

**Faculty Senate Minutes**  
**November 1, 2004**

- Senators** Barry Anton, Bill Beardsley [Chair], Ryan Cunningham, Alyce DeMarais, Julian Edgoose, Robin Foster, Bill Haltom, Suzanne Holland, Keith Maxwell, Eric Orlin, Karen Porter
- Guests** Dave Balaam, Bill Barry, Sigrun Bodine, Bill Breitenbach, John Finney, Wes Magee, John Riegsecker
- Order** Senate Chair Beardsley called the meeting to order at about 4:05 pm.
- Minutes** Minutes of October 11, 2004 were approved with two emendations to be added by Senator Edgoose to the copy posted on the web.
- Chair's Report** The Chair stated that he had no report.
- Special Orders** No special-orders remarks were voiced.
- Report** Senator Foster said that the Salary Committee will report to the Budget Task Force on November 15, 2004 a proposal to redress shortfalls in salaries relative to the trustees' goal of keeping salaries at the University of Puget Sound in the upper quarter of peer institutions. She directed senators and faculty to the Faculty Salary Committee web page (<http://www.ups.edu/community/fsc/fschome.htm>), soon to be updated.
- Old Business** The Senate approved the 2005-2006 Academic Calendar forwarded by the Curriculum Committee.
- New Business** The Senate voiced no objections to a Curriculum Committee subcommittee's reviewing general guidelines for the academic calendar.
- Newer Business** **Chair Beardsley** introduced two matters advanced from the Professional Standards Committee: 1) efforts to clean up the appendix to the *Faculty Code* and 2) questions regarding interpretations of the code that do not rise to the level of "significant merit." **Professors Breitenbach** (chair) and **Riegsecker** from the PSC conferred with senators on these matters.
- Regarding the first matter, the PSC had determined that its housekeeping and other changes to the *Faculty Code* were interpretations of significant

merit, so its proposals were shared with the Faculty Senate and are appended to these minutes as required by the code.

**Professor Breitenbach** prefaced the second matter by stating that the PSC hoped to be more forthcoming without compromising confidentiality. The Committee asked senators some questions in the attached memorandum.

**Senator DeMarais** welcomed the PSC's questions and opined that the goal should be that the PSC relay to the senate and to the faculty as much as possible within bounds of confidentiality.

**Senator Edgoose** asked about the quantity of interpretations. **Professor Breitenbach** stated that the PSC had reached about five interpretations so far in 2004-2005 but noted that interpretations could be 1) "of substantial merit" or 2) not "of substantial merit" but substantive or 3) matters of specific applications or operationalizations.

**Professor Breitenbach** observed that members of the PSC saw confidentiality as more or less important than transparency or accountability. Some members of the PSC might not support divulging some interpretations of the PSC even in general, vague terms. **Senator Porter** responded that confidentiality is often invoked to fend off transparency or accountability or both. **Senator Holland** reminded all present that some PSC interpretations seem substantial but are acknowledged quietly or not at all. **Senator Foster** agreed that the latency or invisibility of PSC work is problematic. **Senator Maxwell** favored a reasonable balance that would notify faculty of explicit precedents without compromising confidentiality. **Senator Orlin** asked how precedential interpretations could fall short of "substantial merit" even though such interpretations might shape procedures and decision-making.

**Senators Anton** and **Holland** asked if participants, including respondents in grievance proceedings, might waive confidentiality. **Senator Porter** stated that she would gladly have waived privacy for the sake of making PSC practices known to faculty. **Professor Breitenbach** replied that grievants or other parties might have privacy interests that they would have to waive as well and reminded senators that participants in grievance hearings are not to speak in public about those hearings.

**Senator Foster** argued that interpretations crafted by the PSC should be revealed at least in general terms lest senators and faculty be so unaware of interpretations that PSC interpretations perpetually avoid scrutiny or even awareness. She added that such interpretations would lead to discovery of the identities of decision makers or parties to disputes only when enough information was already in circulation. Several senators agreed that under such circumstances many faculty are aware of the

etiology of interpretations even when the PSC conceals its processes and products. **Senator DeMarais** wondered why the PSC could not promulgate results with minimal expressions such as “We interpreted Part P of the code and reached the following decision.” **Professor Breitenbach** said that many or most interpretations are so case-specific as to defy even pithy, broad formulations.

