

2-28-1985

Board of Trustees Minutes, February 28, 1985

Eastern Washington University

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Agenda

Board of Trustees Eastern Washington University

February 28, 1985

9:00 a.m. Higher Education Center

I. Presidents' Reports

- A. Dr. H. George Frederickson, President, EWU
- B. Dr. Jerry Blanche, President, Faculty Organization
- C. Mr. Thayne Stone, President, Associated Students
- D. Dr. Gordon Martinen, Foundation/Alumni Association

✓ II. Approval of Minutes

- A. Minutes of January 24, 1985 meeting
and special meeting of February 12,
1985. (Attachment II.)

✓ III. Action Items

- A. Contract Award: Window replacements
in Dressler Hall. (Attachment III. A)
- B. Badger Lake Property Agreement (Attachment III.B)
- C. Center for Engineering and Technology
(Attachment III.C)

IV. Information Items

- ✓ A. Joint Select Committee on Student
Services. (Attachment IV.A)
- ✓ B. Contract Award: Repair of Boiler No.3
(Attachment IV.B)
- ✓ C. Architectural Contract Award: Science
Hall remodel. (Attachment IV.C)
- ✓ D. S & A Fee Budgeting Procedure (Attachment IV. D)
- ✓ E. Faculty Salary Plan (Attachment IV. E)
- ✓ F. Higher Education Governance (Attachment IV. F)
- G. Operating & Capital Budget Briefing

Agenda
February 28, 1985
Page 2

V. Old Business

VI. New Business

VII. Executive Session

An executive session will be called for the
purpose of discussing personnel matters

✓ VIII. Personnel Actions (Attachment VIII.)

Minutes

Eastern Washington University

Board of Trustees
February 28, 1985

The Board of Trustees of Eastern Washington University held its regular monthly meeting on February 28, 1985, at 9:00 a.m. at the Spokane campus on 1st and Wall.

BOARD MEMBERS PRESENT

Mrs. Eleanor Chase, Chairwoman
Mrs. Jean Beschel, Vice Chairwoman
Mr. Joe Jackson
Mr. Michael Ormsby
Mr. Bert Shaber

STAFF PRESENT

Dr. H. George Frederickson, President
Mr. Ken Dolan, Secretary, Board of Trustees
Dr. Robert Gibbs, Vice President, Faculty Organization
Mr. Owen F. Clarke, Assistant Attorney General
Dr. Duane Thompson, Vice President, Academic Affairs
Mr. Robert Graham, Director of Facilities Planning
Mr. Skip Amsden, Vice President, Student Services
Ms. Diane Showalter, Assistant to Vice President, Extended Programs
Ms. Judy Samples, Assistant to Vice President, Business & Finance
Mr. Jay Rea, University Archivist
Dr. John O'Neill, Dean, School of Social Work & Human Services
Dr. Steven Christopher, Vice Provost, Undergraduate Studies
Dr. William Slater, Dean, School of Fine Arts
Dr. Hugh Sullivan, Dean, School of Mathematics & Technology

STUDENTS PRESENT

Mr. Thayne Stone

MEDIA PRESENT

Ms. Liz Ruiggieri, KPBX Radio
Ms. Susan Howard, KREM TV
Mr. Ed Springer, KHQ TV
Ms. Holly Houston, KHQ TV
Ms. K. Lene Phillips, Easterner
Mr. Jim Sparks, Spokesman Review/Chronicle
Ms. Staphanie Vann-Dyson, Cheney Free Press

BUSINESS MEETING

Chairwoman Chase called the meeting to order at 9:15 a.m.

Mrs. Chase introduced and welcomed the newest member of the Board, Mr. Joe Jackson.

PRESIDENTS' REPORTS

1. Dr. H. George Frederickson, President of EWU

The School of Fine Arts is presenting several special events in February and March. Dance Vogue opens on February 28th in the campus theatre and features a program in modern, jazz and ballet. Encore, EWU's traveling caberet show, will be in the Tri-Cities on March 22 at the Hanford House in Richland. The Spokane String Quartet will give a concert in the recital hall on March 12. Pianist Paul Badura-Skoda gave the first of the Music Department's President's Circle Performances on February 27.

The Institute for Korean-American Affairs will hold its inaugural conference in Seoul, Korea during the first week of June.

The Willow Springs Literary Magazine recently received a National Endowment for the Arts Award for editorial and production excellence.

The Mountain West Athletic Conference's basketball tournament is being held on March 8 and 9 in Moscow. The participants include, Eastern, Montana, Idaho and Weber.

The EWU Department of Education received an overall second place for excellence in teacher preparation from the Association of Teacher Educators.

In the Legislature, Senator Nita Rinehart's proposal for a State Higher Education Coordination Commission is receiving general support. The collective bargaining bill continues to progress through the Legislature and will likely be approved. The Gardner budget for higher education is generally the same as the Spellman proposal except for \$90 million to the State Community Colleges for additional capital construction.

Black History Week featured several outstanding speakers and other activities and concluded with a banquet on February 23.

2. Dr. Jerry Blanche, President, Faculty Organization

Dr. Blanche welcomed Mr. Jackson on behalf of the faculty and indicated their desire to work cooperatively with Mr. Jackson. See Appendix I.

3. Mr. Thayne Stone, President, Associated Students

President Stone announced that this was his last Board of Trustees meeting as A.S. President. He congratulated the new members of the Board and expressed his hope that they would be sensitive to the needs of the students.

4. Diane Showalter, Alumni and Foundation

Ms. Showalter, on behalf of the Alumni Association, welcomed the new Board members and introduced Mr. James Shideler, President of the EWU Foundation.

Mr. Shideler reported on various activities of the Foundation, including the revitalized Development Council, which has been meeting with university deans in an attempt to identify areas of needed support. Mr. Shideler also reported that the long search for an Executive Director of the Foundation was nearly over. The Foundation and the University are negotiating with Mr. James McCue and hope to formally announce his appointment at the next Board of Trustees meeting.

Mr. Bert Shaber reported on his testimony before the House Higher Education Committee. See Appendix III, for the full text of Mr. Shaber's testimony.

MINUTES OF THE REGULAR BOARD OF TRUSTEES MEETING OF FEBRUARY 28, 1985, Agenda Item II.

Motion #02-01-85: "I move that the minutes of the Board of Trustees meeting of January 24, 1985 and February 12, 1985 be approved."

Motion by Mr. Shaber, seconded by Mr. Ormsby, approved unanimously.

WINDOW REPLACEMENT IN DRESSLER HALL, Agenda Item III.A.

Mrs. Beschel stated that she would abstain from any discussion and would not vote on this contract award, due to a potential conflict of interest.

Motion #02-02-85: "I move that the Redding Construction Company be awarded a bid in the amount of \$125,800 for the replacement of windows in Dressler Hall."

Motion by Mr. Jackson, seconded by Mr. Ormsby, approved unanimously.

This project is for energy conservation improvements and was made possible through the energy conservation loan program, approved at last months Board meeting.

Redding Construction Company is \$5,000 above the low bidder, but the low bidder has been unresponsive to Minority and Women in Business

Enterprise participation and has no history of minority employment. The Redding Construction Company record shows MWBE participation and a good history of minority employment.

BADGER LAKE PROPERTY AGREEMENT, Agenda Item III.B.

Motion #02-03-85: "I move that the agreement between Eastern Washington University and the United States, pursuant to Public Law 97-435 be approved."

Motion by Mr. Ormsby, seconded by Mr. Shaber, approved unanimously.

CENTER FOR ENGINEERING AND TECHNOLOGY, Agenda Item III.C.

Motion #02-04-85: "I move that the proposed Center for Engineering and Technology be approved in concept."

Motion by Mrs. Beschel, seconded by Mr. Shaber, approved unanimously.

The Joint Center for Engineering and Technology demonstrates the interest of both universities in developing cooperative programs in Spokane. Mr. Blanche stated that the faculty supports the Joint Center only if it does not result in the reduction of resources for campus based programs.

INFORMATION ITEMS, Agenda Items IV.

Information items included the discussion of Joint Select Committee's report on Student Services. Mr. Ormsby asked that a special study session be arranged so that the Trustees can carefully review the report.

The current faculty merit pay plan was presented by Dr. Blanche and Dr. Gibbs. Dr. Blanche presented a history of the plan and Dr. Gibbs provided an overview of the allocation of salary increase monies. Mr. Shaber commented that some fine tuning of the plan may be in order, but that the Board remains committed to the principle of merit pay for faculty.

Mr. Hartman discussed the architectural contract award for the Science Hall remodeling and the contract award for the repair of one of the boilers in Rozell Heating Plant.

OLD BUSINESS

Appointment of Bert Shaber as Eastern's representative to the trustees legislative committee.

Motion #02-05-85: "I move that Mr. Bert Shaber be appointed Eastern's representative to the legislative committee of trustees."

Motion by Mrs. Beschel, seconded by Mr. Ormsby, approved unanimously.

If Mr. Shaber is unable to attend any meetings of this group, the Chairwoman will appoint an alternate.

EXECUTIVE SESSION, Agenda Item VII.

An executive session, for the purpose of discussing personnel matters was called at 12:30 p.m.

The meeting was called back into regular session at 12:50 p.m.

PERSONNEL ACTIONS, Agenda Item VIII.

Motion #02-06-85: "I move that the personnel actions as submitted be approved."

Motion by Mr. Ormsby, seconded by Mr. Jackson, approved unanimously.

ADJOURNMENT

The meeting was adjourned at 1:15 p.m.

NEXT MEETING DATE

The next regular meeting of the Board of Trustees will be held on March 21, 1985, at 9:00 a.m. in the Pence Union Building on the EWU campus in Cheney.

ELEANOR CHASE, Chairwoman
Board of Trustees

KENNETH R. DOLAN, Secretary
Board of Trustees

EWU

Memorandum

To: Eleanor Chase, Chairman, Board of Trustees

From: H. George Frederickson, President

Date: February 21, 1985

Subject: President's Recommendations for the February Board of Trustees Meeting

Approval of the Minutes, Agenda Item II.

I recommend that the minutes of the January 24, 1985 meeting and Special Meeting of February 12, 1985 be approved.

Window Replacements in Dressler Hall, Agenda Item II.A.

The Energy Conservation Loan Program approved at last month's Board meeting makes funds available for general energy conservation projects. We're recommending the award of a contract in the amount of \$125,800 to the Redding Construction Company for the replacement of windows in Dressler Hall.

The Redding Construction Company's bid is \$5,000 above the apparent low bidder, but the low bidder has been unresponsive to minorities and women in business enterprise participation and has no history of minority employment. The Redding Company, on the other hand shows 9.1% MWBE participation and a good historical record of minority employment. I recommend that the contract be awarded to the Redding Construction Company.

Badger Lake Property Agreement, Agenda Item III.B.

Approximately 25 years ago Eastern Washington University purchased 25 acres of land from the United States Department of Interior for \$50 per acre. The land, with approximately 1,700 feet of shoreline on Badger Lake was for the University's exclusive use and cannot be sold or otherwise disposed of.

In the Spring of 1982, working through our congressional delegation, Public Law 97-435 was passed on January 8, 1983. This law removes the restrictions in the original purchase agreement which prevented the University from benefitting from the sale of the land. The University is now authorized to sell or exchange this property as long as the proceeds are used for educational purposes.

While we have no plans at this time to either sell or exchange property, the agreement gives us the flexibility to do so should we desire. We have five years from the original date of passage of Public Law 97-435 to exercise our rights to sell or exchange

this property. At the end of the five year period the property reverts to the original status which prevents the University from selling or exchanging the land.

At the September, 1984 Board Meeting, the Board approved the enclosed resolution implementing the provisions of public law 97-435. A representative from the United States Department of the Interior will be in attendance at the meeting for the formal signing of the resolution. I recommend that the Trustees approve the enclosed resolution and authorize the Chairman and the President to execute it on behalf of the University.

Center for Engineering and Technology, Agenda Item III.C.

While we have reached informal agreement on the Center for Engineering and Technology, formal Trustee action will strengthen and show public approval.

As you know Dr. Terrell and I testified before Representative Sommer's House Higher Education Committee on the 20th. I'm sure you all saw the newspaper accounts of this testimony. The agreement is brief and full text is Attachment III.C. I urge the Trustees to ratify the agreement establishing the Center for Engineering and Technology.

Information Items, Agenda Items IV.

We have a large number of information items for this Board meeting. University staff will be available to discuss these reports and to answer Trustee questions.

Executive Session, Agenda Item VII.

I recommend that an executive session for the purpose of discussing personnel matters be called.

Personnel Actions, Agenda Item VIII.


We have the usual number of personnel actions for consideration. I do want to call your attention to the appointment of Mr. Roger L. Pugh, Director of Admissions. As some of you know Mr. Glenn Fehler resigned this Fall as Director of Admissions and the search has now finally concluded for his replacement with the appointment of Mr. Pugh.

I recommend that the personnel actions, as presented, be approved.

EWU

Memorandum

To: Dr. H. George Frederickson, President

From: Russ Hartman, Vice President for Business and Finance 

Date: February 20, 1985

Subject: Public Works Contract Award

It is recommended that the Board of Trustees at its February 1985 meeting approve the award of a public works contract to Redding Construction Company for the completion of Project No. FP-84-06, Dressler Hall Window Replacement. The contract amount is \$125,800.

There are three factors that should be brought to the Board's attention in its consideration of this contract award:

1. The total bid of Redding Construction Company at \$125,800 is \$5,000 above that of the apparent low bidder. The recommendation for award at the higher amount is based upon the MWBE participation and the minority employment record of Redding Construction Company.
2. The bidding procedure required an alternate bid for bronze window glass. It is recommended that this alternate be included in the contract award. As illustrated on the attached tabulation sheet, the cost of the alternate is included in the total contract award of \$125,800.
3. This project will be funded by the three percent energy conservation loan approved at last month's board meeting. Board of Trustees approval is contingent upon final approval of the loan, and the contract will not be formally awarded until all necessary steps in the loan process have been completed.

RAH:ms

Attachment

PUBLIC WORKS CONTRACT AWARD

PROJECT: Dressler Hall - Window Replacement PROJECT NO.: FP-84-06

DESCRIPTION: The contract for this project will provide for the replacement of the windows in the student rooms, Director's apartment and smoke tower of Dressler Hall.

PROJECT FUNDING: Funding for this project is to be provided by a loan from the United States Department of Education 1984 College Housing Loan Program for energy conservation projects. It is recommended that the award of the contract be contingent upon receipt of the loan.

ARCHITECT/ENGINEER: Facilities Planning

BID TABULATIONS

Bidder	Base Bid Amount	Alt. 1 Bid Amount *	Total Bid	% MBE	% WBE	Total Staff	Minority Staff	Percent Minority	Women Staff	Percent Women
D.G. Deloux Const.	\$118,812.08	\$1,988.00	\$120,800.08	0	0	4	0	0	1	25
Redding Const.	\$124,000.00	\$1,800.00	\$125,800.00	9	3	10	0	0	2	20
Hamre Const.	\$128,958.00	\$2,200.00	\$131,158.00	9.1	3	5	0	0	2	40
Turn-Key Inc.	\$131,143.00	\$1,888.00	\$133,031.00	4	0	49	1	2	4	8
A/E Estimate	\$131,000.00	\$2,000.00	\$133,000.00							

* - Alternate #1 provides for bronze glass in the windows.

BIDDER'S YEARLY EMPLOYMENT REPORT

FIRM R. REDDING CONSTRUCTION CO., INC.

DATE SUBMITTED 2/7/85

SIGNATURE OF REPORTING OFFICIAL *Ralph A. Redding*

TITLE President

Ralph A. Redding

REPORT OF PRIOR 12 MONTHS PERIOD		TOTAL WORKERS (Includes minority workers)		MINORITY WORKERS				
MONTH	YEAR	MEN	WOMEN	BLACK AMERI.	ASIAN AMERI.	AMERI. IND.	SPAN. AMERI.	OTHER
Jan.	1985	11	2					
Dec.	1984	20	3					
Nov.	1984	31	2				1	
Oct.	1984	32	2				1	
Sept.	1984	36	2					
Aug.	1984	53	2			1		
July	1984	42	1			1		
June	1984	23	2			3		
May	1984	32	3			3		
April	1984	34	3			2		
March	1984	25	1			2		
Feb.	1985	8	2					
Current Month-Year								

INSTRUCTIONS: A Bidder's Yearly Employment Report shall be submitted with the Contractor's bid. The reporting period shall include twelve consecutive months ending with the current month. The report shall include each individual who was on the Contractor's payroll during the month.



