROPOSAL

OCT 17 1979

PROPOSAL REQUEST

To: H. Halvorson, Inc. Contractor,  
in connection with the above contract dated August 6, 1979  
please furnish your proposal for performing the changes outlined below and/or detailed on the attach-  
ments referred to:

Provide revised pool light installation in accordance with drawing #E-3R dated  
10/10/79.

Adkison, Leigh, Sims, Cuppage

By

*Fitch D. Leitch*

Date 10/17/79

Consultant/Owner

PROPOSAL

To: Adkison, Leigh, Sims, Cuppage Architects P.S. Consultant-Owner

We propose to perform all changes described in the above request for a total ADDITION/DEDUCTION  
(cross out one)

EIGHT THOUSAND TWO HUNDRED SEVEN AND 54/100 -----Dollars (\$ 8,207.54 )

(Washington State Sales Tax not included)

In accordance with Article 14 and 35 of the General Conditions we have attached hereto Cost Estimate  
Detail Sheets Nos. 1. The foregoing amount covers all direct and indirect costs related to  
this change and to the effect of the change on the remainder of the project. All other provisions of the  
contract remain in full force and effect. We request the completion date be EXTENDED/REDUCED  
(cross out one)

None calendar days because of this work. The contractor agrees to be bound to this proposal quota-  
tion for ninety (90) days after this date.

H. Halvorson, Inc.

By: *Fred J. Cunningham*

Date: November 8, 1979

Contractor

Fred J. Cunningham, Contract Administrator

RECOMMEN-  
DATION

To: Eastern Washington University

We have carefully examined the foregoing proposal and find it to be in order and the cost reasonable.  
We therefore recommend its acceptance.

Adkison, Leigh, Sims, Cuppage

By

*Adkison Leigh Sims Cuppage*

Date: 11/16/79

Consultant/Owner

CHANGE ORDER  
PROPOSAL ACCEPTANCE

The State of Washington hereby accepts the foregoing proposal. This instrument, when signed below,  
constitutes the conditions upon which a Change Order will be issued.

ACCEPTED:

Using Agency

Date

Engineering & Architecture—Job Captain

Date

ENGINEERING & ARCHITECTURE  
SUPERVISOR

Date

# H. HALVORSON, INC. GENERAL CONTRACTORS

BASIC OR  
ALT. NO. Basic  
DATE November 8, 1979  
SHEET NO. 1 OF 1

ESTIMATE HPERA FACILITY-PHASE V - AQUATICS  
Eastern Washington University, Cheney, Wa.  
CHANGE PROPOSAL NO. P-I

NO.	DESCRIPTION	QUANTITY	UNIT	Unit	LABOR EXTENSION	Unit	MATERIAL EXTENSION
	Provide revised pool light installation in accordance with Drawing #E-3R dated 10/10/79.						
ITEM 1	Cost Estimate Sheets 1 & 2						
	Aztech Electric ADD						7,234.80
	Overhead & Profit @ 8%						578.78
	Sub-Total						7,813.58
ITEM 2	Carpenter labor to install light cans						
	One Hour per Light	9	HRS	12.34	111.06		-----
	Ironworkers labor bending and placing reinforcing, one hour per light	9	HRS	13.66	122.94		-----
					234.00		-----
							234.00
	Labor Burden & Fringe Benefits						81.90
	Small Tools 3% of Labor						7.02
							322.92
	Overhead & Profit 22%						71.04
	Sub-Total						393.96
R E C A P							
ITEM 1	Subtotal						7,813.58
ITEM 2	Subtotal						393.96
	TOTAL ADD						8,207.54

EXTENSION BY \_\_\_\_\_ ADDITION BY \_\_\_\_\_

DO. CHK'D BY \_\_\_\_\_ DO. CHK'D BY \_\_\_\_\_

H. HALVORSON, JR.

Ref: C.O. No. P-1

Contractor Aztech Electric, Inc

[illegible]

Contractor Aztech Electric, Inc.

[illegible]

January 10, 1980

# Memo



To: EWU Board of Trustees

From: Michael R. Leahy; President, Associated Students of EWU

Date: December 13, 1979

Subject: Activities Programming Board Supplemental Budget Request of \$12,500.00

On Monday, December 3rd, the ASEWU Legislature approved a supplemental budget request on behalf of the Activities Programming Board of \$12,500.00. The APB is primarily responsible for developing and directing campus-wide cultural and social activities for EWU's students, faculty, and surrounding community members.

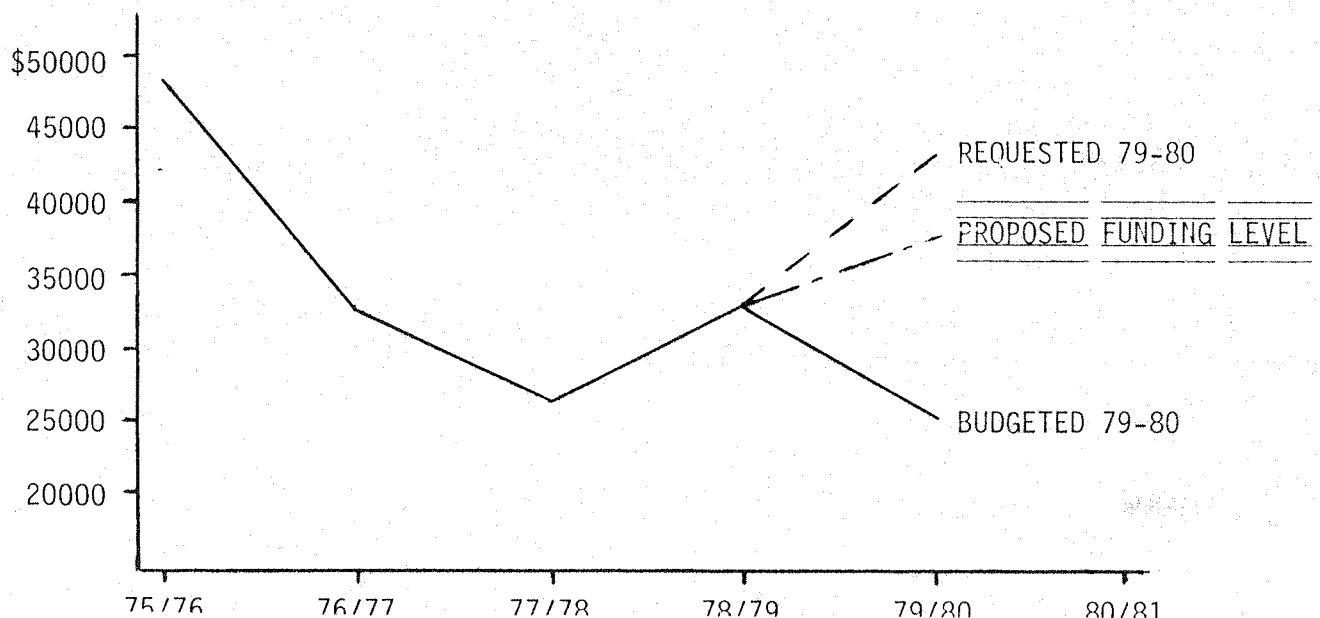
According to the revised BOT policy regarding S&A Fee supplemental budgeting, any requests exceeding \$3000.00 require the approval of both the ASEWU Legislature and the Board of Trustees.

## - BRIEF HISTORY OF SOCIAL ACTIVITIES FUNDING -

As was reported in the 1979-80 EWU Budget Proposal, funding of social activities has been characterized by intermittent years of both strong and weak support. Specifically:

<u>Actual</u> <u>1975-76</u>	<u>Actual</u> <u>1976-77</u>	<u>Actual</u> <u>1977-78</u>	<u>Actual</u> <u>1978-79</u>	<u>Budget</u> <u>1979-80</u>
48,260	32,731	26,894	32,860	25,150

Graphically represented, one can get a much better picture of these funding trends:



As is the case practically anytime when money is involved, quality and quantity is directly related to the amount of funding the program receives. Lest, through the budgeting process for the 1979-80 Biennial Budget, social activities areas were hit the hardest. Concerts was only budgeted 50% of its request, or \$15,000.00. But more importantly, social activities' base funding source, or SARB by its old surname, suffered about a 30% cutback from the original budget request, amounting to \$17,850.00. This amount is even over \$10,000.00 less than the previous years' budget, and some amount less than the past five years individually.

Approval by the Board of this proposed increase would align current funding of social activities at a median between the actual budget amount of 1978-79 and the previously requested budget amount for this current fiscal year.