**Senator Cunningham** asked what, in the absence of an interpretation’s being reported to the faculty through the Faculty Senate, would allow for checks and balances in the interpretation of the code. **Professor Breitenbach** affirmed that the code authorizes the PSC to interpret the code and to determine which interpretations are of “significant merit.” Interpretations of “significant merit” are subject to agreement between the PSC and the trustees, and thus a check is in place. **Professor Breitenbach** also noted that the code provides a check in that any member of the university community who feels aggrieved by a PSC interpretation may appeal it to the Faculty Senate. To this **Senator Haltom** sardonically intoned that hitherto most interpretations had gone unremarked in minimalist PSC minutes and so are effectively unappealable because unknowable except to a very few members of the community.

**Chair Beardsley** asked senators to ponder the issues raised and to prepare responses for the next meeting of the Faculty Senate (November 15). He and all senators thanked **Professors Breitenbach** and **Riegsecker** for the efforts and accessibility of the Professional Standards Committee.

**Even Newer Business** **Professor Balaam** then spoke to his statement, “Tenure Doubts,” distributed at the October 11 meeting of the Faculty Senate. He said that the 2003-2004 academic year had driven home just how toxic and awful the campus environment had become. He stressed his judgment that the new code had not ameliorated longstanding problems in assessment of colleagues and speculated that in some regards the new code might have made some matters even worse. New procedures for appeals seemed not to have escaped from the belief, widespread among veteran faculty especially, that only procedural objections were allowed in appeals. Reviews of Assistant Professors after their second years were often less revealing and thus less helpful than mentoring would demand; some head officers did not even meet with colleagues to discuss evaluations as required by the code. Candid colleagues had to admit that they could no longer anticipate the decisions of the Faculty Advancement Committee (FAC) or offer inexperienced colleagues helpful advice because no one can be sure what it takes to get tenure. Departmental practices and standards vary greatly and University practices and standards are sometimes protean.

**Chair Beardsley** noted for the record that the new Faculty Code states that appeals must concern fairness, adequacy, and/or completeness and not merely procedural shortcomings. **Senator Haltom** noted that this had been the case under the former Faculty Code as well and lamented that over the years folk interpretations of the old and new codes had supplanted the explicit authorization in faculty codes of appeals based on substantive as well as procedural shortcomings.

**Senator Edgoose** allowed that wide-ranging data about recruitment and retention of faculty, especially about gendered patterns in such data, should be gathered and analyzed carefully and completely. **Senator Foster** asked whether data about decisions at the departmental and FAC levels as well as at higher levels could be amassed so that general trends and contrasts might be noted. **Senator Anton** supported acquisition of information so that elements of any hostile environment (gender-related, race-related, or other) might be illuminated.

**Senator Orlin** suggested that many junior faculty would profit from conversations with veterans, especially if one or more members of the FAC were available to parse the FAC letter with evaluatees and some departmental colleagues.

As adjournment loomed, **Senator Holland** moved that the Faculty Senate consider an ad hoc committee at its next meeting. **Chair Beardsley**, yielding the gavel to **Senator Foster** (vice-chair), noted that this motion was not timely and that previous ad hoc committees had been disastrous. The motion then carried.