Cont. Lic. #223-01-RR-ED-DI-332PZ

E. 2305 BROOKLYN
P. O. BOX 2885 TA
SPOKANE, WA. 99220
PHONE (509) 484-1530

PART III: BIDDERS' CERTIFICATION

R. REDDING CONSTRUCTION CO., INC. certifies that:

1. It intends to use the following listed construction trades in the work under the contract CARPENTERS, LABORERS, CEMENT FINISHERS, IRONWORKERS, OPR.ENG., TEAMSTERS; and

2. (a) As to those trades set forth in the preceding paragraph one hereof for which it is eligible under Part I of these Bid Conditions for participation in the SPOKANE/HOMETOWN Plan, It will comply with the SPOKANE/HOMETOWN Plan on all construction work (both federal and non-federal) in the INLAND EMPIRE area within the scope of coverage of that Plan, those trades being: CARPENTERS, LABORERS, CEMENT FINISHERS, IRONWORKERS, OPR.ENG., TEAMSTERS and/or

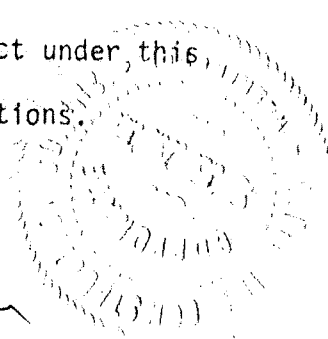
(b) As to those trades for which it is required by these Bid Conditions to comply with Part II of these Bid Conditions, it adopts the minimum minority manpower utilization goals and the specific affirmative action steps contained in said Part II, for all construction work (both federal and non-federal) in the INLAND EMPIRE area subject to these Bid Conditions, those trades being: N/A; and

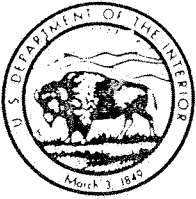
3. It will obtain from each of its subcontractors and submit to the contracting or administering agency prior to the award of any subcontract under this contract the subcontractor certification required by these Bid Conditions.

R. REDDING CONSTRUCTION CO., INC.

BY:

Ralph A. Redding
Ralph A. Redding, President





United States Department of the Interior

BUREAU OF LAND MANAGEMENT

OREGON STATE OFFICE
P.O. Box 2965 (825 NE Multnomah Street)
Portland, Oregon 97208

RECEIVED

JAN 14 1985

Bureau Of Land Management
Spokane, Wa.

JAN 10 1953

Memorandum

To: District Manager, Spokane

From: State Director

Subject: Agreement Between Eastern Washington University and the
United States Pursuant to Public Law 97-435

Enclosed is an agreement prepared by Eastern Washington University pursuant to Public Law 97-435. The agreement sets forth terms for the release of the reversionary conditions in patent number 1216646 previously issued to the University for land at Badger Lake. This will allow the University to sell or exchange the land and acquire other property more suitable for use by the University for educational or recreational purposes.

The agreement has been reviewed by the Office of the Regional Solicitor and found to be acceptable with some minor changes which are now incorporated in the agreement. Please contact Mr. Mark Cassidy of the University and deliver the agreement to him for approval and execution by the University. His telephone number is 359-6325.

Then return to us for signature

1 Enclosure
Encl. 1 - Agreement

BIRMINGHAM DISTRICT			
NO.	NAME	INITIAL	DATE
		<i>am</i>	
	ADM. A		
	P.A. COORD		
	A.C.		
	BASIN AM		
	BORDER AM		

Paul W. Yeterick

ASSOCIATE

THIS AGREEMENT made and entered into this _____ day of _____, 1985, by and between Eastern Washington University, Cheney, Washington, an agency of the state of Washington, hereinafter referred to as "EWU," and the United States of America, by and through the Department of the Interior, hereinafter referred to as "United States,"

WHEREAS, certain land patent conditions are contained in Patent Number 1216646, and

WHEREAS Patent Number 1216646 relates to land which comprises twenty-one acres described as Lot 6, Section 34, Township 22 North, Range 41 East, W.M., Washington, and

WHEREAS such patent conditions provide that such land will revert to and revest in the United States if EWU or any successor of the University:

- (1) Uses such land for purposes other than recreational and educational purposes, or
- (2) Attempts to transfer title to such land, and

WHEREAS Public Law 97-435, approved January 8, 1983 directs the Secretary of the Interior to release the above-described conditions contained in the patent concerning land conveyed by the United States to EWU, and

WHEREAS the Secretary of the Interior has such authority for only five (5) years subsequent to the enactment of Public Law 97-435,

NOW, THEREFORE, pursuant to the authority delegated to the State Director, Oregon State Office, Bureau of Land Management, it is agreed that the said conditions contained in Patent Number 1216646 will be released as above provided, subject to the following terms:

(1) EWU will dispose of the land above-described only for the purpose of acquiring by exchange or purchase real property which is more suitable for educational or recreational purposes than such land, and

(2) If the University exchanges such land for other real property,

(a) The fair market value of such real property will not be less than the fair market value of such land, or

(b) the University will pay the United States any amount by which the fair market value of such land exceeds the fair market value of such real property,

(3) If the University sells such land:

(a) The amount received by the University from such sale will not be less than the fair market value of such land, and

(b) The University will pay the United States any portion of such amount which is not used to purchase other real property as provided in paragraph (1) above.

(4) Title to any real property acquired by the University by exchange of such land or by purchase with the proceeds of the sale of such land will vest in the United States if the University or any successor of the University:

(a) Uses such real property for purposes other than educational or recreational purposes,

(b) Attempts to transfer title to such real property, or

(c) Prohibits or restricts, directly or indirectly, or permits its agency, employees, contractors, or subcontractors (including lessees, sublessees or permittees) to prohibit or restrict, directly or indirectly the use of such real property or any facility thereon by any individual because of the individual's race, creed, color, sex or national origin, and

(5) The University will include the terms described in this agreement in any document transferring to the University property acquired by the University pursuant to such agreement.

MADE AND ENTERED INTO on the date first above written.

EASTERN WASHINGTON UNIVERSITY

UNITED STATES OF AMERICA
DEPARTMENT OF THE INTERIOR

By: _____
Chairman
Board of Trustees

By: _____
State Director, Oregon State Office
Bureau of Land Management

By: _____
H. George Frederickson
President

Approved as to form:

By: _____
Senior Assistant
Attorney General

STATE OF WASHINGTON)
) ss
County of Spokane)

On this day personally appeared before me BERT SHABER, Chairman, Board of Trustees, EWU, and H. GEORGE FREDERICKSON, President, EWU, known to be the individuals described in and who executed the within and foregoing instrument, and acknowledged that they signed the same as their free and voluntary act and deed, for the uses and purposes therein mentioned.

GIVEN under my hand and official seal this ____ day of _____, 1985.

NOTARY PUBLIC in and for the State of
Washington, residing at Cheney

STATE OF OREGON)
) ss:
COUNTY OF MULTNOMAH)

On this _____ day of _____ 1985, before me personally appeared William G. Leavell who, being duly sworn, did say that he is State Director, Oregon State Office, Bureau of Land Management, and that he executed the foregoing instrument by the authority of and in behalf of the United States of America; and he acknowledged said instrument to be the act and deed of the United States of America.

My commission expires: _____

Notary Public in and for the
State of Oregon

February 10, 1985

AGREEMENT

Representatives of the Eastern Washington University and Washington State University Governing Boards have met and pledged their support to cooperative efforts involving our two universities. We agree that the joint higher education center should be established as a mechanism through which the two schools can cooperatively provide programs in Spokane.

The recent Battelle study indicates the need for programs in engineering and technology in Spokane. Accordingly, we propose the immediate establishment of a Center for Engineering and Technology. The Center will include upper-division and graduate programs. Following their respective missions, WSU will offer engineering programs in the Center, and EWU will offer technology programs in the Center. There is to be an administrative board comprised of representatives of each institution to set operating policy. The chair of the Board will be alternated annually. Appropriations for operating the programs will be made to each institution.

Where and when appropriate, involvement and participation in the Center by the Spokane independent institutions and community colleges will be assured and encouraged. We agree to continue to work with and support the Spokane Higher Education Consortium.

We recommend that the Section of House Bill 494 dealing with the proposed merger of the EWU and WSU Boards be eliminated. In addition, we agree that Representative Sommers and the House Committee on Higher Education be urged to modify House Bill 494 to reflect the agreement between the WSU and EWU Boards.

FINAL REPORT
OF THE
JOINT SELECT COMMITTEE ON STUDENT SERVICES

Approved for Release

December 3, 1984

A. INTRODUCTION AND BACKGROUND

The Joint Select Committee on Student Services took up its task on October 17, 1983 pursuant to a charge issued by President Frederickson in a memorandum dated October 10, 1983 (Appendix A). The committee held twenty-two plenary sessions, and members spent many hours in working committees developing information on and analyses of problems. While the committee has not been able to address all of the matters raised in the original charge, we believe we have reached a point at which our work should be submitted to the university community for comment and review. Our final report will be prepared after we have received the reactions of the campus community to these draft recommendations.

B. COMMITTEE PROCEDURES AND PROCESSES OF INFORMATION GATHERING

At its first meeting the committee agreed to meet weekly on Monday's from 1:30 to 2:45 p.m. and to conduct its business by consensus rather than by ballot. A subcommittee composed of Rea, Anderson, Christopher, Erickson, and Hille was appointed to develop a "work plan" for consideration by the full committee. The "work plan" submitted by this subcommittee called for creating three working committees to profile student serving functions and to identify perceived problems with the delivery of these services. The three work committees recommended were to secure input from students, faculty, and persons working in student serving offices respectively. The number of offices to be included in the review proved to be so numerous that the full committee divided this assignment into two work committees --one to investigate the CARP (Counseling, Admissions, Registration, Placement) set of functions and one to look at all other student serving functions. These four work committees were to (1) find out how things work, (2) what people would like to see in these functions, and (3) what problems people perceive with the way things work now. These work committees, their membership, and the scope of their respective charge can be found in Appendix C1. These work committees prepared their reports between November 7 and January 16. These reports are attached as Appendix C2.

The full committee discussed these four work committee reports for three meetings. Seven study committees were then created to (1) review the data produced by the four work committees, (2) identify problems, (3) secure additional information if needed, and (4) formulate problem solutions and appropriate recommendations for action. It was generally agreed that the focus on this next stage was to be upon finding answers and not just the further elaboration of problems. A full description of these seven committees and their charges is to be found in the "Notes on the meeting of January 23, 1984" (see Appendix B). The study area committees and their membership were:

- Area 1 -- Academic Advising for Undergraduates
Anderson, Christopher*, Davidson, Sampson
- Area 2 -- Services to Minorities
Boateng, Cassidy*, Moran
- Area 3 -- University Service Orientation
Flamer, Manson, Niemann*
- Area 4 -- Registration and Resource Management
Beukema, Craig*, Douglas
- Area 5 -- Accounting and Payment Systems
Erickson, Hille*, Pyle
- Area 6 -- Organizational Communication
Rea and all persons designated by *
- Area 7 -- The Helping Services
Ford, Hicks*, Martinen, Rea

The study area committees worked throughout February and March to prepare their reports to the full committee. After considering and setting aside a "Draft Statement on Problems and Issues" as a framework for decision-making, the committee spent the spring quarter considering and deciding upon the specific recommendations contained in the reports of the study area committees in the following order -- (1) Advising Functions, (2) Accounting and Payment Systems, (3) Registration and Resource Management, (4) Helping Services, (5) Services to Minorities and Special Populations, and (6) Service Orientation. The "Draft Statement" noted earlier attempted to raise programmatic, policy, and structural issues in one framework. The full committee preferred to let issues of organization and restructuring administrative services emerge from the process of sorting out the policy and programmatic issues identified by the six study committees. The set of recommendations contained in this report is a result of that process.

After completing consideration of the recommendations of the study committee, the Area 6 committee on communication and organization was asked to review the work of the committee and report any recommendations for the administrative restructuring of student services. The full committee considered the Area 6 report on July 23 and 30 and adopted the "Recommendation for Restructuring the Administration of Student Services" that appears following the set of recommendations.

The committee now submits its collective judgment for the review of the Eastern community.

C. REVIEW OF COMMENTS, AUGUST - NOVEMBER, 1984

Written comments were received by the committee from August through November. All comments are appended to this report. The committee met on October 29 and November 5 and 19 to consider these and oral comment given to individual committee members. Notes on these meetings are also appended to this report.

PART I
PROGRAM RECOMMENDATIONS
OF THE
JOINT SELECT COMMITTEE ON STUDENT SERVICES

December 3, 1984

A. Admissions and Academic Advising

1. Increase the academic program content of material distributed and presentations made by the Office of Admissions. This material should stress the academic programs of the University and the necessary preparation for entry to these programs. This will require a continuation and elaboration of the recent initiative by Admissions which invites faculty to join in recruiting efforts. In addition to being available (in person, by telephone, or through mail contacts) to prospective students, faculty and academic administrators should contribute to program descriptions which are included in Admissions literature. In addition to the specific brochures which are being planned, "Discover Eastern" should be revised to highlight our flagship programs. It should also contain specific information on the proper preparation for college study in general and for the more popular major areas. The coverage of prerequisite, lower division work for certain majors currently contained in the transfer guide should be expanded to include more of the important major fields. Departments and faculty should be encouraged to work closely with Admissions in both efforts outlined above, and in the development of specific articulation agreements with community colleges wherever appropriate academic transfer programs centering on specific majors are a possibility.

(The committee reaffirmed its belief that more information on our quality programs in our recruiting literature would enhance Eastern's effort to attract prospective students. The concern of the committee is not so much for loading "Discover Eastern" with academic detail as improving the complementary relationship between "Discover Eastern" and the catalog. Note was made that the new edition of "Discover Eastern" does incorporate more information on academic programs.)

2. The Office of Admissions should request the necessary records directly from the high schools (and possibly the community colleges) of origin of students.
3. A standardized evaluation form for use at all levels, from initial evaluation by Admissions, through General Advising and departmental advising processes, and on to graduation evaluation, should be developed and implemented. It should contain highly visible indications of each general and specific requirement of the University and the department(s), and of the student's status with respect to them. It should also indicate any special agreements made with a student by his or her authorized advisor. The "graduation form" now used by the Registrar is the logical starting point for developing this form.

4. The catalog and announcement of courses should be revised to emphasize the general requirements of the University. Responsibility for the content of these publications should reside in the Office of Academic Affairs. A "catalog committee" composed of representatives of "user groups" and the Publications Office should be formed to advise on format and content. The catalog data base should be maintained on a current basis with changes entered as made. The date changes and additions are to go into effect should be clearly indicated on the data base.

(The focus of this recommendation is upon the requirements for graduation stated on pages 503 and 504 of the 1983-85 catalog. It was noted that many of the cases handled by the Academic Appeals Committee involved disagreements about the 60 credit upper division and the 45 hours in residence provisions.)

5. The credentials evaluation function of the offices of Admissions and the Registrar should be combined. The current evaluators should be housed in a single administrative unit with one supervisor whose own academic experience provides the foundation for making difficult judgments relative to Eastern requirements. This evaluation unit should be under the supervision of Academic Affairs, since the criteria by which evaluations are made are derived from academic judgments. An internal appeals process should be available within this unit and should terminate in a review and decision by a master evaluator. If a disagreement still exists, the student should be referred to the Academic Appeals Board. Regular training and communication channels should be opened and maintained between campus general and departmental advising centers and offcampus units engaged in this work.
6. Academic units should develop full-year schedules of course offerings. Deviations from this schedule should be slight, and heavily weighted in favor of additions to, as opposed to deletions from, the established schedule. Supplemental schedules should not be published by the University. Advising of both undeclared and declared majors should be uncoupled from registration and become a continuous, throughout the year process.
7. The administration and faculty should work together to clarify faculty expectations in terms of advising and to strengthen departmental advising across the campus. Good advising should be recognized by the reward structure. Arrangements should be made to insure the availability of at least one faculty advisor for each program or associated set of programs during the interim period between summer and fall quarters. This will require additional compensation of some sort.

8. The role of General Undergraduate Advising should be strengthened by the following steps:

- a. Permanent staff should be added and each permanent GUA staff member should specialize in the requirements of several majors so the pre-major advising can be facilitated. Each student who has not declared a major should be assigned to an advisor, preferably an advisor specializing in any "tentative" major of the student. GUA should maintain internal communication sufficient to assure a general level of awareness among the staff to offset the dangers of overspecialization. It is this committee's intention that "specialization" facilitates pre-major advising and the formatting of courses, and the GUA advisors should continue to avoid becoming "advocates" and "recruiters" for programs.
- b. Minority program advisors and Higher Education Center staff should receive routine briefings and instruction from the GUA and should be assigned advisees as appropriate.
- c. General Undergraduate Advising should extend its role as a communicator with departments and a formatter of desirable scheduling options. GUA should include faculty advisors in its ongoing training program.
- d. General Undergraduate Advising should further elaborate its development of specific schedules or formats of desirable course combinations to optimize GUR and major or pre-major scheduling.
- e. General Undergraduate Advising should implement a practice of continuous updating and major declaration at any point in the academic year. Assigning each student to an advisor should facilitate file updating and will also permit timely referrals to Career Planning and counseling services.