- BUDGET ITEM COST BREAKDOWN -

An approximate breakdown of costs to be incurred through the utilization of such supplemental monies for the remainder of the academic year include the following:

03	Formal Dance Room Rentals: (800.00/quarter X 2 quarters)	\$1600.00
	This flat room rental fee wasn't taken into consideration in preparation of the 1979-80 Budget.	
	Nooners: (1800.00/quarter X 2 quarters)	3600.00
	Entertainment in the PUB, usually from 11:30-1:30. Geared to the social needs of the commuter student.	
	Thursday Nite Coffee Houses: (400.00 X 10)	4000.00
	Periodic nightly entertainment for the on-campus student and Cheney resident. To enhance the new Main St. Deli in the PUB.	
	Special Programs: Post-game shows & dances, fairs, circus, Spring courtyard entertainment, etc.	1500.00
	Supplemental Promotion & Advertising: Posters, flyers, radio spots, newspaper ads, etc.	1300.00
04	Travel: Primarily to Spokane for graphics, tickets, poster proofing, pickup & placement, etc.	500.00
	<hr/> TOTAL	<hr/> \$12500.00

# Memo



To: Ken Dolan, Assistant to the President  
From: Fred S. Johns, Vice President for Business and Finance *FSJ*  
Date: December 3, 1979  
Subject: Agenda Item for January Board of Trustees Meeting

Please place the attached on the agenda for the January meeting of the Board of Trustees. It is a Safekeeping Agreement with Seattle First National Bank for investments which are covering principal and interest payments on the 1955 and 1958 student bond issues until their maturity in 1983. The approximate value of the investments at this time is \$71,000.

FSJ:bvw

Attachments

# Memo



To: Fred S. Johns, Vice President for Business and Finance  
From: *JER* James E. Rogers, Fiscal Analyst  
Date: November 29, 1979  
Subject: Seattle First National Bank Safekeeping Agreement

The Seattle First National Bank is now requiring a Safekeeping Agreement for investment securities relating to the 1955-1958 Student Union Bonds.

The investments consist of the proceeds from the 1955-1958 reserve accounts that were available and sufficient enough to make the remaining payments on the bonds without any further deposit by the University. The Safekeeping Agreement requires a resolution by the Board to designate the Seattle First National Bank as an agent for the safekeeping of these securities.

It is proposed that this be presented to the Board at its next regularly scheduled meeting for approval.

JER:bvw



**SAFEKEEPING AGREEMENT**

DEPOSITOR, Eastern Washington University hereby establishes  
Safekeeping Account No. 705-222570 for property deposited and accepted by Seattle-First National Bank for  
Safekeeping.

Bank will provide the following services:

1. Safekeep Depositor's assets and collect coupon bond interest.
2. Surrender maturing securities for redemption.
3. Notify Depositors, when known, of securities called for redemption, tenders, mergers, exchanges and rights offerings.  
But, the Bank shall in no way be legally or financially responsible for failure of notification when unaware of such notices.
4. Provide Annual Statement of holdings as of December 31.
5. Deliver or receive assets free as directed by depositor. (A 24 hour notice to the Bank is required for withdrawal of securities.)
6. Receive/Deliver securities versus payment.
7. Process Repurchase Agreements acting as agent.
8. Register or transfer securities.
9. Verify Depositor's holdings as of specific date for audits.
10. Credit interest and principal cash to Depositor's:

(a) ☒ Checking (or) ☐ Savings Account No. \_\_\_\_\_ at the  
Cheney, Seattle-First National Branch in the name of Eastern Washington University

(b) \_\_\_\_\_ Mail check to address below.

Bank shall receive for its services compensation according to its fee schedule which has been provided to Depositor at the time such services are rendered. Bank is to:

X Charge E.W.U. General Local account no. \_\_\_\_\_ at the Cheney Branch  
branch with notice to Depositor.  
\_\_\_\_\_ Bill Depositor  
\_\_\_\_\_ Other \_\_\_\_\_

Either Depositor or Bank may terminate this account by written notice to the other.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_.

FIRST DEPOSITOR'S SIGNATURE

Fred S. Johns

(PRINT OR TYPE) FIRST DEPOSITOR'S NAME

Accepted:

**SEATTLE-FIRST NATIONAL BANK**

By

S-FNB AUTHORIZED OFFICER

SECOND DEPOSITOR'S SIGNATURE

James E. Rogers

(PRINT OR TYPE) SECOND DEPOSITOR'S NAME

Eastern Washington University

ADDRESS

Cheney Washington 99004

CITY

STATE

ZIP

91-6000624

SOCIAL SEC. OR TAX I.D. NO.

(509) 359-2435

TELEPHONE

**CERTIFICATE OF CORPORATE AUTHORITY**

I certify that I am the Secretary of Eastern Washington University, a corporation  
formed and existing under the laws of the State of Washington. I further certify that the following reso-  
lutions were duly adopted at a meeting of the Board of Directors of the corporation duly held on the \* 24th day of  
January, 19 80, and that the same now are in full force and effect:

**RESOLVED:** That SEATTLE-FIRST NATIONAL BANK be and hereby is designated an agent of this corporation for the safekeeping  
of securities. That instructions to the agent shall be given by the officer or officers named below, or their successors. (Place additional  
names on back.)

SIGNATURE

Fred S. Johns

PRINT/TYPE NAME AND TITLE

SIGNATURE

James E. Rogers

PRINT/TYPE NAME AND TITLE

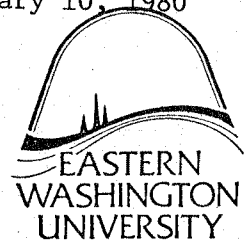
FURTHER RESOLVED: That Fred S. Johns and James E. Rogers  
or either of them, be and they hereby are authorized to execute above agreement with Seattle-First National Bank.

Witness my hand and the official seal of this Corporation this \_\_\_\_\_ day of \_\_\_\_\_, 19 80.

\*Renewed effective with the January 24,  
1980 Board of Trustees Meeting.

SECRETARY

SENATE MATERIAL  
# 79-9



# Memo

To: Academic Senate  
From: Faculty Affairs Council  
Date: October 18, 1979  
Subject: Proposed Change in Bylaw

## Present Bylaw

402.30.00 Enrollment of Staff in Courses. No member of the regular faculty may be a degree candidate at EWU. Faculty members may take or audit a course. Since it is prohibited by state law, there is no waiver of fees for either a faculty member or a faculty member's family.

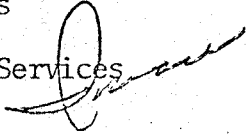
## Proposed Bylaw

402.30.00 Enrollment of Staff in Courses. No member of the regular faculty may be a degree candidate at EWU. Faculty members may take or audit courses. In accordance with state law, tuition and fees may be waived for full-time university employees.



Eastern Washington University  
Cheney, Washington 99004

TO: Fred S. Johns, Vice President, Business and Finance  
✓ Ken Dolan, Assistant to the President  
Melanie Bell, Registrar  
Jack Swan, Professor, Math and Computer Science  
Jack Quinn, Training Coordinator  
Paul Bartnick, Loans and Scholarships

FROM: Ivan Zarling, Director of Personnel Services 

DATE: November 5, 1979

SUBJECT: Revised Tuition and Fee Waiver Policy

Attached is what I hope is the final draft of the subject policy. You will notice that the document has been split into two parts. The first, the policy itself, is intended as a proposal for Board of Trustee approval. The second, the policy implementation procedure, is intended as an information item, only, in order to facilitate possibly needed later changes.

The contents of both documents have been reviewed with the Ad Hoc Tuition Waiver Committee, the Joint Labor Management Committee and the Joint Supervisor Management Committee.

IZ:ct

Attachments: 2

EASTERN WASHINGTON UNIVERSITY

Administrative Policy on Waiver  
of Tuition and Fees for Full-Time Faculty and Staff Employees

I. PURPOSE

The purpose of this policy is to allow full-time permanent employees to take advantage of continuing education and training opportunities available at the University for both professional and personal fulfillment and development, consistent with Chapter 82, Laws of 1979 of the State of Washington (RCW 28 B. 15. 380) and the By-laws of Eastern Washington University.

II. EMPLOYMENT ELIGIBILITY AND ENROLLMENT REQUIREMENTS

A. Those eligible are:

- (1) Classified staff members who have permanent status, hold full-time appointments (40 hours per week), and persons employed on a trial service basis;
- (2) Classified staff employees appointed to work 40 hours per week in instructional year positions;
- (3) Faculty and exempt personnel on permanent full-time 9-12 month appointment;
- (4) Faculty and exempt personnel holding full-time temporary 9-12 month appointments, during the term of appointment;
- (5) Full-time agricultural research and cooperative extension service employees of Washington State University;
- (6) Comprehensive Employment and Training Act employees who have attained permanent status, provided that formal educational training is not a part of the contractual agreement with the University;
- (7) Faculty appointed to full-time positions under the terms of the Intercollegiate Center for Nursing Education (ICNE).