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|---------------------------|---|
| <b>Imminent Business</b>  | Further fending off adjournment, <b>Senator Cunningham</b> invited senators to look at the ASUPS student evaluation site on the web.                                |
| <b>Executive Business</b> | <b>Senator DeMarais</b> held back the sunset to note that she and <b>Senator Foster</b> had compiled recent committee decisions from minutes on the web (attached). |
| <b>Valediction</b>        | <b>Acting Chair Foster</b> detected the devout wish of the senators to adjourn.   |
| <b>Reporter</b>           | William Haltom  |

**UNIVERSITY OF PUGET SOUND**  
**Academic Calendar**  
**2005-2006**

**2005-2006 Academic Year**

Basic dates approved by the Curriculum Committee and ratified by the Faculty Senate Fall 2001  
Approved by Curriculum Committee October 20, 2004

**Fall Semester 2005**

August 12	Friday	Validation Deadline, by mail or in person
August 19	Friday	Open Registration for Fall closes
<del>August 19</del>	<del>Friday</del>	<del>New Student Orientation Check In Open, 8:00 am</del>
August 19	Friday	Residential Facilities Open for <u>All New Students</u> , 9:00 am
August 19	Friday	Board Plan Meal Service Opens, 7:00 am
August 19-August 28	Friday-Sunday	Orientation Week
August 26	Friday	Residential Facilities Open for All <u>Continuing</u> Students, 9:00 am
August 29	Monday	Classes Begin
August 29	Monday	Add/Drop and Audit Registration Begins
August 30	Tuesday	Last Day to Drop with 100% Tuition Adjustment
September 5	Monday	Labor Day (No classes)
September 6	Tuesday	Last Day to Add or Audit Classes
September 6	Tuesday	Last Day to Exercise P/F Option
September 9	Friday	Application for May/August/December, 2005 Graduation
September 12	Monday	Last Day to Drop Without Record
September 12	Monday	Last Day to Drop with 80% Tuition Adjustment
September 16	Friday	Last Day to Drop with 50% Tuition Adjustment
September 23	Friday	Last Day to Drop with 40% Tuition Adjustment
September 26	Monday	Last Day to Withdraw With An Automatic "W"
September 30	Friday	Last Day to Drop with 30% Tuition Adjustment
October 7	Friday	Last Day to Drop with 25% Tuition Adjustment
October 14	Friday	Incomplete Spring/Summer Work Due to Instructor
October 14	Friday	Mid-Term
October 14	Friday	Last Day to Drop with 20% Tuition Adjustment
October 17	Monday	Fall Break (No Classes)
October 19	Wednesday	Mid-Term Grades Due, Noon
October 21	Friday	Last day to drop at 15%
October 31	Monday	Preliminary 2005 Summer Schedule available
November 11-18	Friday-Friday	Registration for Spring Term
November 23	Wednesday	Board Plan Meal Service Closes, 6:00 pm
November 24-27	Thursday-Sunday	Thanksgiving Holiday (Residential Facilities Remain Open)
November 27	Sunday	Board Plan Meal Service Opens, 4:00 pm
November 28	Monday	Open Registration for Spring Begins (Continuing & Transfer Students)
December 7	Wednesday	Last Day of Classes
December 8-11	Thursday-Sunday	Reading Period (No Classes)
December 12-16	Monday-Friday	Final Examinations
December 16	Friday	Board Plan Meal Service Closes, 6:00 pm
December 17	Saturday	All Residential Facilities Close, 12:00 noon
January 2	Monday	Final Grades Due, 12:00 Noon
January 4	Wednesday	Probation/dismissal meeting for Fall 2003, 9:00 am