B. PAYMENT OF FEES

1. The one-half tuition and fee payment for registration should be reduced to an "Enrollment Service Fee" of \$50.00. This fee will be applied to the student's tuition and fees. In the event a student fails to complete his/her registration, this fee will not be refunded. If the student cancels his/her registration prior to the first day of classes, the enrollment service fee will be refunded less any processing charges.
2. Full tuition and fees should be due at the end of the fifteenth (15th) class day.
3. After the fifteenth (15th) class day a late payment fee of \$25.00 should be added to the student's account.
4. The present registration cancellation and disenrollment policy should be rescinded.
5. A policy should be adopted to prohibit any new enrollment until a student's tuition and fee account is paid in full.

6. A policy should be adopted barring the award of any degree or the issuing of any transcript until a student's tuition and fee account is paid in full.
7. Financial Aid recipients, students whose fees are paid by third parties, and graduate assistants should not be charged a late fee with the understanding that tuition and fees accounts will be credited prior to the disbursement of any remaining funds to said students.
8. The late registration fee should be charged after the fifth (5th) class day rather than from the first day as under current policy.
9. These policies (#1 to #8) will apply to all students including part-time students.
10. Change of schedules (add/drop) should be permitted with no fee charged through the 5th class day. Beginning the 6th class day a \$15.00 fee should be charged for any change of registration.
11. Students who have applied for admission to a graduate program, but who enroll as post-baccalaureate students should pay the regular undergraduate tuition and fees by the 15th class day and should pay any added fees resulting from admission to graduate status by the 20th class day. Late fees would be assessed only on an overdue account.

C. REGISTRATION AND RESOURCE MANAGEMENT

1. The full committee supports the implementation of a computerized student information system which can serve as a common data base for academic evaluation, advising, registration, financial planning, billing, and accounting.
2. The committee recommends that the University adopt a registration system with continuous, immediate confirmation. Management decisions would proceed on a continuous basis rather than on a periodic demand analysis/sectioning basis as at present.
3. The committee recommends the retention of priority registration but with the following priority periods:
 1. Graduate students, seniors, and transfers with senior standing;
 2. Juniors and transfers with junior standing;
 3. Everyone else on a first come first served basis.

4. The committee recommends that registration periods be established on the academic calendar as the last three or four weeks of each quarter excluding examination week. A specific number of days at the beginning of each registration period should be assigned to priority groups 3-1 and 3-2.
5. The committee recommends that the President establish an "Enrollment Management Council" composed of representatives from at least the following offices: Admissions, Evaluation, Financial Aid, General Undergraduate Advising, Housing and Residential Life, Registrar, Student Receivables, Higher Education Center, the Cashier, and a student to be designated by the Associated Students. The council should be charged with monitoring enrollment procedures and defining policy questions for the consideration of the vice presidents. The goal of the council is to improve the ability of the university to recruit and retain students. The council should be charged with at least these concerns:
 - a. To insure the coordination of the "calendar" of operations of these offices and to eliminate the imposition of "deadlines" by one office which may affect operations in other offices.
 - b. To identify program demand which may exceed normal resource management methods.
 - c. To identify areas of overlap and confusion about program responsibility.
 - d. To monitor communications from these offices to students to avoid duplication of effort, eliminate conflicting information, and achieve a greater economy in communication.

The committee urges the president and vice presidents to communicate to this council as clearly as possible all extant "goals", "policies", and "priorities" which may help the council identify issues for resolution by the higher levels of administration, e.g., admissions policies and goals, resource management assumptions, and financial goals and objectives.

6. The University's management information system should be strengthened to track more closely requests for courses prior to demand analysis and after sectioning. General Undergraduate Advising should record actual demand even when they advise a student away from courses known to be full. The Registrar's Office should also make a stronger effort to determine the student's reasons for withdrawing from all courses and in those cases of withdrawal for reasons of "changing schools", "cancelled classes", and "could not get classes desired", the Registrar should identify the course or courses in question.
7. In support of the University's open enrollment policy, the "Enrollment Management Council" (see C5) should be charged with finding means of giving better notice to prospective students of high demand programs, more clearly identifying special entrance requirements, and suggesting alternate strategies for securing entrance to high demand programs (e.g., transfer winter or spring quarter rather than fall quarter).

D. FINANCIAL AID INCLUDING SCHOLARSHIPS

1. All scholarship information, forms, and procedures should be available from one central office. Erroneous information in the "EWU Bulletin" should be corrected. This office should be clearly identified in all publications as the source of scholarship information.
2. In all publications for students about scholarships and financial aid, a statement should be included which informs the student that receipt of scholarship funds will, in all likelihood, reduce the amount of aid they can receive as a loan, grant, or work/study employment.
3. The administration should explore the potential benefits of combining and refocusing the effort of the "scholarship office" and the Financial Aid Office into a "Financial Aid Planning Center (or Office)". Such a center would be responsible for achieving better coordination of the University's overall financial assistance programs and could establish a positive public perception of these programs as opposed to the more negative "need" or "means" test perception of Financial Aid that exists at present. If the state enacts legislation that permits the University to contract payment schedules with students, then the administration should seriously consider including the "financial counseling" activities of Student Receivables in a "Financial Planning Center".
4. Student Employment services should be relocated to an area near Financial Aid, Student Receivables, Residential Life, and the Cashier. This realignment would bring together directly related services, reduce paper-work flow and physical travel (on the part of students), and permit an evaluation of common support services (clerical and record keeping). In conjunction with the information center (see Section E) this relocation should be designed to reduce lines and facilitate referral. If this relocation is not possible in the current space on the first floor, then a move of Residential Life to Tawanka or other location nearer the dorms should be considered.
5. The administration should undertake a careful review of Financial Aid practices and regulations with a view to eliminating or reducing practices which appear to be demeaning to the recipients of financial aid. At issue are the necessity and means of "signing" for aid quarterly, queuing in long lines, the privacy of the application and award process, and the procedures and policies governing short-term loans.

E. INFORMATION SERVICES

1. A systematic, regular program of information exchange should be maintained between offices having direct working relationships. The following configurations are suggested:
 - a. Financial Aid, Student Employment, Student Receivables, and Residential Life;

- b. Career Planning and Placement, Center for Extended Learning, Student Employment, and Psychological Services;
 - c. Learning Skills Center, tutorial services of minority programs, and tutorial services of academic departments.
- 2. Information Centers should be established in both Showalter Hall and the Pence Union Building and improved signs and visual aids should be placed in both buildings.
 - a. The PUB Information Center should be staffed and equipped to answer questions about student activities and services as well as refer students to appropriate administrative and academic offices.
 - b. The PUB Information Center should serve as the primary reception and referral point for the offices in this building. The center should be placed and designed in such a way as to alleviate the queuing that occurs in each office. Optimum services will depend upon the center being staffed by knowledgeable persons capable of analyzing students problems and making appropriate referrals.
 - c. The staffing of the Showalter Hall Information Center should be shared by all student servicing offices, but administered by the Office of Student Services. Shared staffing is a preferred means of broadening staff knowledge of services beyond each individual's immediate area of responsibility. The responsibility for the staffing and administration of the Pence Union Building Information Center should lie solely with the Associated Students. Cooperation between the directors of each center is recommended.
 - d. The "Enrollment Management Council" (see Section C) should be charged with the specific responsibility for monitoring the effectiveness of the information centers for the dissemination of information in its area of concern. The Information Center program should maintain close relations with those Higher Education Center personnel charged with the dissemination of general information.
 - e. The centers should make extra phones available to lessen the demand for the student use of office phones.
- 3. The enhancement of the University's orientation effort is generally desirable, but any changes should be based upon a careful study of all current orientation programs (in Admissions, Student Services, and General Undergraduate Advising). The goals of orientation should focus upon giving new students a sense of comfort and belonging and a positive identification with Eastern. The orientation program should be under the ongoing oversight of the person responsible for student information services and centers. An orientation which extends into the school year may be of particular benefit to new students in providing them with some direction and making them feel a closer identity with Eastern.
- 4. Any new management data system to be installed should be designed to meet the data collection needs of all student serving offices. (The system now being planned would seem to meet this need.)

F. THE 'HELPING' SERVICES

1. Career counseling and placement, both that available through the administrative office of this name and through departments, should be coordinated with advising functions. Regular updates on career fields and opportunity changes should be provided to all advisors. Career Planning and Placement should assume primary responsibility for the gathering and dissemination of career awareness information. CP&P should implement an active program of information exchange with academic programs and departments. In addition to the present "career day" which involves employers, CP&P is encouraged to develop a "majors day" or "fair" which could introduce students to prospective fields of study, and allow them to meet with faculty who might eventually advise them. Such a "fair" would bring together at one time a number of professional and general advisors who could help students plan their pre-major schedules.
2. Personnel should be added to Psychological Services sufficient to reduce the response time from three weeks to one week. In adding personnel a better balance between male and female counselors should be achieved. At least one of the female clinicians added to the staff of Psychological Services should be assigned specific responsibility for working with the Women's Center.
3. The career planning efforts of Career Planning and Placement, the Center for Extended Learning, and Psychological Services should be brought into closer association and given greater visibility by locating them nearer the main traffic areas on campus (the PUB, Rowles Hall, Tawanka).
4. The University should actively explore the use of students as peer counselors and tutors. The coordination of training and development of this effort should reside in a University wide office. The Associated Students should be encouraged to assume an active role in supporting this effort.
5. EWU should increase and emphasize horizontal organization among units which provide similar and/or identical services as major units. In order that minority recruiters, advisors, and counselors may more effectively and efficiently perform their jobs, it is recommended that efforts be made to formally recognize and horizontally include these individuals into the organization of the major University units primarily responsible for "helping" service functions. Such units would include admissions, academic advising, and counseling any special population units would include but not to be limited to the Women's Center, Black Education Program, Chicano Education Program, Indian Education Program and the International Students Education Program.
6. Greater sensitivity and awareness should be provided to the problems of the student athlete. It is recommended that there be a needs assessment and immediate referral of recruited minority athletes to an appropriate minority program in order that they may secure independent academic advising and assistance. (The committee is aware that the Athletic Department has approached the Black Education Program for assistance in serving black athletes.)

7. Through faculty orientation or any other appropriate means, procedures providing written feedback for students receiving tutorial services should be improved. Academic assistance and tutors with BEP find it increasingly difficult to get prompt followup from University professors with respect to the progress students are/or fail to be making in particular courses.
8. Daycare services continue to be a concern for women and minority students. The committee supports the efforts of the Associated Students to stabilize and improve these services.
9. Health care continues to be a problem for some student population. The Committee recommends that the Office of Student Services give added publicity to the health care plan available to all students at a cost of \$42.00 per quarter.
10. The office of the Ombudsman should be restored under the Office of the President to serve all members of the community -- faculty and staff as well as students.

G. TRAINING FOR SERVICE

1. Personnel Services should develop (or renew) a formalized training program in interpersonal skills and attitude adjustment. This program should be required of all newly hired classified and administrative staff that have occasional to frequent student contact. The program should include a refresher session given at least once a year to continuing employees. The program should be given by a professional in the field or one of the best in-house people on staff. Quality in the experience is essential.
2. All work study or other students employed in positions which require contact with students should receive sufficient training in the area of staff-student communications from their supervisors. A specific program should be devised for permanent staff supervisors to equip them with the skills necessary to direct students in such positions. Specific skills include basic courtesy, methods of answering telephones, taking messages, and procedures for making appropriate referrals.
3. Job specifications, position descriptions, and performance expectations for all clerical and administrative positions requiring student contact should include language that identifies levels of interpersonal skills appropriate to each position. The committee calls upon Personnel Services to recognize that "contact" positions often require higher levels of skills than most entry level positions in the HEP Board scheme require, and to work with each administrative office in establishing job classifications for "contact" positions which recognize the interpersonal skills and experience needed in these positions.
4. Administrators of offices that require staff to be in heavy continuous student contact should plan a rotation of duties to keep the person in contact positions fresh and positive in attitude.

5. The Office of Student Services should work with the deans and department chairs to develop an on-going program to give at least all new faculty an overview of the services available for students.
6. When a student cannot be assisted by the office he/she has contacted, that student should be referred to a specific person who has the necessary information. If the initial contact person is not positive of the correct referral, a telephone contact should be made before referral. Referral techniques and expectations should be incorporated into the training programs recommended above.
7. A pamphlet listing student services which includes office hours, locations, and specific services available should be given to all incoming students. The pamphlet should include an appropriate map and copies should be made available to all faculty and departmental offices.
8. Materials and in-service training should continue to be available to administrators, staff, and faculty concerning issues of racism and sexism. Personnel Services should be responsible for this training.

PART II

RECOMMENDATION FOR RESTRUCTURING THE ADMINISTRATION OF STUDENT SERVICES

December 3, 1984

The prime evidence of need for some restructuring of administrative responsibility for student services lies in the large number of recommendations in the draft report designed to improve horizontal communication. That evidence suggests that horizontal communication is better when program directors are reporting to the same vice-president or provost than when two or more vice presidents or provosts are involved.

The committee has identified four groups of services whose operations might be enhanced by restructuring into units. Each unit, in the committee's opinion, should be headed by its own administrator.

The committee recommends the formation of these units and the adoption of goals and objectives for each unit as follows:

ENROLLMENT SERVICES UNIT -- Goals and Objectives

The mission of Eastern Washington University is to provide university level educational services to Spokane and Eastern Washington. Operational policies must recognize that in the context of Washington State's structure of higher education, Eastern Washington University is the principal public institution of educational opportunity in Eastern Washington. The programs of EWU have been and remain the vehicle of liberal and professional education for the majority of post-secondary students in Spokane County and the rest of Eastern Washington.

The basic objectives of an enrollment services group are to recruit to Eastern those students of this area who need and are qualified to profit from these educational services and to retain these students by making the programs of Eastern efficiently available to them. Effective recruitment and retention are best achieved by a coordinated effort to provide the prospective student with accurate information about programs, entry requirements, enrollment strategies, and campus life and services, to ensure accessibility to these programs through close monitoring of and planning for program demand, and to register students efficiently in the courses they need.

FINANCIAL PLANNING SERVICES UNIT -- Goals and Objectives

The goal of a financial planning services group is to maximize the utilization of the university's resources to meet the student's need to finance his or her education. The primary objective is to coordinate all sources of financial aid (grants, scholarships, loans, work-study employment, and regular part-time employment) into a university-wide program of assistance which emphasizes accommodation to the real needs of students and offers financial planning assistance toward meeting the obligations they incur to the university. An effective program of assistance will emphasize the positive elements of planning and working with students and will de-emphasize the negative elements of "need" based aid and bill collecting demands.

STUDENT SUPPORT SERVICES UNIT -- Goals and Objectives

The primary purpose of a student support services group is to coordinate those activities by which the university enables the student to explore options, change personal and career objectives, and develop the skills necessary to succeed at Eastern. Fundamental to the effectiveness of this group is the awareness that the personal issues and problems dealt with by the separate programs in this group are part of a continuum of personal change opportunities and that a student who may articulate a problem to one program may be in need of the services of another program in the group. Accurate and prompt referral is thus a group objective. The overreaching objective is to enhance the role of the university in helping each student achieve his or her goals. The programs in this unit should seek new ways to increase the involvement of students in the delivery of these services.

STUDENT LIFE SERVICES UNIT -- Goals and Objectives

The primary goal of a student life services group is to achieve a quality of life on all campuses that enriches the educational and social life of the University's students. The overall objective is to create an extra curricular atmosphere in which something significant can happen within a student that makes them glad to be at Eastern. The group includes those areas which create opportunities for involvement, those areas which provide essential services which make Eastern available for special groups of students, and those areas which solve those problems which inevitably arise in any society and call for some adjustment of individual behavior. Student involvement in the determination of goals and effecting of programs is vital to this unit. In order to remain an effective organization, the student government will remain autonomous, subordinate only to the Board of Trustees. The Associated Students will continue to work cooperatively with, but separate from the "Vice-President and Provost for Student Affairs". The Student Activities office will continue to be operated by the Associated Students. The Associated Students Information Center in the Pence Union Building shall be administered by the student government. The Associated Students shall also provide for student child care services with the understanding that cooperative assistance from the office of the "Vice-President and Provost for Student Affairs" will be available upon request.

Enrollment Services Unit

- Admissions (EP) (Fehler)
- Registrar (AA) (Bell/Billings)
 - Scheduling and Registration
 - Student Records
- General Undergraduate Advising (AA) (Brewer)
- Evaluation (New)

Financial Planning Services Unit

- Financial Aid (SS) (Shackette)
- Scholarships (SS) (Provost)
- Student Employment (SS) (Grant)
- Veteran's Services (AA) (Registrar)
- Student Accounts and Financial Counseling Services (BF) (Bartnick)

Student Support Services Unit

Career Planning and Placement (SS) (Amsden)
Center for Extended Learning (EP) (Silver)
Center for Psychological Services (SS) (Taylor)
Learning Skills and Tutorial Services (AA) (Burge)
Disabled/Handicapped Services (SS) (Cogley)

Student Life Services Unit

Student Government Liaison (SS) (Provost)
Student Activities (BF) (Smith)
Day Care Services (SS) (ASEWU)
PUB Information Center (SS) (ASEWU)
Showalter Information Services (New)
Residential life (BF) (Hall)
Commuter and HEC Services (EP) (Amman)
Disciplinary Officer (BF) (Ogden)

These four units constitute a group of services which contribute directly to the efficiency, survivability, and enrichment of each student's academic career. The services these units deliver are personal and social as distinguished from the maintenance of facilities and the provision of commodities such as books, food, and supplies.