B. Those ineligible are:

- (1) Faculty on adjunct or courtesy appointment (except as noted in II.A.(7) above), retired faculty, classified and exempt personnel returning on a part-time basis; graduate assistants and associates, classified staff employees holding less than 40 hours per week appointments;

B. Those ineligible are: (continued)

- (2) Employees on professional leave or on leave without pay except as noted above.

C. Enrollment Requirements

- (1) Employees will be required to pay a five dollar (\$5.00) registration fee per quarter for six credits or less, plus any special course fee (e.g., laboratory; late registration; bond-indenture fees, if applicable; etc.) The registration fee is not refundable after the completion of the registration process. Requests for refund of all other fees will be governed by established withdrawal guidelines.
- (2) Employees desiring to take seven to eight hours per quarter will be required to pay \$5.00 registration fee plus fees in accordance with the provisions of bond-indentures (currently \$41/quarter), such as Student Facilities, Housing and Dining Bonds.
- (3) Employees desiring to enroll in more than eight hours per quarter will be required to pay full tuition and fee costs for all hours.
- (4) Tuition exempt employees will be admitted to classes based on availability of space and facilities; therefore, in cases requiring limitation of class size, tuition exempt employees will have lowest priority.
- (5) Employees may not enroll in courses designated self-sustaining, such as extension-correspondence courses, on a tuition-free basis.
- (6) Employees enrolled in 8 hours or less shall not qualify for student benefits, such as student health center privileges, student insurance, passes to athletic events, and the like.

## IMPLEMENTATION OF THE PROGRAM

### A. Procedures

- (1) Nothing in this policy is intended to imply that any employee has a pre-emptive right to attend classes during working hours. Eligible employees must receive permission to enroll in classes held during working hours.
- (2) Certification of eligibility and permission to attend classes during working hours for members of the faculty, as well as administrative and classified staff employees assigned to positions in academic schools and colleges, must be indicated by the appropriate dean's signature on the Employee Tuition Exemption Request Form available in the Registrar's Office.
- (3) Certification of eligibility and permission to attend classes during working hours for all other employees must be indicated by the appropriate employing official's signature on the Employee Tuition Exemption Request Form.
- (4) Employees wishing to enroll in more than eight hours per quarter will follow the regular, established student Registration procedure.
- (5) The tuition exempt eligible employee will present the completed and appropriately signed employee tuition Request Form to the Cashier's Office at the time of paying the necessary fee. After the fee has been paid, the employee presents both the form and Cashier Office receipt to registration personnel in Room 109, Showalter Hall, for processing.
- (6) When a classified staff employee is authorized to enroll in a class which is job-related, the employee is not required to make up the time. Such released (paid) time off is limited to five (5) hours per week. The employing official may request the assistance of the Personnel Office in determining if the class is job-related.
- (7) When a classified staff employee is authorized to take a class which is not job-related, the employing official must revise the employee's work schedule so that the employee can make up the time spent in class. Released time granted under this circumstance is limited to five (5) hours per week.
- (8) Eligible full-time employees who are involved in a degree program may be allowed to take the subjects required for the degree during working hours even though the courses are not job-related; provided, that the employee make up the lost work time. This provision is subject to EWU Graduate School restrictions and requirements on advanced degrees.

The Board of Trustees amends its December 8, 1972, and December, 1976 policies regarding faculty collective bargaining as follows:

The Eastern Washington University Board of Trustees favors the traditional collegial model of shared governance with the full involvement of the Academic Senate, the Associated Students, and the administration in university policy making to the adversarial model of formal collective bargaining.

BARGAINING RIGHTS ORGANIZATION FOR FACULTY

Mr. Robinson moved and Mr. Page seconded to adopt the following resolution; the motion was passed.

Whereas: The Board of Trustees of Eastern Washington State has received requests to grant exclusive bargaining rights to an organization representing faculty; and

Whereas: The Board continues to be interested in those questions of "substance and concept" about how the establishment of a new and exclusive voice for the faculty to the administration and the Board would affect the role and relationship of the EWSC Faculty Organization and the Academic Senate-Council structure in institutional governance and in representing faculty in making policy and procedure recommendations; and



BARGAINING RIGHTS ORGANIZATION FOR FACULTY (continued)

Whereas: The Board requested such a study be made by the Faculty Affairs Council and Senate last academic year, and as yet have received no report from the Senate; and

Whereas: The Board of Trustees has been advised by counsel that, under current law, it cannot recognize any organization as the exclusive bargaining agent for the faculty of EWSC, in the absence of statutory authorization. Rather, if any organization is recognized as a bargaining agent, then any other organizations or individual so requesting must also be recognized;

Whereas: Several versions of collective bargaining bills have been drafted by faculty, students, administrative, and legislative groups which attempt to set out rights and regulations;

Therefore Be It Resolved: Under these conditions and until the laws of the State of Washington are changed to authorize exclusive representation or until the opinion cited above has been reversed by a court or competent jurisdiction, the Board cannot and therefore will not recognize any bargaining agent or agents.

Until such time as the present procedures of communication with the faculty may be changed, the Board will continue to seek free and open discourse with the faculty through the avenues provided by the Faculty Organization and the Senate under the College By-Laws.

Be It Further Resolved that the Board hereby:

- A. Requests a report from the faculty Senate at the earliest possible date on the request made by the Board last academic year;
- B. Affirms a position favoring action by the State legislature in passing regulatory legislation in the area of collective bargaining which will take into account the rights of students, faculty, and administrators.

Eastern Washington State College  
Board of Trustees

Policy Statement on Collective Bargaining

1. The Board of Trustees hereby denies recognition of AFT Local 1823 as the exclusive bargaining agent for the faculty. Until determined to the contrary by the Supreme Court of the State of Washington, or by federal or state legislative action, the Board of Trustees does not have authority to recognize an exclusive bargaining agent for the faculty for the purposes of collective bargaining (AGLO 1973, No. 56.)

2. The Board of Trustees hereby establishes the policy of the institution to not recognize a non-exclusive bargaining agent of the faculty for the purpose of collective bargaining.

3. The Board of Trustees reaffirms its policy to consider the Eastern Washington State College Faculty Organization and Academic Senate as being representative of the faculty for all institutional purposes; however, not for the purpose of collective bargaining in the adversary sense.

4. The Board of Trustees further reaffirms its policy originally adopted on December 8, 1972, favoring action by the State Legislature in passing regulatory legislation in the area of collective bargaining which will take into account the rights of students, faculty, and administrators.

5. If and when the Board of Trustees is granted legal authority to recognize an exclusive bargaining representative for the faculty, unless otherwise legally mandated, it shall be the policy of the Board of Trustees to only recognize an exclusive bargaining representative after a properly supervised secret ballot election sustaining the organization's claim of majority representation.

Eastern Washington State College  
Board of Trustees

# Memo

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To: Fred Johns, Vice President for Business and Finance  
From: Bob Graham, Director of Physical Plant  
Date: December 14, 1979  
Subject: Contractor Employment Report

The Contractor Employment Report for the month of December 1979 is attached. I have included letters from Krueger Sheet Metal Company and ALSC Architects which reflect the affirmative action policies of those firms.

Ken Dolan and Jon Danielson scheduled a meeting with ALSC to discuss the firm's policy statement but ALSC was unable to attend due to scheduling conflicts. The meeting has been rescheduled.