It is the firm opinion of the committee that the stewardship for student services should be vested in an administrator with sufficient scope of responsibility to permit that person to monitor effectively and efficiently the quality of "student services" and to serve as an effective advocate for these services at the highest levels of the administration. To that end it is the committee's recommendation that the position of the "Provost for Student Services" be elevated to a "vice presidential" level and the name changed to "Vice-President and Provost for Student Affairs".

In its discussions in July and November the committee discussed three configurations of the four units described above. One configuration would assign responsibility for all four units to the "Vice-President and Provost for Student Affairs". The members of the committee who favored this configuration did so because they believed this arrangement would (1) encourage the broadest range of horizontal communication between student serving offices, and (2) maximize the new vice-president's scope of responsibility, and retain a comprehensive concept within which to continue a creative restructuring and reshaping of these services.

A second configuration of the four units would give the new vice-president responsibility for the financial, support, and student life units and the Vice-President and Provost for Academic Affairs responsibility for the enrollment services unit. The members of the committee who preferred this configuration also favor a strong vice-president for student affairs, but also believed strongly that transcript evaluation and academic advising are academic responsibilities. They also were convinced that management information on student interest and course demand generated by an enrollment services unit vital to the curriculum planning and course scheduling activity of Academic Affairs.

A third configuration emerged in the committee's deliberations that more clearly delineated the "evaluative" functions in the enrollment services unit from the recruiting, registration, and records keeping functions. This configuration would assign responsibility for academic advising, evaluation, and the Center for Extended Learning to Academic Affairs and Admissions, the Registrar (Registration and Student Records) and the financial, support, and student life units to Student Affairs. Those members of the committee who favored this option did so because it kept those activities most clearly identified as "academic evaluation" within the sphere of responsibility of Academic Affairs thus offering an intermediate option between the first two configurations.

At various times the committee discussed the use of management teams as an alternative to restructuring and in one instance (the Enrollment Management Council, C-5) recommended the use of such a strategy to solve a special set of communication problems. The committee still commends the use of such teams to further the process of reshaping student services, but no longer sees such teams as an alternative to administrative restructuring.

The position of ombudsman is not shown as part of the proposed restructuring of student services because the committee has previously recommended its restoration under the office of the president (see recommendation F-10). The committee wishes to emphasize again the importance of restoring the services of the ombudsman to all members of the university community.

Although minority and women's programs are to remain under Academic Affairs, these programs incorporate recruiting, advising, counseling, and financial aid elements which are dependent upon the services of the four units of the proposed "Office of Student Affairs". The committee wishes to emphasize the responsibility of these service units for establishing and maintaining sound supportive relations with minority and women's programs.

JWR:cm

EWU

Memorandum

To: Members of the Joint Select Committee on Student Services

From: Jay Rea, Chairman

Date: October 17, 1984

Subject: NOTICE OF MEETING - MONDAY, OCTOBER 29, 1984 AT 1:30 P.M.

I bet you all thought you had heard the last word from me. Sorry, but tis not to be. Hopefully one or two meetings will allow us to take the "Draft" out of the title of our report. I have arranged for us to meet in Showalter 201 on Monday, October 29th from 1:30 p.m. to 3:00 p.m.

Attached are copies of the written comments I have received on the draft report. I think you will find them interesting. I, like most of you, have been the recipient of a lot of verbal feedback.

As I review the responses and think about the points raised in conversations with people two tasks emerge for the committee's consideration. First, there is the task of clarifying ambiguities and making slight adjustments in the Draft Recommendations A through G in the light of new information. Second, there is the task of affirming the basic principles of the recommendation on restructuring.

I make a distinction between this second task and two other types of issues that are now being raised. The first set of issues involve the politics of bureaucracy and governance - who gets what, who keeps what, how the faculty and students organize themselves to relate to new administrative structures. The second set of issues revolve around the legitimate concerns of program directors that important relationships and dimensions of their current programs not be lost in any administrative restructuring.

Quite frankly I do not think our committee can resolve these political and programmatic issues. If I were a program director I think I would assume that 1985 and 1986 will offer me an opportunity to join my colleagues in a period of creative rethinking and reshaping of student services delivery systems and that my way of doing things will be different and better at the end of that time.

On the larger issues of restructuring I am personally comfortable with the four units we have identified. I think "enrollment services" can function well under either student or academic affairs. I personally believe we need a v.p. for student affairs who can take in the full spectrum of services and speak with a wholistic view on these matters at the highest levels of the administration. Faculty and student participation in policy making in the student services area should be enhanced by having responsibility for these matters focused in a stronger, larger Office of Student Affairs.

I suspect I'll hear your views on these matters on the 29th. See you then.

JWR:cm

A. Admissions and Academic Advising

1. "Discover Eastern" - What is the correct balance between general and detailed information in promotional literature?
4. Insert "university" between "general" and "requirements" in line two.
- 8, 9, & 10. Consolidate into one recommendation concerning General Undergraduate Advising. I submit the following:

8. The role of General Undergraduate Advising should be strengthened by the following steps:

- a. Permanent staff should be added and each permanent GUA staff member should specialize in the requirements of several majors so that pre-major advising can be facilitated. Each student who has not declared a major should be assigned to an advisor, preferably an advisor specializing in any "tentative" major of the student. GUA should maintain internal communication sufficient to assure a general level of awareness among the staff to offset the dangers of overspecialization. It is this committee's intention that "specialization" facilitates pre-major advising and the formatting of courses, and that GUA advisors should continue to avoid becoming "advocates" and "recruiters" for programs.
- b. Minority program advisors and Higher Education Center staff should receive routine briefings and instruction from the GUA and should be assigned advisees as appropriate.
- c. General Undergraduate Advising should extend its role as a communicator with departments and a formatter of desirable scheduling options. GUA should include faculty advisors in its ongoing training program.
- d. General Undergraduate Advising should further elaborate its development of specific schedules or formats of desirable course combinations to optimize GUR and major or pre-major scheduling.
- e. General Undergraduate Advising should implement a practice of continuous updating and major declaration at any point in the academic year. Assigning each student to an advisor should facilitate file updating and will also permit timely referrals to Career Planning and counseling services.

B. Payment of Fees

1. Add "This fee will be applied to the student's tuition and fees. In the event a student fails to complete his/her registration, this fee will not be refunded. If the student cancels his/her registration prior to the first day of classes, the enrollment service fee will be refunded less any processing charges."
2. Should we hold to the \$50 (U of W practice) or recommend the enrollment service fee be set at 20% of tuition and fees (a position which meets the letter of the law - "no state credit")? (In 1985-86 the fee would be about \$72.00)

C. Registration and Resource Management

5. Should we add a student to the Enrollment Management Council?

EWU

Memorandum

To: Members of the Joint Committee for Student Services

From: Jay Rea, Chairman

Date: November 6, 1984

Subject: Notes on the Meeting of November 5, 1984

All members were present except Amsden, Anderson, Beukema, Boateng, Cassidy, Craig, Hille, and Pyle. Note that Stone has replaced Hames and Amsden has replaced Flamer.

The chair corrected the notes on the October 29 meeting to indicate Martinen's absence.

The chair suggested that points A 1, ^{and} A 4, ~~and E 2~~ from the October 29 notes be appended to Recommendations A 1 and A 4 as "explanatory comments" in parentheses following the respective sections. The committee assented to the suggestion. Actions on A 8-9-10, B 1, 2, 10, and 11, C 4 and 5, and F 6 will result in textual changes.

Davidson distributed a four page document and requested the committee's consideration of several amendments.

Several members expressed uncertainty about the committee's role in the review process underway on campus. Hicks pointed out that the president's charge called for a draft report to be followed by a final report after some form of all campus review. The chair indicated that the August 1 report was entitled a "draft" in accord with that original charge. He then stated his view that the committee's role at this point was to clarify, enlarge upon, or revise specific recommendations in light of added information and / or the ambiguity of the original report. He again reiterated his view that the committee was not an appropriate or adequate vehicle to make choices about options or means of implementation. He views those matters as the province of the administrative and governance systems.

The chair then identified those issues which have emerged in oral and written comment thus far:

- Student issues center on clarification of control and liaison responsibilities related to student activities, the PUB information center, the PUB, the Bookstore, and to the apparent subordination of student government to one unit within Student Affairs/Services.
- Faculty attention centers upon a perceived dilution of "academic" concerns within a student services operation. The focus of concern includes advising, evaluation, and extended learning.
- Administrative (chiefly program directors) concerns include differing perceptions of the nature of student employment, veteran's services, graduate "records," and student data services.

The suggestion was made that the committee at least consider each item raised and attempt to resolve it.

The committee then proceeded to a consideration of the matters posed by the ASEWU.

- E 2 c. The committee agreed to substitute the student's amendment for the original E 2 c with the addition to the second paragraph of the sentence, "Cooperation between the directors of each center is recommended." The amendment retains the shared staffing concept for the Showalter Center, but identifies the AS as the responsible agent for staffing the PUB center.
- Statement on the role of the AS. The committee agreed to insert the proposed paragraph as a second paragraph in the goals and objectives statement for the "Student Life Services Unit." (p.2) The committee also agreed to delineate the intended liaison role of Student Affairs to AS by adding the term "liaison" after "Student Government" and list "Student Activities," "Day Care Services," and the PUB Information Center under "Student Government Liaison."
- PUB and Bookstore. After some discussion the committee agreed to delete the last two sentences of the first paragraph on page 3 beginning with "The PUB..." and ending with "programs."

Sampson indicated he will submit new language for the "options" paragraphs which will remove the "many/most" terms and substitute more neutral terms.

The meeting adjourned at 2:45 p.m. after agreeing to meet in two weeks on Monday, November 19th, at 1:30 p.m.

NEXT MEETING (Hopefully the last) - MONDAY, NOVEMBER 19 AT 1:30 P.M. 1:30 TO 2:45 IN SHOWALTER 309. (We'll have more chairs this time.)

JWR:cm

EWU

Memorandum

To: Jay W. Rea
Chairman, Joint Select Committee on Student Services

From: Patrick Davidson
Speaker Pro-Tem, ASEWU

Date: November 5, 1984

Subject: Amendment to Recommendations for Restructuring

In order to remain an effective organization, the student government will remain autonomous, subordinate only to the Board of Trustees. The Associated Students will continue to work cooperatively with, but separate from the "Vice-President and Provost for Student Affairs." The Student Activities office will continue to be operated by the Associated Students. The Associated Students Information Center in the Pence Union Building shall be administered by the student government. The Associated Students shall also provide for student child care services with the understanding that cooperative assistance from the office of the "Vice-President and Provost for Student Affairs" will be available upon request.

We object to the classification of the Pence Union Building and the bookstore as maintenance and marketing facilities. This is directly contradictory to accepted definitions of these facilities.

We recommend that the Associated Students have discretion on control of the Pence Union Building and the bookstore.

E. Information Services

2.

- c. The staffing of the Showalter Hall Information Center should be shared by all student serving offices, but administered by the Office of Student Services. Shared staffing is a preferred means of broadening staff knowledge of services beyond each individual's immediate area of responsibility.

The responsibility for the staffing and administration of the Pence Union Building Information Center should lie solely with the Associated Students.

II

WHY A NEW BOOKSTORE IS NEEDED

The modern University bookstore is an integral part of the educational process. This means that the bookstore must provide not only the required and recommended course books, but it must also have available a wide variety of general books, and periodicals, thus rendering it the center of an intellectual community.

Obviously, the bookstore must be able to provide faculty with prompt and accurate information regarding course books, but beyond this, it must provide individual faculty members supplemental books of infinite variety and a large number of supplies as well. The student, moreover, expects to find besides the required and recommended texts and supplies, a wide range of convenience items as well as any reference work or paperback he may need at a given moment.

Students should be given the opportunity to own books, as well as merely borrow them from the library; only a book that is one's property can be underlined, marked in the margins, and consulted again and again. There is no time-limit on its use, no rush to return it after a few days of too hasty reading. Book ownership is part and parcel of scholarship, and in a "community of scholars" ready access to a rich source of books one can purchase and own is not only desirable, it is essential.

In order to fulfill its rightful role in the academic community, the University bookstore requires, like any other good retail business, a good location, close to the hub of campus activity, attractive design, adequate space to stock and display its merchandise and comfortable traffic flow throughout the store.

EXHIBIT I

BOOKSTORE ANALYSIS

1. STUDENT ENROLLMENTS AND FUTURE PROJECTIONS:

<u>Year</u>	<u>Enrollment</u>
1972	6,000
1973	5,800
1974	5,400
1975	5,600
1976	6,200
<u>Year</u>	<u>Projection</u>
1977	6,400
1978	6,300
1979	6,200
1980	6,000
1981	6,000

2. ACADEMIC DEPARTMENTS:

There has been a very positive trend over the past few years toward using several titles per course, rather than the traditional one text course. This is most readily apparent in the Arts courses and especially in the Social Sciences, where enrollment has increased dramatically. This trend is reflected in an analysis of the volume of sales. Between 1972 and 1976, the total volume of book sales to gross remained constant

The Role of the College Union

1. The union is the community center of the college, for all the members of the college family—students, faculty, administration, alumni and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

2. As the "living room" or the "hearthstone" of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

3. The union is part of the educational program of the college.

As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in our democracy.

Through its various boards, committees, and staff, it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.



EWU

Memorandum

To: Members of the Joint Select Committee for Student Services

From: Jay Rea, Chairman

Date: October 30, 1984

Subject: Notes on the Meeting of October 29, 1984

All members were present except Beukema, Cassidy, Craig, and Moore. Marilyn Kershaw attended for Felix Boateng. Curt Huff attended for Don Manson. Thayne Stone and four other students were present. Jerry Blanche and Robert Gibbs were present for the first thirty minutes.

The committee began consideration of a series of questions and concerns raised about Draft Recommendations A to F.

- A 1. The committee reaffirmed its belief that more information on our quality programs in our recruiting literature would enhance Eastern's effort to attract prospective students. The concern of the committee is not so much for loading "Discover Eastern" with academic detail as for improving the complementary relationship between "Discover Eastern" and the catalog. Note was made that the new edition of "Discover Eastern" does incorporate more information on academic programs.
- A 4. The focus of this recommendation is upon the requirements for graduation stated on pages 503 and 504 of the 1983-85 catalog. It was noted that many of the cases handled by the Academic Appeals Committee involve disagreements about the 60 credit upper division and the 45 hours in residence provisions.
- A 8, 9, and 10. The committee assented to the consolidation of A 8, 9, and 10. On items c and d it was noted that the intent is to develop schedule formats that incorporate General Undergraduate Requirements and supporting course requirements in a more efficient manner than now possible. The benefit for students should be accessibility of courses in proper sequences. The benefit for academic administration is better management information for plotting course demand.
- B 1. The committee accepted the addition of the proposed statement to B 1.
- B 2. The committee reaffirmed the \$50.00 amount for the enrollment service fee and extended the payment period to the fifteenth (15th) class day.
- B 10. Amend the second sentence to read "Beginning the 6th class day a \$15.00 fee should be charged for any change of registration." Delete the third sentence.
- B 11 Change "10th" to "15th" to conform with the decision at B 2.
- C 4 Add sentence "A specific number of days at the beginning of each registration period should be assigned to priority groups 3-1 and 3-2."

- C 5 The committee agreed to add a student to be designated by the Associated Students to the Enrollment Management Council.
- E 2 a Several students expressed concern that the student's management control of the PUB center not be diluted.
- E 2 c The shared staffing concept was questioned and the suggestion made that such centers would operate better with a permanent staff. The shared staffing concept, however, was originally adopted as one additional means to achieve inter office communication and awareness.
- F 6 The committee assented to softening the language of F 6. The following is proposed:
"Greater sensitivity and awareness should be provided to the problems of the student athlete. It is recommended that there be a needs assessment and immediate referral of recruited minority athletes to an appropriate minority program in order that they may secure independent academic advising and assistance. (The committee is aware that the Athletic Department has approached the Black Education Program for assistance in serving black athletes.)"

The meeting adjourned at 2:50 p.m.

The next meeting is scheduled for Monday, November 5th from 1:30 to 2:45 p.m. in Showalter Room 309. We will focus upon the recommendation for restructuring the administration of student services.

JWR:cm attatchment

EWU

Memorandum

To: Members of the Joint Select Committee on Student Services

From: Jay Rea, Chairman

Date: October 17, 1984

Subject: NOTICE OF MEETING - MONDAY, OCTOBER 29, 1984 AT 1:30 P.M.