RAH:prv

Eastern Washington University  
Physical Plant Department  
Robert Graham, Director

CONTRACTOR'S EMPLOYMENT REPORT  
MONTH OF DECEMBER 1979

CONTRACTOR	Total Workers		Minority Workers (Included in total)				
	Men	Women	Black	Asian American	Native American	Spanish Surnamed	% of Total
H.G. Halvorson, Inc. General Contractor, Aquatics							
A. At First Billing (9/79)	96	6	0	1	1	3	5
B. Current Month	58	5	0	2	1	1	6
Aztech Electric, Inc. Electrical Contractor, Aquatics							
A. At First Billing (10/79)	75	4	0	0	2	0	3
B. Current Month	80	5	0	0	2	0	2
Warren, Little & Lund, Inc. Mechanical Contractor, Aquatics							
A. At First Billing (10/79)	142	10	3	3	2	3	7
B. Current Month	135	10	2	2	1	2	5
ALSC Architects, Aquatics							
A. At First Billing (10/79)	14	4	0	0	0	0	0
B. Current Month	13	4	0	0	0	0	0

# KRUEGER SHEET METAL COMPANY

Sheet Metal Fabricators & Roofing Contractors

Industrial, Commercial & Residential

Spokane, Washington 99220

December 13, 1979

Eastern Washington University  
Board of Regents  
Cheney, Washington

Attn: Jon Danielson

Gentlemen:

In regards to our meeting of November 26, 1979 I wish to summarize our company's views on minority hiring. We are active on both the roofing and sheet metal apprenticeship committees and have supported any minorities who have expressed an interest in being accepted into the trades. We have hired minorities in the past and also have the only woman apprentice in both roofing and sheet metal trades in this area. We recently rehired a minority roofer and he is currently on our payroll.

We feel our company policy is one of treating all job applicants equally without bias. We also recognize that the building trades have traditionally been devoid of minority help and the employer must take an active not passive role in obtaining the proper ratio of minority help to assure compliance with the affirmative action program.

Sincerely yours,

KRUEGER SHEET METAL COMPANY

By: 

TB:kb

December 13, 1979



Adkison Leigh Sims Cuppage  
Architects P. S.

Board of Regents  
c/o The President's Office  
Eastern Washington University  
Cheney, WA 99004

Gentlemen:

At the request of Jon Danielson, we are enclosing a copy of our "Policy Statement Regarding Employment Practices".

Very truly yours,

A handwritten signature in dark ink, appearing to read "Thomas R. Adkison", written over the typed name.

Thomas R. Adkison, FAIA

enc.

cc: Jon J. Danielson

October 14, 1976



Addison Leigh Sims Cuppage  
Architects P. S.

POLICY STATEMENT REGARDING EMPLOYMENT PRACTICES:

This firm, from time to time, finds it desirable to consider increasing the number of personnel working for the corporation. (Less frequently, thank heaven, we consider a reduction.)

This is a statement affirming an understanding which has guided us in this regard in the past. Its purpose is to reaffirm that understanding and to extend its influence upon us all into the future.

POLICY STATEMENT

While the primary objective in employment hiring practices of the corporation is to improve upon our professional and technical capability, we particularly wish it known that an equal opportunity exists in this firm without regard to race, or creed, or color, or sex.

# Memo

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To: Fred Johns, Vice President for Business and Finance

From: Robert Graham, Director of Physical Plant

Date: December 14, 1979

Subject: Contracts awarded below \$17,500.

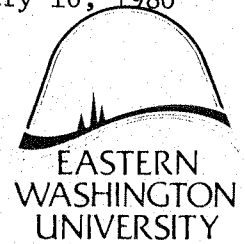
No contracts have been let below \$17,500 during the previous month of November.

RG/dla



# Memo

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To: EWU Board of Trustees  
From: Michael R. Leahy; President, Associated Students of EWU  
Date: December 13, 1979  
Subject: S&A Fees Reserve Account - Report of Monthly Expenditures

There were no supplemental budget expenditures of S&A Fees out of the ASEWU Reserve Account for the month of December.

## STAFFING RECORD

January 10, 1980

As of November 30, 1979

	Nov. 30 1978	Dec. 31 1978	Jan. 31 1978	Feb. 28 1979	Mar. 31 1979	Apr. 30 1979	May 31 1979	June 30 1979	July 31 1979	Aug 31 1979	Sep. 30 1979	Oct. 31 1979	Nov. 30 1979
<u>Faculty:</u>													
Teaching	326.3	326.8	326.7	326.7	326.7	329.4	329.4	151.7	147.0	12.8	334.7	336.5	337.0
Non-Teaching	95.4	94.5	93.4	93.4	89.1	89.3	89.3	50.7	52.7	35.0	74.9	76.6	78.0
Total	421.7	421.3	420.1	420.1	415.8	418.7	418.7	202.4	199.7	47.8	409.6	413.1	415.0
<u>Exempt:</u>													
State Funded	66.5	61.5	66.5	66.5	67.5	66.5	67.5	64.0	65.0	65.5	69.5	74.5	74.5
Grants & CETA	6.0	6.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	7.0	5.0	4.0	6.0
Total	72.5	67.5	73.5	73.5	74.5	73.5	74.5	71.0	72.0	72.5	74.5	78.5	80.5
<u>Civil Service:</u>													
State Funded	341.7	341.8	341.3	344.6	349.0	346.7	343.9	347.6	348.4	339.7	318.0	348.2	351.1
Auxiliary Ent.	44.1	44.6	41.9	43.6	45.2	47.9	47.0	43.6	42.9	41.4	39.2	40.1	41.3
Grants & Cont.	16.0	16.6	15.9	14.3	14.4	15.0	13.8	13.8	13.3	14.3	15.6	15.2	14.1
CETA	7.0	7.6	8.0	7.8	7.5	7.6	7.4	7.4	4.0	4.0	--	--	--
Revolving Fund	40.9	40.9	40.4	41.9	42.2	42.4	42.4	42.4	45.5	49.3	41.5	48.9	49.9
Total	452.7	451.5	447.5	452.2	458.3	459.6	454.5	454.8	454.1	448.7	414.3	452.4	456.7
<u>Part-Time*:</u>													
Student	207.5	160.5	153.4	207.2	176.1	172.8	196.8	163.2	198.4	188.3	137.1	173.2	196.5
Non-Student	27.6	27.6	30.7	33.4	35.0	40.8	34.9	50.9	98.1	105.7	57.6	60.3	56.0
Work Study	76.8	52.2	38.0	74.2	59.8	71.3	84.7	38.3	18.9	16.0	1.6	79.1	98.5
Total	311.9	240.3	222.1	314.8	270.9	284.9	316.4	252.4	315.4	310.0	196.3	312.6	351.0
GRAND TOTAL	1258.8	1180.6	1163.2	1260.6	1219.5	1236.7	1264.1	980.6	1041.2	879.0	1094.7	1241.1	1303.2

\*Part-time numbers are not defined in the same manner as all the others, therefore, they are not strictly additive.


# Memo



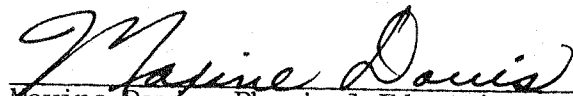
To: Undergraduate Affairs Council  
From: General Education Review Committee  
Date: November 1, 1979  
Subject: Report on General Education and Recommendations for Revision


Attached are copies of our report on the study we have conducted for the past two academic years, together with our recommendations for a revised general education program. These documents are being forwarded to the Undergraduate Affairs Council with our recommendation that they be adopted as policy statements on the core curriculum of Eastern Washington University.


The General Education Review Committee wishes to communicate the following sentiment to the academic community. The attached proposal does not wholly satisfy any member of the Committee. Each of us would in some ways alter the program in certain ways, but we all feel that we can be comfortable with the product of our joint efforts, and we urge the adoption of the proposed General University Requirements. We believe it will be a significant step forward in Eastern's striving for excellence.

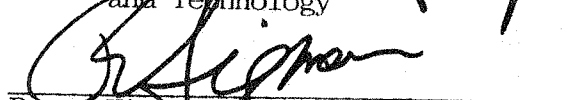
  
Lloyd Billings, Management

  
Steven Christopher, Psychology

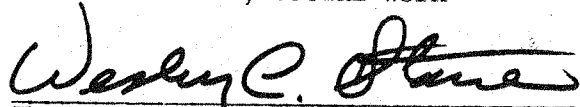
  
Maxine Davis, Physical Education

  
John Duenow, Music


  
Glen Fuglsby, Industrial Education  
and Technology

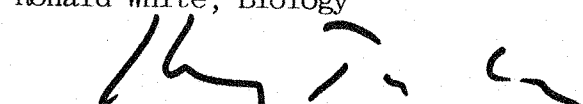
  
Perry Highman, Modern Languages and  
Literature

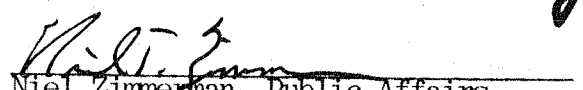
  
William Horner, Social Work

  
Wesley Stone, Mathematics

  
Arnold Stueckle, Education

  
Ronald White, Biology

  
H. T. Wong, History

  
Niel Zimmerman, Public Affairs

# GENERAL EDUCATION AT EASTERN WASHINGTON UNIVERSITY

## A Report by the General Education Review Committee

November 1, 1979

In November of 1977 the EWU Undergraduate Affairs Council requested an examination of the Institution's general education program by the General Education Committee. As a result of consultation with the Provost for Academic Affairs, the Chairman of the Undergraduate Affairs Council, the Vice Provost for Undergraduate and Graduate Affairs, and the Chairman of the General Education Committee, a charge to the Committee was developed. The Committee itself was augmented with the addition of several individuals appointed by the Provost or the Undergraduate Affairs Council.