I bet you all thought you had heard the last word from me. Sorry, but tis not to be. Hopefully one or two meetings will allow us to take the "Draft" out of the title of our report. I have arranged for us to meet in Showalter 201 on Monday, October 29th from 1:30 p.m. to 3:00 p.m.

Attached are copies of the written comments I have received on the draft report. I think you will find them interesting. I, like most of you, have been the recipient of a lot of verbal feedback.

As I review the responses and think about the points raised in conversations with people two tasks emerge for the committee's consideration. First, there is the task of clarifying ambiguities and making slight adjustments in the Draft Recommendations A through G in the light of new information. Second, there is the task of affirming the basic principles of the recommendation on restructuring.

I make a distinction between this second task and two other types of issues that are now being raised. The first set of issues involve the politics of bureaucracy and governance - who gets what, who keeps what, how the faculty and students organize themselves to relate to new administrative structures. The second set of issues revolve around the legitimate concerns of program directors that important relationships and dimensions of their current programs not be lost in any administrative restructuring.

Quite frankly I do not think our committee can resolve these political and programmatic issues. If I were a program director I think I would assume that 1985 and 1986 will offer me an opportunity to join my colleagues in a period of creative rethinking and reshaping of student services delivery systems and that my way of doing things will be different and better at the end of that time.

On the larger issues of restructuring I am personally comfortable with the four units we have identified. I think "enrollment services" can function well under either student or academic affairs. I personally believe we need a v.p. for student affairs who can take in the full spectrum of services and speak with a wholistic view on these matters at the highest levels of the administration. Faculty and student participation in policy making in the student services area should be enhanced by having responsibility for these matters focused in a stronger, larger Office of Student Affairs.

I suspect I'll hear your views on these matters on the 29th. See you then.

JWR:cm

A. Admissions and Academic Advising

1. "Discover Eastern" - What is the correct balance between general and detailed information in promotional literature?
4. Insert "university" between "general" and "requirements" in line two.
- 8, 9, & 10. Consolidate into one recommendation concerning General Undergraduate Advising. I submit the following:
 8. The role of General Undergraduate Advising should be strengthened by the following steps:
 - a. Permanent staff should be added and each permanent GUA staff member should specialize in the requirements of several majors so that pre-major advising can be facilitated. Each student who has not declared a major should be assigned to an advisor, preferably an advisor specializing in any "tentative" major of the student. GUA should maintain internal communication sufficient to assure a general level of awareness among the staff to offset the dangers of overspecialization. It is this committee's intention that "specialization" facilitates pre-major advising and the formatting of courses, and that GUA advisors should continue to avoid becoming "advocates" and "recruiters" for programs.
 - b. Minority program advisors and Higher Education Center staff should receive routine briefings and instruction from the GUA and should be assigned advisees as appropriate.
 - c. General Undergraduate Advising should extend its role as a communicator with departments and a formatter of desirable scheduling options. GUA should include faculty advisors in its ongoing training program.
 - d. General Undergraduate Advising should further elaborate its development of specific schedules or formats of desirable course combinations to optimize GUR and major or pre-major scheduling.
 - e. General Undergraduate Advising should implement a practice of continuous updating and major declaration at any point in the academic year. Assigning each student to an advisor should facilitate file updating and will also permit timely referrals to Career Planning and counseling services.

B. Payment of Fees

1. Add "This fee will be applied to the student's tuition and fees. In the event a student fails to complete his/her registration, this fee will not be refunded. If the student cancels his/her registration prior to the first day of classes, the enrollment service fee will be refunded less any processing charges."
2. Should we hold to the \$50 (U of W practice) or recommend the enrollment service fee be set at 20% of tuition and fees (a position which meets the letter of the law - "no state credit")? (In 1985-86 the fee would be about \$72.00)

C. Registration and Resource Management

5. Should we add a student to the Enrollment Management Council?

EWU

Memorandum

To: Jay Rea, Chairman - Joint Select Committee on Student Services

From: Allen E. Ogdon, University Disciplinary Officer

Date: August 21, 1984

Subject: DRAFT REPORT OF THE JOINT SELECT COMMITTEE ON STUDENT SERVICES

Jay, with your permission I am simply going to "ramble" in commenting on the draft report of the Joint Select Committee on Student Services. My comments will be in chronological order as the report was presented attached to your cover memo dated 7 August.

First, let me congratulate the Committee in total for the procedures and process of information gathering. Specifically . . . "profile student serving functions and to identify perceived problems with the delivery of these services." In it's simplest form my assumption is the Committee determined what should be, what is, then what is practical to initiate.

In the area of ADMISSIONS AND ACADEMIC ADVISING, I certainly applaud item #A 3 in general and the sentence indicating that special agreements made with the student by his or her authorized advisor needs to be highly visible in particular. Over the years this has truly been a problem. Agreements are made, students proceed accordingly, then the person who initiated the agreement departs from the campus. The "agreement" becomes lost in the process with students ending up in an extremely awkward position. Frustration and bitterness is the end result. I do have some concerns about item #8 however. I personally feel that far too much is made regarding the necessity to "declare a major." GUA was created in order to allow students the freedom of not having to declare a major under pressure. Statistics bear out (and I'm not hung up on statistics!) that 3/4 of all college graduates graduate in an area other than what they were majoring in at one time. Further, and I am somewhat of a maverick on this item, approximately 1/2 of all college graduates are doing something other than the original major 5 years after graduation. By 10 years this increases somewhere in the vicinity of 75%. What they are doing, however, is in most cases made possible as a result of the degree. Conclusion being, (again Jay, this is a personal priority) the acquiring of the degree is far more important than determining the area in which to major.

To the 11 points under item B, PAYMENT OF FEES, I say Amen! It will be interesting to observe the reaction of the University community towards this proposal. I have many of these same feelings regarding item C, REGISTRATION AND RESOURCE MANAGEMENT. Items 5 b and c would need "examples" in order for me to understand the point being made, however, I am quite sure it is clear to the Committee. Item E, INFORMATION SERVICES, borders

Jay Rea
August 21, 1984
page 2

on fantasy. Any movement we make in that area will be a true asset. So Simple, so easy to put down on paper, yet so difficult when dealing with human beings!

Under item F, THE HELPING SERVICES, I am particularly enthusiastic over the proposal outline in F 3. What a beautiful convenience as well as a reduction of negative labels by association. The Center for Extended Learning and Psychological Services are often avoided by students until the problem dictates it becomes the office of last resort. All because someone might "think" something is wrong with us if they see us taking advantage of the multitude of help that is indeed available when staffed appropriately.

Obviously I am a total supporter for F 10. By default much of the role of the Ombudsman has fallen on my shoulders. The compliment one receives for being affiliated with Student Services for some 24 years. It is a dimension I enjoy but one in which I am a little uneasy. As it stands now, in reality, there are very few true student advocates available. We very much need someone indentified for this role. Not by word of mouth, but by university commitment.

Item G, TRAINING FOR SERVICE, is definately my favorite! My personal and very biased opinion is that if the only positive progress from the many hours spent preparing this report is movement in this direction the time was indeed well spent. My most common complaint is that only "tokenism" is given by the university toward evaluation . . . if evaluation takes place at all. We initiate many programs, programs that are repeated again the following year, without formally evaluating the results. Consequently, growth is definately stunted. It is almost as if we are afraid to say "it could be better." Another complaint I have shouted to the rafters for years is spelled out very clearly in G 3. I can't believe that interpersonal skills cannot somehow be highlighted and identified when considering and hiring for those positions requiring constant people contact.

Roman numeral III, RECOMMENDATIONS FOR RESTRUCTURING THE ADMINISTRATION OF STUDENT SERVICES, truly presents a challenge. Territorial rights and turf wars immediately surface. The Committee's proposal is aggressive and basically realistic. My first response is it will never work . . . because it makes sense! I do take specific exception with paragraph one on page 3 however, labeling the PUB as having it's primary function maintenance and marketing rather than personal and social services. This is in direct contrast with the philosophy of the Association of College Unions International. The philosophical purpose of a student union is to provide a "home away from home" for the student whether he/she be on or off campus. Ideally, all decisions related to a student union are made with this philosophy in mind.

Jay Rea
August 21, 1984
page 3

I identify the three options outlined on page 3 as being "nice to have", "like to have", and "have to have." With the present trend of Student Services, dictated by limited financial resources, I would not be one to argue with option 3. The important point is the effective delivery of services. And I do mean in the world of reality! Too often we find a beautiful structure on paper containing important titles for important people yet, the services are not delivered. It may very well be that option 3 could realistically provide this assurance for delivery.

Again, I truly applaud the entire Committee for the time and energy spent in the development of this draft. A special "ATTA BOY" goes to you Jay, with a "atta Committee" for the rest!

AEO:cm

EWU

Memorandum

To: Jay Rea, Chairman, Joint Select Committee on Student Services

From: *JG* Gloria A. Grant, Student Employment Manager

Date: August 30, 1984

Subject: Response to Joint Select Committee on Student Services Draft Report

I appreciate the opportunity to respond to the concept proposed by the Joint Select Committee on Student Services. It is obvious that a great deal of time and energy went into this Draft Report in a sincere effort to streamline existing services. I will respond to the areas specific to Student Employment.

I believe the concept of service units has some merit, but it is important to remember the overlapping services several offices provide. To segregate these services into separate units simply creates a new "shuffle" with a different format. Two examples are offered below:

- 1) A student with questions regarding a career, part-time employment, and internships could conceivably have to visit three offices.
- 2) More to the point is the employer who might have to contact three offices to list one job.

Student Employment is indeed closely aligned to the financing of a student's education. However, it also provides services similar to the internship program available through CEL. There is an increasingly strong interaction between CEL, Student Employment, and Career Planning and Placement.

It is my strong belief that one centralized office in a highly visible location would be essential to the success of your concept -- for both employers and students. The idea proposed in D4 regarding physical proximity of directly related services has merit. A realignment, however, would not necessarily reduce paper flow. Excessive use of paper is necessitated by federal and state regulations and auditors, not separation of offices. The Committee also needs to keep in mind the new student service computer system being developed. All offices in question will be "on line" and will operate from a central data base. This alone will streamline practices, increase overall efficiency, and reduce some paper flow.

If the Committee adopts a historical perspective, Student Employment and Career Planning and Placement were previously located on the main floor of Showalter Hall in a heavily used area. A decision was made to relocate the offices to the third floor, using the rationale that students wanting work would be happy to climb the stairs. Ironically, opinion seems to have come full circle with a student population who would prefer not to climb the stairs.

Jay Rea
August 30, 1984
Page 2

Your information service center certainly offers a stimulating approach to student services, and I would agree with the general concept. I do not agree, however, with using existing office staff. Student Employment currently has one full-time manager and two cyclic year employees who have the responsibility for 3500-4000 student employees at any one time. It is unrealistic to believe one person could be spared to staff the proposed center. A more workable approach might be to follow the PUB proposal to staff the information center with students and a supervisor.

The Committee is to be commended for its hard work and organized approach to the "problem." Hopefully, a mutually agreed-upon solution may be reached which will ensure the success of each and every Eastern student.

GAG/dt

cc: Skip Amsden, Career Planning and Placement



To: Jay Rea, Chairman - Joint Select Committee on Student Services

From: Melanie Bell, Registrar *Melanie Bell*

Date: September 5, 1984

Re: Response to Student Service Draft Report

First of all, I commend you and your committee for the herculean efforts performed in the Study of Services for Students. I generally support the recommendations made for improvement of student services and I am responding here with several points to be considered prior to implementation.

- I. VETERAN SERVICES - It seems more appropriate to place Veteran Affairs under Evaluation in the Enrollment Services Unit than under Financial Planning Services. The primary functions of Veteran Affairs are certifying veteran enrollments, tracking degree progress, reporting punitive grades, determining credit for prior training, processing change of major and academic program, monitoring standard class sessions, and providing VA Regulation interpretation and information to veterans. Payments of VA benefits are made directly to veterans based on certification by the University. Thus, this function is different from other sources of financial aid utilization.
- II. GRADUATE RECORDS - Since Graduate Records functions are similar to Admissions and Graduation Evaluation, it seems reasonable to place this unit under Evaluation in Enrollment Services Unit.
- III. DATA SERVICES - State agency mandates, federal requirements, institutional needs, technological developments, and changing levels of resource allocation will always place demands on data services. Thus, it is imperative that data flow smoothly from initial admission contacts and application processing, through registration and academic recording and reporting, to institutional research. Common definitions and coding structures plus a commitment to collecting and reporting accurate and timely information for planning and decision-making activities are critical here. Therefore, it is suggested that a Student Data Information Manager be incorporated into the Enrollment Services Unit to meet these demands for data. Responsibilities should include liaison activities with academic departments and program directors for interface with student and course data via terminals located in user areas.

Jay Rea
September 5, 1984
Page 2

IV. REGISTRATION PREPAYMENT - I generally support a reduced registration prepayment (or no prepayment at all) but I am concerned that student "no shows" will increase. Unless students have incentive to notify the University of withdrawal to obtain a refund, most students wait until they are billed before officially withdrawing. In approximately 90 cases affecting approximately 270 classes each quarter, students never notify the University and are subsequently deleted for non-payment of tuition and fees later in the quarter. It is important to course enrollment decision-making and to service to students that early identification of "no show" intentions be made so that space in class can be made available to other students. If the refund incentive is not available, then there should be some other mechanism to reduce the "no show" numbers.

I will be available to discuss these points more in depth at your convenience.


MB:zp

cc: Dr. Duane Thompson
Dr. Steve Christopher

EWU

Memorandum

To: Jay Rea, Chairman, Joint Select Committee on Student Services

From:  Kathy Sawtells, Controller

Date: September 19, 1984

Subject: Response to Draft Report

Thank you for the opportunity to respond to the "Draft Report" of the Joint Select Committee on Student Services. Attached are comments and concerns on selected items which affect the areas under my responsibility.

Generally, the committee's recommendation on restructuring the administration of Student Services addresses some positive goals for improving services. However, the section on "Payment of Fees" raises several concerns. Our comments address resident students unless specifically identified otherwise. Special consideration is needed for non-resident, graduate and nursing students and those students in off-campus programs, such as the Tri-Cities. Also, the premise that a student's registration is not complete until a student's fees are paid in full has been used in the past when establishing policies related to payment of fees.

Three documents are referenced in our response and attached for your reference.

1. Constitution of the State of Washington, Article VIII, Section 5.
2. 1977-78 State Auditors Report, page 2.
3. NACUBO Policy Guidelines for Refund of Student Charges.

Thank you for considering our concerns, I look forward to discussing these responses with you in the near future.

KS:ljs

Attachments

EASTERN WASHINGTON UNIVERSITY
OFFICE OF THE CONTROLLER

COMMENTS ON DRAFT REPORT OF THE JOINT
SELECT COMMITTEE ON STUDENT SERVICES
September 11, 1984

B. Payment of Fees

1. The one-half tuition and fee payment for registration should be reduced to an "Enrollment Service Fee" of \$50.00.

Response: The term "service fee" implies the \$50.00 is not applied toward tuition. If \$50.00 is part of tuition, then amount does not cover 10 days of classes. (See response to #2).

Questions on policy related to \$50.00 "service fee:"

- a. Is \$50.00 refundable? When? What dates?
- b. Is \$50.00 payable each quarter as a "service fee"?
- c. What happens to \$50.00, if not applied to tuition?
- d. Is "service fee" retained in a separate account code other than tuition and fees?
- e. Can the \$50.00 "service fee" carry to the next quarter, if student skips a quarter?
- f. Does \$50.00 apply to all categories of students? i.e. resident, non-resident, graduate, undergraduate.

2. Full tuition and fees should be due at the end of the tenth (10th) class day.

Response: If the \$50.00 "service fee" is applied toward tuition and the remainder of the tuition and fees is not due until the end of the 10th class day, this policy may be in violation of the State Constitution, Article VIII, Section 5. This section states, "The credit of the state shall not, in any manner be given, or loaned to, or in aid of, any individual, association, company or corporation."

Note: The \$50.00 does not cover 10 days of instruction. (Resident tuition and fees \$339 - 52 days = \$6.52 per day X 10 days = \$65.20) If the \$50.00 is a "service fee," not applied to tuition, then the student attends classes free for 10 days. This problem is compounded when a student is a non-resident or a nursing student.

3. After the tenth (10th) class day a late fee of \$25.00 should be added to the student's account.

Response: We assume "late fee" means that the student has a balance due on the 11th class day and therefore should be assessed a "late payment fee."

4. The present registration cancellation and disenrollment policy should be rescinded.

5. A policy should be adopted to prohibit any new enrollment until a student's tuition and fee account is paid in full.

Response (4 & 5): To rescind the current disenrollment policy would put us in violation of the state constitution. A student could attend classes for a quarter and not pay full fees, thus establishing an accounts receivable. The "credit of the state" is then loaned to students. See attached finding from the State Auditors report for the 1977-78 academic year.

The current disenrollment policy keeps the accounts receivable at a workable and acceptable level, such as third party billings and special deferments. Prohibiting new enrollment would only work for those students coming back the next quarter. Students not returning and whose fees are not paid in full would become accounts receivable.

The Disenrollment Appeals Board was established to allow the students a vehicle to present their special circumstances for appeal. See the attached NACUBO Policy on Guidelines for Refund of Student Charges.

6. A policy should be adopted barring the award of any degree or the issuing of any transcript until a student's tuition and fee account is paid in full.

Response: This is a much needed policy! However, this would not help eliminate accounts receivable or "lending the credit of the state".

7. Financial Aid recipients, students whose fees are paid by third parties, and graduate assistants should not be charged a late fee with the understanding that tuition and fees accounts will be credited prior to the disbursement of any remaining funds to said students paycheck.

Response: Why should graduate assistants be exempt from paying late fees? On third party billings the money comes directly to the University while graduate students paycheck goes to the student who then pays tuition. Payment of tuition is responsibility of graduate student. Also when the operating fee waiver for graduate students becomes effective in Fall 1985 the amount a full-time graduate student owes will go from \$476 per quarter to \$90 per quarter.

8. The late registration fee should be charged after the fifth (5th) class day rather than from the first day as under current policy.

Response: We assume the late registration fee will remain at \$15.00. Why change from 1st to 5th class day? This will reduce the fees generated for General Local Fund, thus reducing budgeted funds.

9. These policies (#1 to 8) will apply to all students including part-time students.

Response: Okay, as qualified in responses to #1 through #8.

10. Change of schedules (add/drop) should be permitted with no fee charged through the 5th class day. Beginning the 6th class day a \$15.00 fee should be charged for every course added. No fee should be charged for courses dropped. The current policy of no charge to students with partial schedules should be continued.

Response: Why differentiate between courses added or dropped? The Registrar and Student Receivables workload are equally affected whether a student is adding or dropping a course. Also, the practice of students registering for extra classes knowing full well that they will be dropping hours at the beginning of the quarter is discouraged by assessment of a fee.

The reduction of fees will affect the amount of funds generated for the General Local Fund, thus reducing budgeted funds.

11. Students who have applied for admission to a graduate program but who enroll as post-baccalaureate students should pay the regular undergraduate tuition and fees by the 10th class day and should pay any added fees resulting from admission to graduate status by the 20th class day. Late fees would be assessed only on an overdue account.

Response: Why allow change in status after 10th class day? If a status change is allowed through the 20th class day there may be confusion for the student on amount due. Any written announcement to students related to late payment fees would be confusing since two dates for different payment circumstances would exist. Also, a student could get assessed 2 late payment fees, if a balance due was showing on both the 10th and 20th class days. Lastly, there is conflict between #7 and #11 on handling graduate assistants within the graduate student population.

C. Registration and Resource Management

5. The committee recommends that the President establish an "Enrollment Management Council"...

Response: We support the intent of this council as a positive step towards meeting the goals of the University.

D. Financial Aid including Scholarships

3. The administration should explore the potential benefits of combining and refocusing the effort of the "scholarship office" and the Financial Aid Office into a "Financial Planning Center (or Office)".

Response: We support the need of having one office for students to obtain information on financial assistance programs. These programs could include third party billings, i.e. Voc Rehab and foreign student funds, as well as the Federal/State Financial Aid and all Scholarships.

5. The administration should undertake a careful review of Financial Aid practices and regulations...

Response: We agree with these comments. With the proper computer support the means of signing for aid and issuing of short-term loans can be streamlined and made a more positive process for the students.

E. Information Services

2. Information Centers should be established in both Showalter Hall and the Pence Union Building...

Response: This is an excellent idea. The staffing needs for these centers from existing offices would need careful review.

Recommendation for Restructuring the Administration of Student Services

Financial Planning Services Unit

The basic objective of this unit, that is, coordinating all sources of financial aid into one university-wide program, is good.

The aid handout (distribution) function currently under Student Receivables could be transferred to this Financial Planning Services Unit. The collection and recording of fees, i.e. tuition and loans, would need to stay under the Business and Finance area. This would maintain the separation of the award process from the accounting functions.

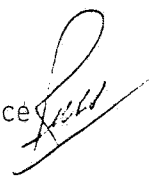
The comment related to the negative aspect of bill collecting can be addressed best by requiring full payment of fees before the 1st day of classes.

KS:ljs

EWU

Memorandum

To: Dr. H. George Frederickson, President

From: Russ Hartman, Vice President for Business and Finance 

Date: February 20, 1985

Subject: Contract Award Under \$17,500

The Board of Trustees has delegated authority to the administration to award public works contracts under \$17,500, with the understanding that the details of the contract award will be reported to the Board of Trustees as an information item.

On February 13, 1985, a public works contract award was made to Northwest Boiler Repair, Inc. for Project No. FP-84-08, Rozell Heating Plant Boiler No. 3 repairs. The amount of the contract award was \$11,452. The project provides for repairs to the refractory of Boiler No. 3 at Rozell Heating Plant.

There was only one bidder for the project, and the contract was awarded even though the contractor showed no MWBE participation or minority employment.

RH:ms

Attachment

PUBLIC WORKS CONTRACT AWARD

PROJECT: Rozell Heating Plant - Boiler #3 Repairs PROJECT NO.: FP-84-08

DESCRIPTION: The contract for this project will provide for repairs to the refractory of Boiler No. 3.

PROJECT FUNDING: This project is funded under the Minor Capital Projects Account.

DESIGN: Facilities Planning, E W U


BID TABULATIONS

Bidder	Base Bid Amount	% MBE	% WBE	Total Staff	Minority Staff	Percent Minority	Women Staff	Percent Women
Northwest Boiler Repair, Inc.	11,452.00	0	0	15	0	0	2	13

EWU

Memorandum

To: Dr. H. George Frederickson, President

From: Russ Hartman, Vice President for Business and Finance 

Date: February 20, 1985

Subject: Architect/Engineering Services Contract Award

The Board of Trustees has delegated to the administration authority to award contracts for architectural/engineering services where the contract is for less than \$17,500, with the understanding that the award will be reported as an information item at a regular Board of Trustees meeting.

We are in the process of making such an award to the firm of Decker/Hobbs, Fukui, and Davidson for consultation on the life safety/HVAC portion of the Science Building renovation project.

Our capital budget request for the Science Building consisted of two separate projects. Our first priority was for \$10,100,000 to construct an addition to the Science Building and our 16th priority was for an additional \$6,120,000 to renovate space within the existing facility. The original high priority status for this project was driven by significant concerns over the inadequacy of the heating/ventilating and air conditioning system in handling emissions from the various biological and chemical experiments that take place regularly in the Science Building. When eventually submitted, the project attempted to remedy this problem while at the same time providing for badly needed improvements in the laboratories and classrooms of the building. Planning for the project was completed with full cooperation and participation by all of the academic departments involved with staff assistance from the University's Facilities Planning Department.

The capital budget requests of Governors Spellman and Gardner were identical in their treatment of this project. We have a \$400,000 appropriation in the current biennium for project planning, with \$1,677,000 provided for construction in the 1985-87 biennium, with an additional \$3,072,000 provided in the 1987-89 biennium (subject to legislative approval). This total funding of \$5,149,000 essentially is spread over a four-year period, making planning and project completion much more difficult than it would be with a single biennial appropriation. In addition, the appropriation is not intended to provide for space renovation, but appears to be directed only toward the life safety/HVAC part of the project request.

The picture is further clouded by some assumptions that the analysts in the Office of Financial Management made about the project. Because of the shortage of funds, the capital budget analyst in OFM came up with the proposal that we might be able to complete the project within

available funding if we used a different concept than that outlined in the original proposal. Specifically, he proposes a small addition to the existing building which would house some of the critical laboratory spaces and the necessary air handling equipment to meet their special needs. In addition, he pictures the possibility of relocating other semi-hazardous facilities to an area immediately adjacent to the addition in order to serve them also with the new and more sophisticated air handling equipment.

All of this comes down to a situation where we obviously need some professional assistance in order to come up with a reasonable expectation as to whether we can complete the project within the available funding or not. We have been through an architectural services selection procedure for the total project design, and--for the sake of expediency--would like to use the firm which was ranked highest in that selection procedure for this separate project. It will be understood clearly by everyone involved that this contract award does not bind the University to using this firm if and when the total project award is made.

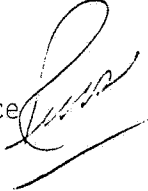
In conclusion, it is our intent to award the firm of Decker/Hobbs, Fukui, and Davidson a contract not to exceed \$17,500 for architectural services designed to assist the University in determining the feasibility of project completion within available funding.

RAH:ms

EWU

Memorandum

To: Dr. H. George Frederickson, President

From: Russ Hartman, Vice President for Business and Finance 

Date: February 20, 1985

Subject: Services and Activities Fees Budget Procedure

At the March meeting of the Board of Trustees, Thayne Stone and I anticipate recommending guidelines for the budgeting of Services and Activities Fees. RCW 28B.15.045 states that "The Boards of Trustees and the Boards of Regents of the respective institutions of higher education shall adopt guidelines governing the establishment and funding of programs supported by Services and Activities Fees." There is and has been no problem at Eastern over this particular provision, but obviously it's appropriate for the Board to take formal action in accordance with the statute.

The attached memo and copy of the relevant statute is provided as an information item to the Board of Trustees at its February meeting. The memo describes the general concept we are considering, and the statute, of course, provides detailed information on the requirements of the guidelines that are to be developed.

This is presented as an information item at this time so that the Board has the opportunity to advise Thayne and me in the development of the more formal guidelines that will be presented for Board adoption at the March meeting.

RAH:ms

Attachment

EWU

Memorandum

To: Thayne Stone, President, Associated Students

From: Russ Hartman, Vice President for Business and Finance

Date: January 30, 1985

Subject: Services and Activities Fees Budget

This memo follows up on our meeting of last Friday when we discussed the procedure for budgeting of Services and Activities Fees. You and Darren attended for AS, with Bill Shaw and me representing "the administration."

The subject was the statute regarding the budgeting of Services and Activities Fees, and the steps that we need to take to bring our structure and our process into conformity with that statute.

As I remember it, our discussion went like this:

1. The AS Finance Committee will continue to be the body to manage the Associated Students budget activities.
2. In accordance with the statute, we will recommend to the Board of Trustees that we establish a Services and Activities Fees Committee which shall be made up of the AS President, the AS Finance Vice President, and the Director of Financial Services.
3. The primary responsibility of the Committee will be to recommend budgets to the Vice President for Student Services for the following activities:
 - a. All activities under Fund Code 0-19522 (ASEWU--Associated Students).
 - b. All activities under Fund Code 0-19521 (ASEWU--Related Activities).
 - c. Those activities that are funded directly by Services and Activities Fees under Account Code 0-19523 (ASEWU--Athletics).
4. The Vice President for Student Services will be responsible for developing and presenting the administration's proposed Services and Activities Fees budgets in the same categories as outlined above.
5. Both the Services and Activities Fees budgets developed by the committee and the administrative recommendations developed by the Vice President for Student Services are to be completed in a timely manner and coordinated with the development of the annual University budget which goes to the Board of Trustees for consideration in May of each year.
6. In the event that the administration's proposal is in exact agreement with the recommendation developed by the Services and Activities Fees Committee, the Vice President for Student Services shall so notify the

Committee, and a notation to that effect shall be included in the presentation of the total University budget to the Board of Trustees.

7. In the event that there is a difference between the two budget recommendations, the Vice President for Student Services will prepare a written response to the Services and Activities Fees Committee outlining areas of difference between the Committee recommendation and the administration's proposed budget recommendation.
8. The Vice President for Student Services will present the administration recommendation for the budgeting of Services and Activities Fees to the Board of Trustees at its May meeting each year. In the event that there is a difference between the administration recommendation and that coming from the Services and Activities Fees Committee, the Vice President for Student Services will ensure that the provisions of RCW 28B.15.045, for a full discussion of the areas of difference, is provided at the Board meeting.

Thayne, this is a beginning point from which we can draft guidelines to be adopted by the Board of Trustees in accordance with the statute. All of this doesn't represent a big change from our current operations, but being in step with the statutory structure and procedure will avoid technical problems in the unlikely event that there is ever a difference between the S&A Fees budget proposals of the students and the administration.

Please let me know if this looks okay to you. If so, I'll try to get it to the Board in March. If there are still some things to work out, let's get back together as soon as we can.

RAH:ms

cc: Darren Henke
Bill Shaw
Skip Amsden
H. George Frederickson

169 § 1, part; 1931 c 48 § 1, part; 1921 c 139 § 1, part; 1919 c 63 § 1, part; 1915 c 66 § 2, part; RRS § 4546, part. Formerly RCW 28.77.030, part. (iii) 1963 c 180 § 1, part; 1961 ex.s. c 11 § 1, part; 1949 c 73 § 1, part; 1931 c 49 § 1, part; 1921 c 164 § 1, part; Rem. Supp. 1949 § 4569, part. Formerly RCW 28.80.030, part. (iv) 1967 c 47 § 10, part; 1965 ex.s. c 147 § 1, part; 1963 c 143 § 1, part; 1961 ex.s. c 13 § 3, part. Formerly RCW 28.81.080, part.]

Severability—Nomenclature—Savings—1977 ex.s. c 169: See notes following RCW 28B.10.016.

28B.15.031 "Operating fees"—Defined—Disposition. The term "operating fees" as used in this chapter shall include the fees, other than general tuition fees, charged all students registering at the state's colleges and universities but shall not include fees for short courses, self-supporting degree credit programs and courses, marine station work, experimental station work, correspondence or extension courses, and individual instruction and student deposits or rentals, disciplinary and library fines, which colleges and universities shall have the right to impose, laboratory, gymnasium, health, and student activity fees, or fees, charges, rentals, and other income derived from any or all revenue producing lands, buildings and facilities of the colleges or universities heretofore or hereafter acquired, constructed or installed, including but not limited to income from rooms, dormitories, dining rooms, hospitals, infirmaries, housing or student activity buildings, vehicular parking facilities, land, or the appurtenances thereon, or such other special fees as may be established by any college or university board of trustees or regents from time to time. All moneys received as operating fees at any institution of higher education shall be transmitted to the state treasurer within thirty-five days of receipt to be deposited in the state general fund: *Provided*, That two and one-half percent of moneys received as operating fees be exempt from such deposit and be retained by the institutions for the purposes of RCW 28B.15.820. [1982 1st ex.s. c 37 § 12; 1981 c 257 § 1; 1979 c 151 § 14; 1977 ex.s. c 331 § 3; 1971 ex.s. c 279 § 2.]

Effective date—Severability—1982 1st ex.s. c 37: See notes following RCW 28B.15.102.

Severability—1981 c 257: "If any provision of this amendatory act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1981 c 257 § 13.] This applies to RCW 28B.15.031, 28B.15.067, 28B.15.070, 28B.15.076, 28B.15.100, 28B.15.202, 28B.15.402, 28B.15.502, 28B.15.805 and 28B.15.820, and the repeal of RCW 28B.15.060, 28B.15.075, 28B.15.201, 28B.15.401 and 28B.15.500.

Effective date—1977 ex.s. c 331: "The effective date of this 1977 amendatory act shall be September 1, 1977." [1977 ex.s. c 331 § 5.]

Severability—1977 ex.s. c 331: "If any provision of this 1977 act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1977 ex.s. c 331 § 4.]

Severability—1971 ex.s. c 279: See note following RCW 28B.15.005.

28B.15.041 "Services and activities fees" defined. The term "services and activities fees" as used in this

chapter is defined to mean fees, other than general tuition and operating fees, charged to all students registering at the state's community colleges, regional universities, The Evergreen State College, and state universities. Services and activities fees shall be used as otherwise provided by law or by rule or regulation of the board of trustees or regents of each of the state's community colleges, The Evergreen State College, the regional universities, or the state universities for the express purpose of funding student activities and programs of their particular institution. Student activity fees, student use fees, student building use fees, special student fees, or other similar fees charged to all full time students, or to all students, as the case may be, registering at the state's colleges or universities and pledged for the payment of bonds heretofore or hereafter issued for, or other indebtedness incurred to pay, all or part of the cost of acquiring, constructing or installing any lands, buildings, or facilities of the nature described in RCW 28B.10.300 as now or hereafter amended, shall be included within and deemed to be services and activities fees. [1977 ex.s. c 169 § 35. Prior: 1973 1st ex.s. c 130 § 2; 1973 1st ex.s. c 46 § 1; 1971 ex.s. c 279 § 3.]

Severability—Nomenclature—Savings—1977 ex.s. c 169: See notes following RCW 28B.10.016.

Severability—1973 1st ex.s. c 46: See note following RCW 28B.10.704.

Severability—1971 ex.s. c 279: See note following RCW 28B.15.005.

28B.15.043 "Services and activities fees"—Allocations from for institutional loan fund for needy students. See RCW 28B.10.825.