The charge given the augmented General Education Committee (now known as the General Education Review Committee) was broad. It included an examination of the existing general education program at EWU, the solicitation of testimony from each division within the University, a consideration of the directions evident in general education throughout the higher education community in this country, and the consideration of the desirability of proposing modifications in the existing program.

The Committee was further charged to examine the general education program in relation to the total degree program and in relation to the rationale for a general education requirement. Any recommendations for changes in the existing program were to be accompanied with statements of their rationale and impact.

The initial work of the Committee comprised three major efforts: a careful review of the rationale, content, and effectiveness of the current program; an analysis of the campus community's evaluation of the existing and possible alternative programs; and a synopsis of the status of general education provided by examination of the work of professional organizations and other colleges and universities. These data were collected and analyzed during the winter and spring quarters of 1978. The results of this process are summarized below.

### Committee's Analysis of Current Program

The general consensus was that the existing program's rationale could be characterized as generally worthy, but insufficient in its specificity. One result of this seemed to be a program which had grown with little discernible direction. Translating the philosophical statements of the program into concrete curriculum presented serious problems for the bodies charged with this responsibility, primarily the General Education Committee and the Undergraduate Affairs Council. Examination of the offerings contained within the program revealed a very large number of courses (in excess of 300), many of which seemed only distantly related to the stated goals of the program

itself. It was also observed that the system failed to recognize the problem presented to EWU by the great variability in entrance-level academic skills possessed by our students; this was particularly the case with respect to transfer students. (The development of the College Writing Program was recognized as a major improvement in this situation, however.)

#### Faculty and Staff Evaluations

A major effort to obtain the academic staff's assessment of the current program and some general models of alternative systems was the survey of the faculty conducted by the Committee. The result of this was instructive. A large majority of the respondents (some 50% of the faculty and academic administrators) indicated they were either dissatisfied or very dissatisfied with the current program. When offered a choice of possible structures for general education, 60% indicated a preference for a program with a common core of required courses. Respondents were most often concerned with the inclusion in the program of offerings in the areas of written communication skills, mathematics, history, art, philosophy, and literature.

#### External Data

The statements of accrediting bodies, professional organizations, education councils, and other institutions of higher education indicated a widespread movement toward more structure in the general education area. The Harvard curriculum reform is the best known of these, but it in fact is only one of dozens, perhaps hundreds, of similar events. Particular attention was directed toward general education activity in our region. Personal contact with the University of Washington, Washington State University, Western Washington University, and Central Washington University revealed similar movements on all those campuses. Central has already in place a radical revision of their program, one with considerably more structure than its previous requirement. Western, historically very concerned with liberal arts requirements, is reverting to its highly specified program of the 1960s. Washington State is proposing adoption of a "Harvard Model" in a stepwise fashion. The University of Washington, although already in a different position from that of the regional universities due to its stringent entrance requirements, has recently raised requirements in certain areas, such as foreign language credit for high school experience.

Following this initial process of information collection, the Committee concluded that it was desirable to attempt to develop a proposal for the modification of the current general education program. During this phase of the work, two efforts were undertaken concurrently. Major problems were

considered by the Committee meeting as a group, while individual members devised their own "ideal" programs for later submission to the deliberations of the rest. The problems examined in depth are discussed below.

#### Impact on enrollments

An issue raised repeatedly was the question of the influence any perceived increase in the structure or rigor of EWU's program would have on students' decision to enroll. Transfer students were a particular concern, in part due to the existence of an agreement between Eastern and all but two of the State's community colleges to the effect that the Associates of Arts (AA) degree satisfied our general education requirements. The possibility that students would choose to enroll in another institution, or would remain in a community college until obtaining the AA degree, was raised many times. To a certain extent this is an empirical question which can only be answered by actually implementing the proposed program. However, the Committee went to great lengths to gather as much information pertinent to this question as possible. To this end, detailed analyses of enrollment preferences and their underlying causes were conducted for recent high school graduates in the State and in the Spokane region. One of the results of this undertaking was the finding that EWU does not in fact compete with the community colleges for recent high school graduates. In other words, data collected from the Washington Precollege Examinations indicate that very few students rank Eastern either immediately above or below community colleges in terms of their enrollment preferences. Instead, they rank EWU first, followed by one of the other regional universities, or second or third behind the two state universities. Those indicating a community college as their first choice usually select another two-year institution as their second and third choices. Furthermore, in the case of those ranking Eastern behind the state universities, the most common reasons stated involve the variables generally described as "prestige"; i.e., influence of peers, academic program, campus life, etc. Since the other state four-year institutions are currently in the process of increasing the structure and rigor of their general education programs, it seems unlikely that potential recruits will be frightened into the arms of other universities. It also seems unlikely that they will opt for the community colleges instead of Eastern.

The data cited above speak to the issue of enrollment choices of recent graduates, but does not specifically address the issue of transfer students. Although the curriculum changes instituted by the other four-year institutions seem to mitigate against a swing toward them by students who formerly would have chosen to attend Eastern, it is possible that a larger proportion of them would choose

to remain in the community colleges in order to obtain AA degrees and thus circumvent the EWU general education requirements. A "worst case" analysis of the students transferring to Eastern in the fall of 1978 indicated that if every one of them had remained away from campus that quarter because they were finishing AA programs, the impact would have translated into approximately a five percent reduction in FTE faculty generated. It is unimaginable that such a phenomenon could ever actually occur; i.e., no students transferring before obtaining an AA degree. More relevant information, in the opinion of the Committee, is the stated desire of both the faculty and the administration of the community colleges to upgrade their own programs. They track the state and regional universities so that, while they never exceed the requirements of four-year schools, they do not allow their own programs to fall too far behind them, either. Thus the existence of a clearly more tempting alternative in the form of an "easier" general education route via the AA degree seems highly unlikely.

#### Impact of revised program on staffing

Any change in the general education requirements will produce shifts in enrollment patterns. It is natural that this should generate concern about faculty staffing decisions. The Committee has been repeatedly assured by representatives of the Administration that major changes in staffing will not occur as a result of implementing a revised program. Institutional policy is that programs will be neither rewarded nor punished for changes in enrollments associated with a general education revision. Certain departments must be maintained at certain minimum staffing levels for the continuation of a university-level program, and they will be maintained for reasons other than those based primarily on student credit hour production. Certain other departments have historically been understaffed relative to their credit hour production, and this will continue to be the case.

So far as specific programs are concerned, a few impacts of the proposal can be estimated. Enrollment in certain introductory level mathematics classes may increase. To a lesser extent, the same will be true of course enrollments at the underclass level in government, economics, history, literature, philosophy, physics, biology, and chemistry. In practice this will mean larger sections of certain classes than has been the case previously. Enrollments in psychology, sociology, geography, and geology may be somewhat reduced. Since the proposal includes a laboratory experience as part of natural science requirement, it is recommended that a small temporary addition of staff time be made available to the programs which are implementing this major undertaking.

Number of credit hours

The total credits in the program has been one of the most difficult issues. On the one hand, many have felt an obligation to keep the total program required for the baccalaureate within the University minimum of 180 hours. On the other, it has become increasingly common for programs to total 90 or more hours of courses in the major and required supporting areas. When members of the Committee constructed their "ideal" general education programs, they often found that a student in one of the professional programs would have exhausted the 180 hours just in the process of satisfying the major and general education requirements. A general principle agreed to in the Committee is the allocation of approximately one-third of the minimum 180-credit hour curriculum to general education. It was extremely difficult to create a new program containing all the desirable elements which remained within these guidelines. In addition, the major programs have learned to use the existing general education program to satisfy many of their own needs. It was obvious that changes in the status quo would require a decrease in the extent to which this "doubling up" occurs. The Committee recognizes the 180-credit criterion as a minimum. Thus at some point major programs must advise their students that it may require more than 180 credits to graduate in their areas.

No real solution to these problems exists. The Committee eventually devised a program which falls short of its ideals for a fully satisfactory minimum program. For example, there are no requirements in the areas of foreign language, environmental studies, computer science, or ethnic culture, despite our convictions of the vital role such disciplines should play in the education of a valuable member of society.