28B.15.044 Services and activities fees—Legislative declaration on expenditure. It is the intent of the legislature that students will propose initial budgetary recommendations for consideration by the college or university administration to the extent that such budget recommendations are intended to be funded by services and activities fees. It is also the intent of the legislature that services and activities fee expenditures for programs devoted to political or economic philosophies shall result in the presentation of a spectrum of ideas. [1980 c 80 § 1.]

Severability—1980 c 80: "If any provision of this act or its application to any person or circumstance is held invalid, the remainder of the act or the application of the provision to other persons or circumstances is not affected." [1980 c 80 § 4.]

28B.15.045 Services and activities fees—Guidelines governing establishment and funding of programs supported by—Scope—Mandatory provisions. The boards of trustees and the boards of regents of the respective institutions of higher education shall adopt guidelines governing the establishment and funding of programs supported by services and activities fees. Such guidelines shall spell out procedures for budgeting and expending services and activities fee revenue. Any such guidelines shall be consistent with the following provisions:

(1) Initial responsibility for proposing program priorities and budget levels for that portion of program budgets that derive from services and activities fees shall reside with a services and activities fee committee, on which students shall hold at least a majority of the voting memberships, such student members to be recommended by the student government association or its equivalent. The governing board shall insure that the services and activities fee committee provides an opportunity for all viewpoints to be heard during its consideration of the funding of student programs and activities.

(2) The services and activities fee committee shall evaluate existing and proposed programs and submit budget recommendations for the expenditure of those services and activities fees to the college or university administration.

(3) The college or university administration shall review and publish a written response to the services and activities fee committee recommendations. This response shall outline areas of difference between the committee recommendations and the administration's proposed budget recommendations.

(4) The college or university administration, at the time it submits its proposed budget recommendations for the expenditure of services and activities fees to the governing board, shall also transmit a copy of the services and activities fee committee recommendations along with any supporting documentation originally provided by the committee and a copy of the administration's response to the committee recommendations. Before adoption of the final budget the governing board shall address areas of difference between the committee recommendations and the administration's budget recommendations presented for adoption by the board. A student representative of the services and activities fee committee shall be given the opportunity to reasonably address the governing board concerning any such differences.

(5) Services and activities fees and revenues generated by programs and activities funded by such fees shall be deposited and expended through the office of the chief fiscal officer of the institution.

(6) Services and activities fees and revenues generated by programs and activities funded by such fees shall be subject to the applicable policies, regulations, and procedures of the institution and the budget and accounting act, chapter 43.88 RCW.

(7) All information pertaining to services and activities fees budgets shall be made available to interested parties. [1980 c 80 § 2.]

Severability—1980 c 80: See note following RCW 28B.15.044.

28B.15.065 Adjustment of state appropriations for needy student financial aid. It is the intent of the legislature that needy students not be deprived of access to higher education due to increases in educational costs or consequent increases in tuition and fees. It is the sense of the legislature that state appropriations for student financial aid be adjusted in an amount which together with funds estimated to be available in the form of basic

educational opportunity grants as authorized under Section 411 of the federal Higher Education Act of 1965 as now or hereafter amended will equal twenty-four percent of any change in revenue estimated to occur as a result of revisions in tuition and fee levels under the provisions of this 1977 amendatory act. [1977 ex.s. c 322 § 6.]

Reviser's note: Phrase "this 1977 amendatory act" refers to RCW 28B.15.060, 28B.15.065, 28B.15.070, 28B.15.075, 28B.15.100, 28B.15.201, 28B.15.380, 28B.15.401, 28B.15.500, 28B.15.620, 28B.15.710, 28B.15.800, 28B.35.361, 28B.40.361 and to the repeal of RCW 28B.15.200, 28B.15.300, 28B.15.400 and 28B.15.630.

Severability—1977 ex.s. c 322: "If any provision of this 1977 amendatory act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected." [1977 ex.s. c 322 § 17.]

28B.15.067 General tuition and operating fees—Established and adjusted biennially. General tuition and operating fees shall be established and adjusted biennially under the provisions of this chapter beginning with the 1983-84 academic year. Such fees shall be identical, subject to other provisions of this chapter, for students enrolled at either state university, for students enrolled at the regional universities and The Evergreen State College and for students enrolled at any community college. The general tuition and operating fees shall reflect the undergraduate and graduate educational costs of the state universities, the regional universities and the community colleges, respectively, in the amounts herein prescribed. [1982 1st ex.s. c 37 § 15; 1981 c 257 § 2.]

Effective date—Severability—1982 1st ex.s. c 37: See notes following RCW 28B.15.012.

Severability—1981 c 257: See note following RCW 28B.15.031.

28B.15.070 Development of definitions, criteria and procedures for the educational costs of instruction. The house and senate higher education committees shall develop, in cooperation with the council for postsecondary education and the respective fiscal committees of the house and senate, the office of financial management and the state institutions of higher education no later than December 1981, and at each two year interval thereafter, definitions, criteria and procedures for determining the undergraduate and graduate educational costs for the state universities, regional universities and community colleges upon which general tuition and operating fees will be based. In the event that no action is taken or disagreement exists between the committees as of that date, the recommendations of the council shall be deemed to be approved. [1982 1st ex.s. c 37 § 16; 1981 c 257 § 3; 1977 ex.s. c 322 § 7.]

Effective date—Severability—1982 1st ex.s. c 37: See notes following RCW 28B.15.012.

Severability—1981 c 257: See note following RCW 28B.15.031.

Severability—1977 ex.s. c 322: See note following RCW 28B.15.065.

28B.15.076 Council to transmit amounts constituting approved educational costs, when. The council for postsecondary education shall determine and transmit

EWU

Memorandum

Attachment IV. E

To: Eleanor Chase, Chairwoman, Board of Trustees, Eastern Washington University
From: Jerry Blanche, President, Faculty Organization JB
Date: February 19, 1985
Subject: Briefing on Faculty Salary Plan

On March 17, 1983 the Board of Trustees approved a Salary Plan which became Bylaws 403.10.20 - 403.10.80. This Salary Plan, which is attached, has commonly been referred to as the Merit Pay Plan, a controversial document.

The last section of the Plan calls for an Annual Review, and as a part of that review process I would like to request that a briefing session be held for the Board of Trustees at the February 28, 1985 meeting. I would like to present a brief history and overview of the Plan prior to the Board's consideration of any potential changes.

A specific proposal for changing Section 403.10.23, "University Service Awards for Excellence," will be placed on the Board's agenda for consideration at the March 21, 1985 meeting.

As I reported at the January 22 meeting, we will also be presenting a proposed salary schedule for the next academic year as required by Bylaw 403.10.12.

SALARY PLAN

PART I - BY-LAW RECOMMENDATIONS (new language to replace 403.10.20 - 403.10.34)

403.10.20 Salary Increases.

.21 Promotion. Each member of the faculty who is granted a promotion shall receive a permanent salary increase equal to two steps on the salary schedule in effect during the spring quarter preceding the effective date of promotion. (Qualifications for rank, see 403.20.10 - .11; criteria for promotion, see 403.40.80 - .82.) [This section shall be effective for promotions granted spring quarter 1985. Promotions granted in spring quarter 1982 shall receive 1.25 steps; those granted in 1983 shall receive 1.50 steps; and those granted in 1984 shall receive 1.75 steps.]

.22 General Salary Enhancement. When funds are available for salary enhancement, all eligible faculty shall be given consideration for a permanent salary increase that recognizes teaching effectiveness, professional and scholarly activity, and service.

.23 University Service Awards for Excellence. Funds in the amount of \$91,000 shall be available for recognition of those individuals who are judged to have demonstrated excellence relative to the criteria referenced in Section 403.10.43. These funds will be allocated to each dean in proportion to each unit's eligible faculty. Each dean shall, in consultation with the faculty of his or her unit, determine the number and amount of awards to be granted. These awards shall be made as a bonus in accordance with Section 403.10.43.

403.10.30 Allocation of Salary Enhancement Funds,

.31 Colleges, Schools and Divisions.

1. Funds for salary enhancement shall be allocated to each college, school or division in proportion to the salary base of its eligible faculty.
2. Deans' Reserve. An amount equal to 2 percent of the legislatively provided salary enhancement funds allocated to each school, college or division shall be set aside as a deans' reserve fund for the purpose of recognizing special levels of performance or accomplishment. These funds shall be awarded to faculty, upon evaluation and recommendation, as a permanent annuity to salary in accordance with Section 403.10.43 of these by-laws.
3. Chairperson, etc. Funds for the salary enhancement of chairpersons, directors and coordinators for administrative responsibilities shall be set aside by the dean from the college, school or division allocation in proportion to the amount of time each eligible chairperson, director, or coordinator is assigned administrative duties. These funds shall be distributed between special levels of performance or accomplishment and salary maintenance in the same ratio as department funds are distributed to these categories. These funds shall be awarded, upon

evaluation and recommendation, as a permanent annuity to salary in accordance with Section 403.10.60 of these by-laws.

4. Departments or Units. The dean shall allocate the remaining funds to the various units of the college, school or division in proportion to the salary base of those units' eligible faculty. Of these funds, 28.5 percent shall be used by the department for recognition of excellence in performance beyond the fulfillment of professional duties and continued professional growth. From the funds remaining, those faculty members who are recommended, after evaluation by their department or subunit, as having fulfilled their professional duties and attained professional growth shall normally be granted a salary increase of one step on the salary schedule. Those who are not recommended by their department or unit shall be informed in writing as to the reasons for non-recommendation. Any non-recommendation shall be based on the criteria referenced in Section 403.10.50 of these by-laws. Those funds remaining shall be distributed according to procedures adopted by the unit. These funds shall be distributed as a permanent annuity to salary in accordance with Section 403.10.50 of these by-laws.

5. Salary enhancement may be withheld from an individual who has been evaluated and failed to meet the established criteria, which must have been approved and published as specified in Section 403.10.40 and 403.10.50 of these by-laws at least one academic year prior to the denial of salary enhancement.

.32 Undepartmentalized Units,

1. Funds for salary enhancement shall be allocated to such units in proportion to the salary base of its eligible faculty.
2. These funds shall be distributed according to the procedures outlined in Section 403.10.31.

403.10.40 Criteria.

- .41 Salary recommendations for faculty will be based on evaluations using both objective data and qualitative judgments. Although quantitative criteria are easier to assess, any fair and full evaluation of an individual's performance requires qualitative evaluations as well. Quality judgments must accompany each salary recommendation and be justified in writing. Due to the diverse nature of a university, only general criteria for evaluation can be broadly applied; therefore, each department, program or center must develop the specific criteria under those general criteria by which their faculty will be judged.
- .42 The evaluation criteria for salary recommendations must be consistent with the role and mission of the University and shall include criteria related to teaching effectiveness, professional and scholarly activity and service. Evaluations of the quality of work by peers and students are necessary and appropriate to supplement evaluation by chairpersons (directors or coordinators) and deans.

- 43 Deans' Reserve and University Service Awards for Excellence. Each dean, in cooperation with his or her faculty, shall establish written criteria and evaluation processes consistent with the goals of the University by which the members of the unit are nominated and selected for these awards. The written criteria and evaluation process must meet the approval of a majority of the faculty of that unit, and they should provide consideration for performance for both traditional and non-traditional academic activities. The criteria and the evaluation process shall be annually reviewed by the Vice President and Provost for Academic Affairs to assure adequacy and fairness before being applied. These criteria shall not be changed without majority support of the unit and any major changes shall normally be made one year prior to their use in the selection process. Decisions on recipients of the awards shall be made by June 1 of each year and the list of recipients shall be forwarded to the head of each local unit.

403.10.50 Evaluation Process

- 51 Department Criteria and Evaluation Procedures. Each chairperson (director or coordinator) is responsible for developing, with the faculty, the specific criteria and procedures for evaluating the activities of the department (program or center) faculty. These criteria shall (1) establish the expected level of performance for continued professional growth and (2) identify those activities which result in the recognition of excellence. These criteria and procedures must be approved by a majority of the faculty of the department (program or center), and they should provide consideration for performance for both traditional and non-traditional academic activities. Major changes in these criteria must normally be approved one year prior to their use in any evaluation. The dean shall annually review unit performance criteria and procedures to ensure adequacy and fairness. Copies of the approved criteria and procedures will be furnished to all the department (program or center) faculty. These unit criteria will form the basis of annual evaluations for salary recommendations made under Section 403.10.31.4 of these by-laws. Evaluations of the quality of work by peers and students are necessary and appropriate and should be included in the evaluation process.
- 52 Every member of the department or unit will be evaluated in terms of the criteria adopted in accord with Section 403.10.51. Exceptions to these criteria which recognize unusual or extraordinary assignments will be negotiated between the chairperson (director or coordinator) and the individual, with appropriate consultation with department faculty, and will be specified in a written job description and set of expectations. This job description shall be agreed to no later than the end of spring quarter. This job description and set of expectations will be discussed with the department before final agreement is made. Copies of this agreement shall be filed with the dean and made available to members of the department. The dean of the college, school or division will arbitrate any disputes and will provide both the chairperson (director or coordinator) and faculty member a copy of a recommended final description in any disputed case. A final agreement on the job description shall be

approved by the department chair and the individual involved. This approved final agreement will be the performance expectations from which the faculty member or staff member will be evaluated the following spring in order to establish salary recommendations for the next contract year.

- .53 Annual Evaluations. By May 1st, each faculty member will be evaluated in accordance with the approved criteria and procedures, allowing for written comment or correction by the person being reviewed. Each faculty member will receive a copy of the evaluation of his/her performance and the preliminary salary recommendation of the department with a copy provided for the dean. The chairperson (director or coordinator) will discuss the evaluation and salary recommendation with the individual concerned, and any disagreement between them will be arbitrated by the dean. After discussion of the evaluation and recommended salary with faculty members, the chairperson (director or coordinator) will forward all salary recommendations to the dean. The dean will review all salary recommendations to determine if they are fairly and appropriately assigned on the basis of the department criteria. The dean may discuss the specifics of any case with any or all parties involved. The dean's recommendations will be forwarded no later than June 1st to the Vice President and Provost for Academic Affairs with copies sent to the department or unit and individual concerned.

- .54 Each dean or other administrator of an undepartmentalized unit is responsible for developing, with the faculty, the specific criteria and procedures for evaluating the activities of the faculty of that unit. These criteria and procedures must be approved by a majority of the faculty. The criteria and procedures shall be reviewed annually by the Vice President and Provost for Academic Affairs to ensure adequacy and fairness. Copies of the approved criteria and procedures will be furnished to all the unit faculty. These criteria will form the basis for annual review for salary recommendations.

- .55 Undepartmentalized units will follow a review procedure analogous to that specified in Section 403.10.51⁵³ above with the exception that disputes under Section 403.10.52⁵³ will be arbitrated by the Vice President and Provost for Academic Affairs or his/her designee.

403.10.60 Salary Enhancement for Coordinators, Directors and Chairs.

- .61 Working in conjunction with his/her chairperson, director or coordinator and faculty, each dean will develop criteria against which a chairperson's (director's or coordinator's) administrative performance will be evaluated for salary recommendations. The specific criteria for each chairperson (director or coordinator) shall be consistent with his/her department (program or center) criteria and shall reflect the administrative responsibility assigned. Copies of the approved criteria will be forwarded to the department (program or center) and made available to the faculty and shall form the basis for annual evaluation of administrative performance for salary recommendations.

- .62 No later than the end of spring quarter, each dean and each chair (director or coordinator) will agree to a written job description or

set of expectations based on the criteria established under Section 403.10.61. The Vice President and Provost for Academic Affairs will arbitrate any disputes and will provide the dean and the chairperson (director or coordinator) a copy of the approved final description.

- .63 By May 1st, each dean will evaluate each chairperson's (director's or coordinator's) performance in accordance with the approved criteria (Sections 403.10.61 - .62), allowing for written comment or correction by the person being reviewed. The dean shall secure the department's or other unit's evaluation of its chairperson's (director's or coordinator's) performance. Each chairperson (director or coordinator) will receive a copy of the dean's evaluation of his/her performance and the proposed salary recommendation. The dean will discuss the recommendation with the individual concerned, and any unresolved disagreement between them will be referred to the Vice President and Provost for Academic Affairs for resolution. The salary recommendations for all chairpersons (directors or coordinators) will be forwarded no later than June 1st by the dean to the Vice President and Provost for Academic Affairs.

403.10.70 Eligibility. All continuing faculty who are on term, probationary, and tenured appointments are eligible for consideration of salary enhancement with the exception of those who are paid on a per-credit basis, those who have been employed on grant funds and whose position is dependent upon continuation of the receipt of those funds, or those holding a special faculty position (see By-law 401.11.30). All personnel who have been excluded from consideration for salary enhancement under provisions in this section may be considered under criteria and evaluation procedures established by the units in which they are employed.

403.10.80 Annual Review. Sections 403.10.20 through 403.10.70 shall be annually reviewed, with such review to begin no later than January 1.