The use of four-credit courses for the proposed program was a partial solution, since a greater variety of experiences can be contained in the same total credit hour requirement. This raises problems as well, however, inasmuch as many faculty have voiced their concern that it may lead to an increase in the number of courses to be taught in a year. As in so many other areas, the final proposal represents a compromise in this domain.

Departmental autonomy and institutional responsibility

The existing general education model is so open there is neither a need nor a way to administer it. This is seen as desirable by some of our colleagues. The Committee, like the majority of the faculty, feels strongly that the commonality of experience implied by possession



of a degree from Eastern Washington University require some mechanism for insuring that a core curriculum exists. This does not indicate a lack of sensitivity to the concept of academic freedom, but rather is a statement of institutional responsibility: departments providing experiences required of all students are responsible to their clientele, in this case the entire University, just as individual instructors of a major program are responsible to their colleagues in that program. No member of the Committee has ever expressed a desire to audit a general education course for the purpose of evaluating the instructor. Oversight mechanisms suggested include course approval by some campus-wide body, and some system for providing feedback to instructors and programs regarding their success in covering the basic content of those courses. We are firm in our belief that the professionalism of our faculty will make this task a painless one. This report includes as part of the proposal for a new program several recommendations for the implementation and administration of those procedures.

#### "Basic Skills" proficiencies

Students require certain minimum competencies in communication to benefit from their exposure to the substantive areas of a curriculum. It was an early decision of the Committee that this includes skill in both writing and computation. Serious consideration was also given to certain other areas, particularly speech and computer science. The conclusion reluctantly reached was that the limited number of credit hours which could be realistically included in a program precludes such offerings as requirements. Nonetheless, the Committee wishes to state its consensus that the basic skills area of its proposal represents minimum acceptable requirements, and urges all advising agencies to encourage student participation in additional areas which develop communication and information processing skills.

The decision to move from a "satisfaction by credit hours" approach to a "testing for proficiency level" requirement was motivated by the underlying rationale of this area: the achieving of a minimum level of ability in a tool area vital to the proper use of substantive knowledge presented later. Eloquent arguments for requiring training beyond the minimal levels for more advanced entering students were considered, but they were deemed more appropriate for the "breadth" areas of the core curriculum than for the basic skills requirement.

#### Characteristics of the "breadth" areas

In the proposed program the Natural Sciences and Mathematics area include three disciplines within the required, or List A, courses. This is due to the judgement, both of the Committee, and of the science programs themselves, that physics, chemistry, and biology are the core

of the natural sciences. The earth sciences build upon that core, and hence are included in the optional, List B, category of this area. The Natural Sciences and Mathematics Area is the only breadth area which requires two List A selections rather than three. This reflects the less diversified nature of the natural sciences, vis-a-vis the social sciences and the humanities; and the related basic skills requirement in mathematics.

The Social Science area consists of three major divisions, all of which seem equally important to the Committee. Thus students are required to choose a course in individual or group behavior (psychology, sociology, or anthropology), institutions (government or economics), and history.

Proper exposure to the humanities was deemed to include some experience with literature, with the fine arts, and with methods of reasoning and/or conceptual schema. Thus the Humanities area is also divided into three sections from which a student would be required to choose courses.

#### Unusual modes of instruction

A great deal of consideration was given to the use of interdisciplinary and team-taught courses in the revised program. Some members of the Committee continue to be convinced of the value and feasibility of such offerings, but as is described below, these concepts were eventually abandoned. The Committee still encourages programs to consider devising proposals for such courses, and would urge the decision-making body responsible for course approval to seriously consider such proposals.

Following the consideration of the above problems, a first draft of a proposed revision of the EWU general education program was generated. This draft was distributed to the entire academic community in the fall of 1978. That proposal represented a decided swing away from the open model currently in place. Response to that draft took the form of both open meetings of the various divisions of the University with representatives of the Committee and written statements solicited from individuals and groups within the faculty. The Committee is very grateful for the detailed and insightful criticisms offered during that period. The information provided by this process had a major impact on the final proposal. Response to the first draft and additional deliberations within the Committee have resulted in a number of modifications in our original position. These are summarized below.

1. The total number of credit hours in the proposed requirement has been reduced from 72 to a maximum of 61 (and a minimum of 44). The current program requires 65 hours.
2. The courses within the breadth areas which would have been absolutely required of all students have been dropped. Every part of the requirement now includes some options for the student, and three of the eleven breadth area courses are to be selected from a wide variety of offerings.
3. The stipulation that all courses in the program must carry four credits has been reduced to the List A courses in the breadth areas.
4. The history requirement has been reduced from eight to four hours.
5. The "rational thought" course requirement has been replaced by a selection of approximately nine courses from which the student is required to choose one. This course also helps to satisfy the humanities requirement.
6. In general, unique courses proposed in the first draft have been replaced with more standard offerings, facilitating the work of departments in developing offerings for the program and the evaluation of transfer students' transcripts.
7. The curriculum included in the present "Special Option" is largely covered with the addition of a proposed "Psychomotor Option".

## A PROPOSED MODEL FOR GENERAL UNIVERSITY REQUIREMENTS

## EASTERN WASHINGTON UNIVERSITY

## Introduction

A major function of a university education is the preparation of citizens as valuable and active participants in society at large. This function has historically been known as "liberal" education. In its original sense the term liberal was used to refer to the "freeing" of the mind from the constraints of limited experience and attitudes. Although the past two decades have seen liberal education redefined to allow students almost unlimited choice of curriculum, we believe that a return to the original meaning of the concept is in order. In our view a liberally educated person is one who possesses both the communicative and analytic tools to deal with life outside the university, and a knowledge of the fundamental facts, processes, attitudes, and historical background of our society, insofar as human inquiry has provided these.

This philosophical orientation suggests several objectives:

1. Students should acquire a mastery of the fundamental "languages" of thought - at the minimum a proficiency in English composition and basic mathematics.
2. Exposure to the basic knowledge of the natural sciences, and their methods of obtaining it, should be a part of every student's experience.
3. Knowledge of the ways in which human social systems function, and their historical background, is essential to understanding the contemporary world.
4. An appreciation of the aesthetic and philosophical endeavors of our species is critical to the enrichment of each individual's life.

Our proposal for revision of the current general education program speaks to each of the above objectives. It includes requirements of proficiency in English composition and mathematics. The proposal recognizes the variability in entering students' levels of preparation in these areas by the use of an examination procedure to satisfy the requirements. The specific goal is to guarantee a common exit level of ability. The concept of exposure to a central body of knowledge is provided by the breadth area requirements in natural science and mathematics, social science, and the humanities. The requirements have considerably more structure than those in the existing program, a guarantee that the principle of exposure to a common body of knowledge will be honored.

## Implementation

### Administration

The general university requirements should be supervised on a day-to-day basis by a person with sufficient authority and time to devote to this extremely important task. This administrator would be responsible for coordinating scheduling of courses in the program, checking on faculty assignments, monitoring class size, etc. This administrator would report on a regular basis to a standing General University Requirements Committee composed of faculty and students. This committee would have the overall responsibility for the program. It would perform tasks such as reviewing courses proposed for the program, evaluating the effectiveness of the various aspects of the program, and ruling on appeals for exceptions. It would also make final decisions on recommendations forwarded by the basic skills subcommittees described below.

Two subcommittees should be established. One of these would be responsible for developing proficiency level criteria and evaluation instruments for the English composition requirement, and monitoring the composition requirement in a continuing fashion. Its membership should include a representative of the Department of English, the Director of the University Writing Program, two faculty appointed by the General University Requirements Committee from its own membership, two faculty appointed by the Undergraduate Affairs Council, and two students appointed by the Associated Students. A subcommittee responsible for development of proficiency examinations and criteria in mathematics should also be established. It should include a representative of the Department of Mathematics and Computer Science, (should such a position be created, the Director of the University Mathematics Program), two faculty chosen from the membership of the General University Requirements Committee, two faculty appointed by the Undergraduate Affairs Council, and two students appointed by the Associated Students. This subcommittee will also be responsible for continual monitoring of the implementation and functioning of the mathematics requirement.

### Course Approval

All courses included in the GUR program must be submitted to the GUR Committee described above. It is possible, and in many cases probably, that courses in the existing program will also be accepted for the revised one. However, every course must be proposed and reviewed on the basis of the description provided by the proposing department of program. Decisions about inclusions of courses in the new program will be based on the merits of the proposals submitted as evaluated by the GUR Committee, and not on historical factors. This model makes no assumptions about the sponsoring programs or departments vis-a-vis specific courses. Decisions about course approval may be appealed to the Undergraduate Affairs Council.

### Course Development

Departments and programs proposing courses for the General University Requirements should follow certain guidelines in developing their offerings. The Mathematics Department is encouraged to develop several one-credit minicourses in conjunction with the work of the mathematics requirement subcommittee on the examination and proficiency criteria. These courses will be available to students failing to achieve required proficiency levels on one or more sections of the examination. It is expected that the mathematics subcommittee will consult with major programs having mathematics requirements in this development process. English composition offerings should be developed for satisfaction of the proficiency requirement when students fail to achieve proper levels on the examination taken upon entering the institution.

Units proposing courses for the breadth areas should develop four-credit courses for List A offerings. These courses should be broad, general introductions to the major topics and basic philosophy and method of a discipline. In the case of literature and history courses, they should be taught topically rather than chronologically, and should not focus upon a single specific period, person, or event. Specialized courses dealing with subtopics of a discipline would not be appropriate. The upper-level courses in the natural and social sciences ("Physics for the Scientist", "Advanced Anthropology", etc.) are included to provide more challenging and interesting offerings for natural and social science majors who may be familiar with lower level material in allied disciplines. They too should be rather broad surveys, rather than specific treatments of special topics.

List B courses in the breadth areas may be either four or five credits. The Committee encourages the development of List B courses at the upper-division level. These courses may represent a broad and varied set of offerings, and their consideration of disciplinary philosophy and method is not critical, nor should they be restricted to broad, survey-like treatment. These courses should be limited to theoretical and/or conceptual treatments of material, as opposed to specific applications of methods to problem solving.

### Grade Criteria

Students must achieve a minimum cumulative grade point average of 2.0 in courses taken for General University Requirements in order to satisfy the program requirement.

## GENERAL UNIVERSITY REQUIREMENTS

### Basic Skills

#### English Composition

Demonstration of competence in English composition is required of all baccalaureate degree students. This demonstration may be accomplished by achievement of a satisfactory score on a proficiency test taken upon enrolling. Should the required score not be achieved, the demonstration may be accomplished by earning a grade of 2.0 or better in one or more composition classes (e.g., English 101, BDE 272, etc.). The course(s) fulfilling this requirement will depend upon the level of proficiency demonstrated on the entrance test. For example, a student achieving a proficiency score close to the criterion for satisfaction may be required to complete English 201. Another student whose test score falls substantially below the criterion may be required to take both English 101 and 201, or even English 100, 101, and 201. The specific course(s) used to satisfy the requirement will be designated by the English proficiency subcommittee of the General University Requirements Committee.

#### Mathematics

Demonstration of competence in mathematics is required of all baccalaureate degree students. This demonstration may be accomplished by achievement of a satisfactory score on each of the sections of a proficiency test taken upon enrolling. Should the required score not be achieved on one or more of the test sections, the demonstration may be accomplished by earning a grade of 2.0 or better in a designated mathematics "minicourse" carrying one credit and dealing specifically with the area in question. Completion of such a course shall be required for each area of the proficiency test in which a student fails to achieve the criterion level of performance.

### Breadth Areas

#### Natural Science and Mathematics

Choose three (or four) courses from at least three different departments. At least two courses must be selected from List A. Only one course in each subset (e.g., A1) may be counted toward the general university requirement. One course must include a laboratory experience.

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A1 - Intro. to Physics (1-200)  
 Physics for the Scientist  
 (3-400)

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A wide variety of courses offered  
 in the natural sciences and  
 mathematics.

A2 - Intro to Chemistry (1-200)  
 Chemistry for the Scientist  
 (3-400)

A3 - Intro. to Biology (1-200)  
 Biology for the Scientist  
 (3-400)

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\* A regular sequence of courses in the relevant discipline outside  
 the major may be substituted for either A1, A2, or A3 (e.g.,  
 Bio/Chem 151, 152, 153).

### Social Science

Choose three (or four) courses from at least three different depart-  
 ments. Select one course from List A1, one from A2, and one from A3. Only  
 one course from each subset (e.g., Ala) may be counted toward the general  
 university requirement.

#### List A (18 courses)

A1 - Ala - Intro. to Economics (1-200)  
 Advanced Economics (3-400)

Alb - Intro. to Government (1-200)  
 Advanced Government (3-400)

A2 - A2a - Intro. to Sociology (1-200)  
 Advanced Sociology (3-400)

A2b - Intro. to Psychology (1-200)  
 Advanced Psychology (3-400)

A2c - Intro. to Anthropology (1-200)  
 Advanced Anthropology (3-400)

A3 - One of 8 history courses (4 at  
 the 1-200 level, 4 at the 3-400  
 level)

#### List B (approx. 36 courses)

A wide variety of courses offered  
 in the social sciences, including  
 social science courses in minority  
 and women's studies



## Humanities

-14-

Choose three (or four) courses from at least three different departments. Select one course from List A1, one from A2, and one from A3.

### List A (18 courses)

- A1 - Intro. to Literature (6 courses)\*  
A2 - Intro. to Music  
Intro. to Art  
Intro. to Theatre  
A3 - Philosophy and Reasoning (9 courses)  
(3-400 level)

### List B (approx. 36 courses)

A wide variety of courses offered in the humanities. Humanities courses offered through minority and women's studies would be appropriate.

\*Two courses each offered by English, Humanities, and Modern Language and Literature.

## Foreign Language

Completion of one or two foreign language skill courses at the second-year level may reduce the Social Science and/or the Humanities areas by one course (from List B) each.

## Psychomotor Option (approx. 30 courses)

One breadth area may be reduced by one course from List B by taking at least four credits in one or more areas dealing with the development of physical skill in an aesthetic and/or athletic context.

### A Quantitative Analysis of the Program

	<u>Courses</u>	<u>Credits</u>
Basic Skills	0-3*	0-14
Breadth Areas	11	44-47
Totals	11-14	44-61

\*depends on results of proficiency test

There are 42 courses in List A, approximately 118 in List B.

# Academic Planning 1980-1981

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December 1979



## ACADEMIC PLANNING FOR THE FUTURE

Eastern Washington University's third annual cycle of academic planning continues to emphasize excellence in selected fields, reallocation rather than new faculty appointments, and maintaining a comprehensive liberal arts program.

The 1980-81 cycle, the final one in the first series of three-year planning periods to forecast budget staffing needs, will be completed by the end of winter quarter, 1980. For the first time since its inception two years ago, planning does not mandate a net reduction in faculty positions.

Three significant factors influence the current planning cycle: (1) enrollments are increasing modestly--Eastern's fall enrollment was its largest in history; (2) the mandatory retirement age has risen from 67 to 70, slightly revising our forecasts of retirees; and (3) nearly all departments have reached efficient student-faculty ratios without overstaffing.

Eastern's academic planning rests on six assumptions and projections.

1. Although nation-wide birth-rate forecasts indicate a drop in the 18-24 age group, the growth of the Spokane area and Eastern's attraction for both younger and older populations indicate growth in enrollments over the next few years.
2. The number of regular full-time faculty should not be increased except in exceptional cases. Well-qualified part-time faculty and temporary full-time appointments will generally meet needs for added staff.
3. Departments must reexamine their programs to emphasize excellence. The quality of a department is more important than its size.
4. Although student credit-hour production cannot be ignored, it is not to be the sole criterion of a department's worth to the University.
5. Eastern cannot afford to offer comprehensive programs in every discipline but must concentrate on relevant areas of excellence.
6. In general, Eastern's professional schools are staffed with sufficient faculty to provide depth in core areas and diversity in offerings. Many of these programs should now consolidate their recent gains.

Given these assumptions, Eastern generally is reallocating faculty rather than adding faculty. The annual academic plan remains essentially a blueprint for reallocation: It produces guidelines for reducing staff in some areas in order to add in others.

Eastern's faculty is relatively young with an average age of 44. This results from Eastern doubling the size of its faculty in the high-growth years between 1965 and 1970. The plan for academic 1979-80 projected only 15 vacant positions through resignation, retirement, or non-renewal of contract. With a faculty of 350, this amounts to a turn-over rate of approximately 4 percent. A decision to take a position from one department and allocate it to another has to be reached carefully, taking into account the goal of preserving our quality liberal arts base as well as responding to demands by students and prospective employers for professional preparation.

In the planning process, each department analyzes its contribution to the University and its stewardship of resources. Administrators, deans, and department faculty then review the analysis to discuss the reasons a department should hold its status, increase resources, or decrease them.