HIGHER EDUCATION GOVERNANCE:

A Comparison of Proposed Changes (12-20-84)

Council for Postsecondary Education Existing Statute (Chapter 28B.80)	CPE Policy Recommendations (Adopted 10/19/84)	Legislative Budget Committee Draft Recommendations from CPE Sunset Audit
I Primary Purpose "To facilitate planning for postsecondary education."	I Primary Purpose "Statewide policy development, research, planning & coordination."	I Primary Purpose "To create a single coordinating body for four-year and community college institutions, with adequate authority to ensure implementation of its decisions."
II Organization/Council A. Nine citizen voting members "truly representative of the public, including the minority community" & "one of whom shall be a full-time undergraduate student." B. Seven non-voting members including: SPI, governor's representative, COP chairman, SBCCE executive director, CVE executive director, one president from independent four-year schools & one from proprietary education C. Six-year term for citizen members, except student term shall not exceed three years.	II Organization/Council A. Lay citizen members geographically representative of the state at large... "with minority & student representation essential..." B. Statutory provision for advisory committees representative of all segments of higher education.	II Organization/Council A. Create a State Board of Regents for Higher Education (SBRHE) B. Members are full-time & salaried C. Number of members not specified D. All members to represent public interest E. Discontinue ex-officio &/or advisory memberships on the board itself F. Retain local boards of trustees or regents
III Functions A. Engage in overall planning... to: 1. Assess & define state's educational needs 2. Recommend & coordinate studies for meeting needs 3. Study & make recommendations on adult education, continuing education, public service & postsecondary ed. programs 4. Identify priorities & specify resources 5. Differentiate roles of CC system & individual public institutions & identify the most effective division of responsibility to meet needs 6. Review & recommend creation of all new degrees 7. Evaluate proposals for eliminating existing degrees 8. Identify changing conditions which may require revision of those roles & divisions of responsibility of the institutions B. Develop criteria for the need of new baccalaureate institutions... C. Study & recommend levels of fees & charges D. Study & recommend admission & transfer policies E. Review operating budget requests of four-year institutions & of the CC system "to determine the conformity or lack thereof to the state's postsecondary education plan" F. Review capital budget requests for four-year institutions & for the CC system... G. Study & make recommendations for developing improved management practices & avoiding unnecessary duplication H. Study & make recommendations on legislation affecting postsecondary education	III New Functions A. To establish state's goals & objectives for higher education B. To determine mission of the public institutions of higher education C. To reaffirm & explicitly establish responsibility 1. To develop policies pertaining to enrollment, admission, tuition & fees & transfer of credit 2. To approve new academic programs & review & make recommendations on existing academic programs 3. To coordinate & approve off-campus instructional activities 4. To assess institutional operating & capital budget requests 5. To establish & implement a state system for collecting, analyzing & distributing information D. To authorize contracts with private higher education institutions, in conjunction with public institutions, or directly if inter-institutional agreements are not possible, to secure educational services E. To monitor higher education activities for compliance with all relevant state policies for higher education	III Functions A. Review budgets of individual institutions, prepare & submit single budget for support of all institutions under its purview B. Receive & disburse funds appropriated to it. Establish guidelines for disbursement of funds by institutions C. Prepare comprehensive master plan, with recognition & participation of private institutions D. Assist OFM in forecasting enrollment projections E. Define & administer criteria for establishing new institutions, consortia, off-campus activities, public service activities F. Establish & administer criteria for student transfer G. Develop/adopt (or submit for legislative approval) role & mission statements for individual institutions H. Approve institutional plans for acquiring facilities, issuing bonds, borrowing money, establishing fees & charges, & receiving gifts, grants & bequests I. Review & approve new & existing educational programs
IV Administrative Duties A. Administer financial aid programs (also Displaced Homemaker, Aid to Blind, Washington Scholars) B. Provide staff support for high technology coordinating board C. Coordinate state participation with student exchange compact programs D. Administer enumerated federal programs (i.e. Title I, IV, VI) E. Receive & expend federal funds F. Develop residency rules & regulations G. Administer portions of state educational registration act H. Administer reciprocity agreements I. Prepare recommendations on professional leaves J. Develop sabbatical leave criteria K. Develop uniform transfer of credit policies L. Develop uniform admissions requirements M. (Non-statute duties also include: study & recommend faculty compensation levels, provide coordination of off-campus programs)	IV Administrative Duties A. "Essential" that CPE continue to coordinate & provide research on financial aid. B. Aid to the Blind program can "more appropriately" be performed by Commission for the Blind. C. CPE should continue its present arrangement with high technology coordinating board. D. CPE should continue its responsibility for residency rules. E. CPE assignment for reciprocity is "consistent with its responsibilities." * Not formally adopted by CPE from staff discussion paper 5/25/84.	IV Major Changes/Features A. Retain local boards of trustees & regents B. Abolish SBCCE & CPE, assigning their duties to new SBRHE C. Review desirability/feasibility of placing voc-tech institutes under same governing & administrative structure as part of forthcoming Sunset Audit of CVE D. One-year appointment/establishment/orientation/organization/planning period for State Board before assuming responsibilities E. Administrative duties may be reassigned, if desirable, wherever appropriate F. Limit existing authority of governing boards of four-year schools to acquire facilities, issue bonds, borrow money, establish fees, receive money, & establish curriculum at will.

HIGHER EDUCATION GOVERNANCE:

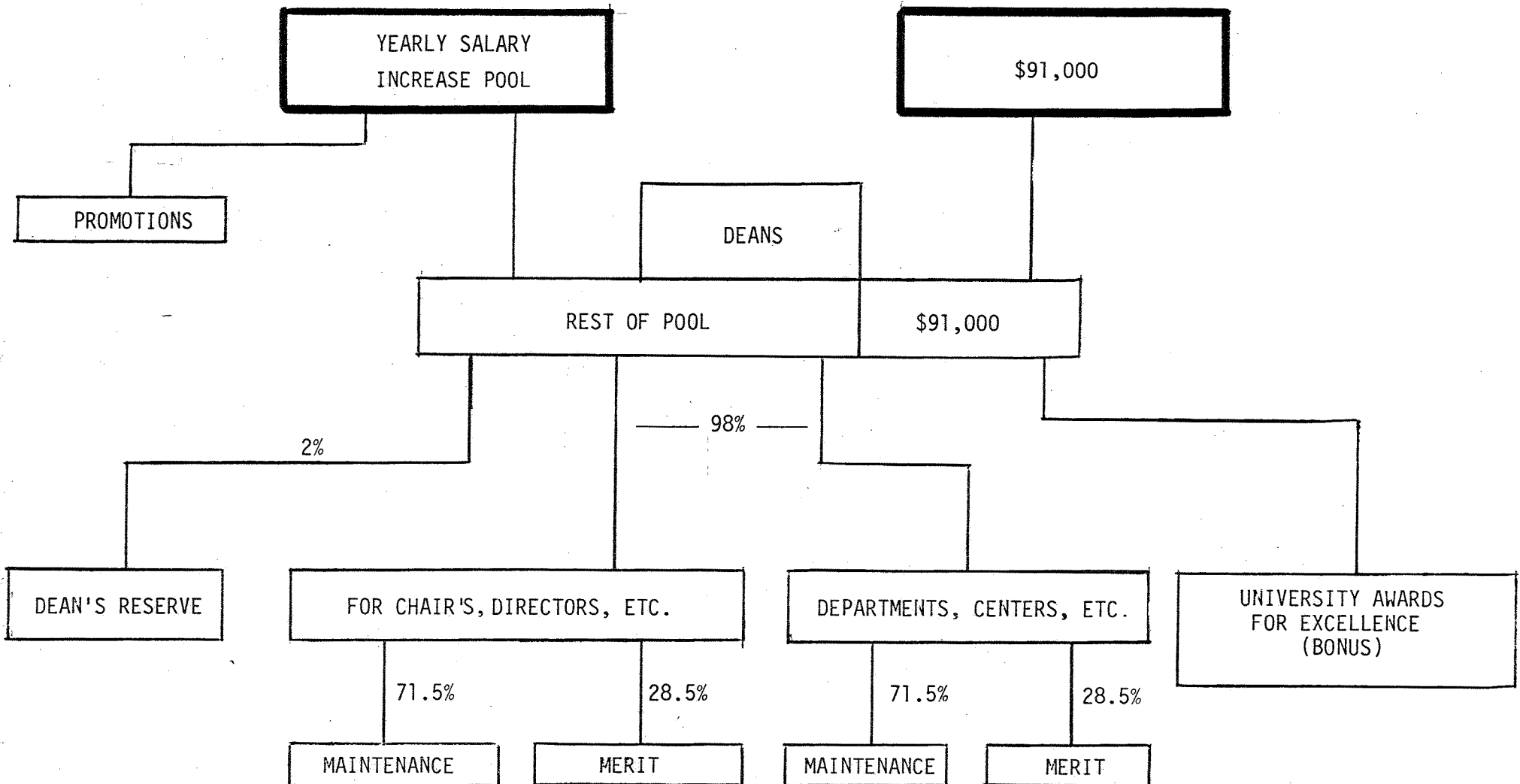
A Comparison of Proposed Changes (12-20-84)

Temporary Committee Recommendations for Higher Education Governance	Joint Legislative Advisory Committee on Higher Education Governance, Tuition, Fees & Financial Aid	Senator McDermott's Proposal
I Primary Purpose "To provide planning, coordinating, monitoring, & higher education policy analysis..."	I Primary Purpose "To provide coordination, planning, monitoring & higher education policy analysis."	I Primary Purpose "To create an agency with authority to plan, develop, coordinate & meet statewide needs of postsecondary education."
II Organization/Council A. Reconstitute a new State Higher Education Board. B. Have nine citizen members appointed by the governor. C. Establish advisory committees to represent all segments of higher education. D. Retain local boards of regents & trustees; increase numbers of trustees at regionals & TESC to seven.	II Organization/Council A. Create a new Higher Education Coordinating Commission. B. Nine citizen members; eight by congressional district serving four-year staggered terms & one at large serving at the Governor's pleasure. C. Statutory provisions for advisory committees representing all segments of higher education. D. Retain local boards of regents & trustees.	II Organization/Council A. Create a new State Board of Regents B. Thirteen citizens serving four-year staggered terms, composed of three regents from the UW; two regents from WSU, one trustee from each of the regional universities & The Evergreen State College, & four at large. C. Retain local boards of regents & trustees.
III Functions A. Express authority to engage in comprehensive planning. B. Conduct general needs assessment (with special attention to Seattle, Vancouver-Longview, Spokane, & Tri-Cities areas). C. Determine specific educational needs. D. Identify specific roles & missions for each higher ed institution; clarify roles of four-year institutions & discontinue treating regionals as a single type of institution. E. Review existing degree programs. F. Approve or disapprove new programs, off-campus centers & new off-campus facilities. G. Adopt new rules & regulations for operation of higher ed consortia. H. Review institutional & community college system budgets. I. Establish priorities & develop recommendations on student financial aid programs, tuition levels & policies, funding needs. J. Initiate a participatory goal identification process. K. Develop explicit objectives & policy recommendations for maintenance & improvement of higher education. L. Monitor implementation of recommendations pertaining to higher ed finance & adopt procedures that carry out state intentions. M. Prepare biennial or annual enrollment recommendations.	III Functions A. Through a consultative process identify institutional roles & missions & higher education goals & objectives. B. Prepare a comprehensive master plan with biennial updates. C. Adjudicate disputes between public four-year institutions. D. Review & recommend operating & capital budget requests from public four-year institutions & the community college system. E. Approve new degree programs, review existing programs, & evaluate proposals for eliminating existing degrees. F. Establish campus service areas & approve off-campus programs, facilities & contracts. G. Adopt rules for consortia & residency requirements. H. Initiate programs to meet identified needs. I. Study & recommend policies regarding tuition & fees, financial aid, proposed compensation levels, new institutions, enrollment, admission standards, & merging or closing institutions. J. Monitor activities for compliance with state policies. K. Develop & implement transfer policies & reciprocity agreements. L. Implement a data collection & distribution system. M. Recommend needed legislation.	III Functions A. Establish statewide master plan. B. Establish goals & objectives for each four-year institution. C. Establish, evaluate, & change degree programs for each institution. D. Set salaries for presidents of each institution. E. Establish reciprocity agreements. F. Plan, establish, adjudicate & make final decisions over off-campus programs, areas with unmet needs, & duplication of services. G. Recommend need for new institutions or closing existing institutions. H. Set residency requirements statewide. I. Set entrance requirements for each institution. J. Recommend statewide & institution-by-institution budgets to Legislature, consistent with state-wide plan & institutional goals & objectives.
IV Major Changes/Features A. "Relieve CPE of its planning, policy & coordinating responsibilities..." B. Continue a renamed CPE as State Student Financial Assistance & higher education administrative agency. C. Restructure coordinating arrangement with strengthened higher ed planning, program review & research functions in new State Higher Education Board. D. Create advisory committees. E. Separate vocational-technical institutes from K-12 system for governance & budgeting; provide new 5-member boards appointed by the governor. F. Preserve SBCCE, add ninth-citizen member. G. Restructure & strengthen CVE into State Board for Vocational Education; increase to nine citizen members. H. Designate SBCCE as "sole state agency" for federal adult basic education funds. I. Create joint executive-legislative committee to recommend alternative procedures for improving board member selection process. J. Establish age 18 as division between elementary/secondary & post-secondary education. K. Establish fiscal relationship with governing boards... that extends to them "substantially increased management flexibility & freedom from state fiscal controls." L. Allow governing boards to "retain, expend & roll forward to the next budget cycle all cash	IV Major Changes/Features A. Create a new Higher Education Coordinating Commission by July 1, 1985. B. Terminate CPE by January 1986. C. Strengthen state-level coordinating & monitoring functions by giving the new Higher Education Coordinating Commission the power to adjudicate disputes & to implement some policies, especially in the areas of new & off-campus programs. D. The new Commission shall decide whether to continue present administrative duties or to recommend their delegation elsewhere. E. The Commission shall develop institutional roles and missions through a consultative process. F. The goals, objectives, roles, missions & comprehensive plan will be subject to a legislative endorsement process.	IV Major Changes/Features A. Terminate CPE. B. Reconstitute the board with thirteen voting members including nine regents or trustees. C. Give the board the authority to set presidential salaries, set entrance requirements for each institution, & change degree programs. D. Reassign most administrative duties elsewhere: financial aid to OFM; tuition & fees to the Legislature; & displaced homemakers to SBCCE.

HIGHER EDUCATION COORDINATION STUDY COMMITTEE

In response to coordination problems in Spokane, the legislatively sponsored Higher Education Coordination Study Committee recommended merging the governing boards of Eastern Washington University and Washington State University while maintaining separate institutional identities. The Committee also recommended establishing a joint higher education center in Spokane.

EWU FACULTY SALARY PLAN



PERSONNEL ACTIONS

February 28, 1985

Academic

1. Change of Status/Continuation of Special Appointment

Brzoska, Michael A., Assistant Professor of Industrial Education and Technology, appointment as Chairman, Department of Technology, for a three-year term beginning September 1, 1985.

Lapoint, Elwyn C., Professor of Anthropology, reappointment as Chairman, Department of Geography/Anthropology, for the two-year period spring quarter, 1985 through winter quarter, 1987.

Wallace, James P., Professor of Government, reappointment as Chairman, Department of Government, through summer quarter, 1985.

2. Emeritus Rank

Hoover, Richard E. (1965), Professor of Journalism, effective June 14, 1985.

3. Leave of Absence (without pay)

Bradwin, Glen E., Athletic Trainer, leave of absence (without pay) for the 1985-86 academic year.

Solomon, Susan L., Professor of Decision Science and Operations Management, leave of absence (without pay) for the 1985-86 academic year.

4. Retention of Non-Tenured Faculty - 1985-86

Rader, Gary M., Associate Professor of Computer Science
- Probationary Contract

Administrative

1. Resignations

Jose Luis Juarez, Counselor, Chicano Education
Effective February 15, 1985

2. Appointments

Roger L. Pugh, Director of Admissions, 12 month term of appointment, \$34,000.00
Effective April 8, 1985

3. Leave of Absence

Jeri Schmidt, Interim Coordinator of Annual Giving, Leave of Absence, February 22, 1985 through June 30, 1985

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March 4, 1985

BOARD OF TRUSTEES

EASTERN WASHINGTON UNIVERSITY

(Name of spouse follows in parentheses)

Mrs. Elanor E. Chase, Chairwoman (James)

E. 2811 Upriver Drive
Spokane, WA 99207

Phone: (509) 487-4667

Mrs. Jean L. Beschel, Vice Chairman (Robert)

S. 4618 Magnolia
Spokane, WA 99203

Phone: (509) 448-8534

Mr. Bert Shaber (Gloria)

Rt. 2 Box 347
Chewelah, WA 99109

Phone: (509) 935-6650

Mr. Mike Ormsby (Jeanette)

E. 404 Augusta
Spokane, WA 99207

Phone: (509) 455-9555

Joe W. Jackson

624 S. Douglas
Pasco, WA 99301

Phone: (509) 376-4205