Planning recognizes that some disciplines are more expensive to teach than others. For example, effective teaching in some areas allows large lectures whereas advanced Music students require private lessons. Although the standard teaching load for Music professors is 150 percent of that for professors in other departments, the student-faculty ratio in Music cannot be directly compared to such disciplines as Education, Accounting, or Anthropology. Sciences may also require higher staffing ratios for laboratory sessions.

For these and other reasons, no mathematical formula can be applied uniformly to determine the correct number of faculty for all departments.

Analyses and experience are the foundations of the annual academic plan.

Even though our experience in planning in this way is relatively brief, the results so far have been encouraging. During the 1977-78 academic year, departments, deans, and administrators formulated and tested this new planning tool. They analyzed each department's strengths, staffing patterns, and prospects. The results were an allocation of faculty positions for 1978-79 and experience for planning future allocations.

As a multipurpose university, Eastern must simultaneously aim at multiple instructional goals: It must seek to meet the regional need for professionals in specific fields and, at the same time, sustain its traditional commitment to liberal learning and a broad range of degree opportunities. In the past, it has been practical to recognize these goals without significant conflict but an anticipated slowing in enrollments and state appropriations urged us to reassess our means for achieving them. The fact that the slowdown did not occur does not reduce the necessity for precise, careful planning.

At the graduate level, Eastern emphasizes preparing students for work as well as personal services to society. Some customary programs are being deemphasized, others recast, but it is essential that we neither redesign nor create programs solely for short-term demands. And as Eastern continues to offer a limited number of graduate programs not vocational in purpose, but is gradually reallocating its resources



to bolster graduate fields with direct relationship to the region's human, social, and public needs.

From this perspective, the 1979-80 academic plan located each academic department in one of four categories:

Group 1: Departments which are not at full strength to cover necessary programs and who consequently were first in line for new faculty positions, and for replacement for anyone who retired or resigned for 1979-80.

- a. Communication Studies
- b. Management
- c. Urban and Regional Planning

Group 2: Departments with strong fully-developed programs, coupled with either a national or regional reputation, or very strong credit hour loads. These departments were next in line for replacements for 1979-80 for those who retired or resigned.

- a. Accounting and Decision Science
- b. Anthropology/Geography
- c. Applied Psychology
- d. Biology
- e. Chemistry
- f. Dental Hygiene
- g. Economics
- h. Education
- i. Geology
- j. Mathematics
- k. Physics
- l. Psychology
- m. Radio-Television
- n. Social Work
- o. Speech Pathology
- p. Theatre

Group 3: Departments in which the number of faculty appeared adequate, or more than adequate. Although resigners or retirees

in Group 3 departments were not automatically replaced for 1979-80, program need and curricular consideration could dictate a replacement.

- a. Art
- b. Business and Distributive Education
- c. English
- d. Government
- e. History
- f. Home Economics
- g. Industrial Education and Technology
- h. Modern Languages
- i. Music
- j. Philosophy
- k. Sociology

Group 4: Departments whose programs were under discussion because of possible new developments, or departments in which reorganization of sub-units and affiliate programs was under discussion.

- a. Criminal Justice
- b. Health, Physical Education and Recreation Administration
- c. Public Administration

The current planning cycle doubtless will reclassify some of these departments. Some that received additional staffing in past years may move from Group 1 to Group 2; others cut earlier may move from Group 3 to Group 2, signifying that they are stabilized. The process provides opportunities for thorough discussions of the issues in each case.

When completed, the annual academic plan will be published at mid-year so that each department knows the staffing it may expect and its place in the institutional program of instruction, research, and service.

The office of the Provost for Academic Affairs has been reorganized to reflect shifting priorities associated with the academic plan. First, Dr. John Douglas has been appointed as Assistant Provost working half



time on activities to enhance grant and research support. In addition, there will be a part-time Assistant Provost responsible for Faculty Development: such as improving professional level opportunities, possibilities for retraining; possibilities for faculty exchanges, and the like. Also, there will be another part-time Assistant Provost for Instructional Enhancement, including the latest ideas on new teaching methods and technology.

Because faculty staffing has stabilized in many departments, the reviews of program and staffing needs can proceed more quickly this year. The administration will schedule meetings only with departments that fall into one of six categories:

1. Departments in Group 3 which absorbed a reduction of faculty for 1979-80, to determine whether these departments should remain in Group 3 or should move into Group 2 where they will be more likely to receive replacements.
2. Departments in Group 4 during 1979-80: HPERA, Public Administration, and Criminal Justice need to know their prospects.
3. Departments proposing new degrees or significant changes in program: English needs reassessment of staffing for its proposed MFA in Writing and to accommodate potential increases in foreign students requiring English as a second language; Communication Studies also needs review for the latter purpose; and increased activity in both FM radio and television production requires another look at staffing in Radio-Television. Music and Theatre need reassessment of their capabilities to expand activities in Spokane.

4. Departments not in Group I which, due to movements of staff from other units of the University, received additions or subtractions of staff in 1979-80: Applied Psychology, Psychology, and Education should be reviewed in this category.
5. Departments that have built major components of their academic programs on grant funds need to be assessed for prospective institutional support: Social Work, for one.
6. Departments whose members feel that further discussion of their staffing needs is especially warranted. Any department may, of course, request reassessment.

The shortened schedule possible by meeting only with departments in one of these categories will allow us to complete the planning by the end of winter quarter. This will advance the date by which departments may be authorized to begin a search for faculty.

One final comment: Faculty members may be surprised to learn that academic planning has proceeded without a computer data base. Statistics used during our past two years were developed and hand-tallied by Don Manson, relying largely on hand-kept records maintained by Eleanor Hughes. The President's formation of a Budgeting and Planning Office (under Russell Hartman) has resulted in development of a data base that we believe will assist planners to experiment with different combinations and analyses of information for each department. These data will be conveyed to all departments, not only to those scheduled for academic planning reviews in the current cycle. The new data analyze departmental reliance on part-time and overload teaching and costs per student credit hour. Departments should

make their own analyses of these data and suggest further uses for them in planning.

In sum, academic planning in this cycle proceeds with a shortened schedule in an optimistic climate. There are no University targets for net staff reduction and we are all dealing now with a familiar process.



PERSONNEL ACTIONS

A. Administrative Exempt

1. Appointments

Douglas, John E., Professor of Chemistry and Assistant Provost for Grants; appointment as Associate Dean of the College of Letters and Sciences, Winter and Spring Quarters of academic year 1979-80, at .50 time.

Neavill, James, Director of the Small Business Development Center - Spokane Satellite (grant funded), effective Nov. 26, 1979; 11-month, full-time appointment. Annual salary: \$18,700.

O'Brien, James A., Professor of Finance and Management Information Systems; appointment as Associate Dean of the School of Business and Director of the MBA Program, from Jan. 10, 1980, through June 13, 1980, at .67 time.

2. Leave of Absence Without Pay

Cowen, Sonia, Grants Administrator; leave of absence without pay March 25, 26, and 27, 1980.

3. Resignations

Rios, Richard, Indian Education Counselor; effective Dec. 14, 1979.

B. Academic

1. Appointments

The following are appointed for one-year terms as Primate Research Fellows in the Primate Research Program effective Jan. 1980 (no extra compensation):

On Campus: Dr. Steven B. Christopher, Associate Professor of Psychology; Sociobiologist, Dept. of Psychology.  
Dr. Preston Ritter, Professor of Chemistry; Biochemist, Dept. of Chemistry.  
Dr. Norman V. Vigfusson, Professor of Biology; Geneticist, Dept. of Biology.  
Dr. Ronald J. White, Professor of Biology; Endocrinologist, Dept. of Biology.

Off Campus: Dr. Gerald Blakley, Supervisory Veterinarian, Regional Primate Research Center, Medical Lake Field Station.  
Dr. Earl W. Fleck, Geneticist, Dept. of Biology, Whitman College.  
Dr. W. Timm Fredrickson, Research Associate, University of Washington.

2. Change of Status

Behm, Roy K., Professor of Chemistry; appointment as Chairman, Department of Chemistry, for a three-year term effective Winter Quarter, 1980.

3. Leave of Absence Without Pay

Solomon, Susan L., Professor of Operations Management and Decision Science; leave without pay for Winter Quarter, 1980.

4. Salary Change

Hurand, Fred A., Assistant Professor of Urban and Regional Planning; salary base changed from \$16,773 to \$17,773, effective Jan. 1980, in recognition of completion of the Ph. D. from Pennsylvania State University.

5. Resignation

Louie, Meyer A., Mathematics Specialist; effective Dec. 14, 1979.