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**Spring Semester 2006**

January 6	Friday	Validation Deadline, by mail or in person
January 11	Wednesday	Board Plan Meal Service Open
January 13	Friday	Open Registration for Spring closes
January 14	Saturday	Residential Facilities Open for all <b>Continuing</b> Students <b>9:00 am</b>
January 15	Sunday	Board Plan Meal Service Open
January 16	Monday	Martin Luther King Jr. Birthday (No Classes)
January 16	Monday	Orientation for New Students
January 17	Tuesday	Classes Begin
January 17	Tuesday	Add/Drop and Audit Registration Begins
January 18	Wednesday	Last Day to Drop with 100% Tuition Adjustment
January 24	Tuesday	Last Day to Add or Audit Classes
January 24	Tuesday	Last Day to Exercise P/F Option
January 30	Monday	Last Day to Drop Without Record
January 30	Monday	Last Day to Drop with 80% Tuition Adjustment
February 3	Friday	Last Day to Drop with 50% Tuition Adjustment
February 10	Friday	Last Day to Drop with 40% Tuition Adjustment
February 13	Monday	Last Day to Withdraw with an Automatic "W"
February 17	Friday	Last Day to Drop with 30% Tuition Adjustment
February 24	Friday	Last Day to Drop with 25% Tuition Adjustment
March 3	Friday	Last Day to Drop with 20% Tuition Adjustment
March 10	Friday	Last Day to Drop with 15% Tuition Adjustment
March 10	Friday	Incomplete Fall Work Due to Instructor
March 10	Friday	Mid-Term
March 13-17	Monday-Friday	Spring Recess (Residential Facilities Remain Open)
March 20	Monday	Classes Resume
March 20	Monday	Mid-Term Grades Due, noon
April 3-7	Monday-Friday	Registration for Fall Term
April 10	Monday	Early Registration for Summer Begins
April 17	Monday	Open Registration for Fall Begins (Continuing & Transfer Students)
May 3	Wednesday	Last Day of Classes
May 4-7	Thursday-Sunday	Reading Period (No Classes)
May 8-12	Monday-Friday	Final Examinations
May 12	Friday	Board Plan Meal Service Closes, 6:00 pm
May 12	Friday	<b>Class of 2006 Graduation Party, 8pm</b>
May 13	Saturday	Residential Facilities Close for non-graduating students, 12:00 noon
May 13	Saturday	Convocation, 2 pm
May 14	Sunday	Baccalaureate, 10 am
May 14	Sunday	Commencement, 2 pm
May 15	Monday	Residential Facilities Close for Graduating Seniors, 12:00 noon.
May 24	Wednesday	Final Grades Due, 12:00 noon
May 30	Tuesday	Probation/Dismissal Meeting for Spring 2006, 9:00 am

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 for Members, 10:00 am  
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**Summer Session 2006**

May 15	Monday	Term I Begins
May 29	Monday	Memorial Day (No Classes)
June 23	Friday	Term I Ends
June 26	Monday	Term II Begins
July 4	Tuesday	No Classes
August 4	Friday	Term II Ends

School of Education

June 19	Monday	Term A (MAT) Begins
June 19	Monday	Term B (MEd) Begins
July 4	Tuesday	No Classes
July 14	Friday	Term B Ends
July 17	Monday	Term C (MEd) Begins
August 11	Friday	Term A Ends
August 11	Friday	Term C Ends

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## Committee Decisions

For 11/1/04 Senate Meeting

### LMAC (10/05)

1. Sigrun Bodine made a motion to endorse the academic servers as the top priority. The motion passed.
2. Randy Bentsen made a motion to endorse funding for software including yearly increases. The motion passed.
3. The committee then voted on endorsing the proposal from OIS to make laptops available to all ongoing faculty members. There were 5 in favor of endorsing the proposal, 2 against, and 1 abstention. LMAC endorses the proposal.

### UEC (09/15/04)

ACTION Reinitz moved, McCuistion seconded, passed with 12 in favor, 0 opposed, 2 abstentions: Reading a new chapter of a novel qualifies as a new presentation when applying for Conference Participation awards.

ACTION Taranovski moved, Kelly seconded, passed by acclamation: Ryken and Finney will study the status of travel funds for possible proposals to the Budget Task Force.

### Curriculum Committee (10/06/04)

The issue of adjunct faculty teaching first year seminars was discussed. “There was a general sense that this could be discussed at a Faculty Senate meeting. Additionally, it was agreed that this topic should go on the agenda for a future Curriculum Committee meeting.”

Calendar approval: “Barnett suggested that the easiest thing was not to change the calendar in any significant way. Jenkins raised the issue that it was difficult for faculty that the day before Thanksgiving was not a holiday and as such students who needed to travel to the east coast were forced to not come to class on the Wednesday before the actual holiday. Barnett stated that the Committee had already discussed this in the past. There was a consensus that this issue be placed on the agenda for the next meeting.”

### PSC (10/07/04)

In addition to code interpretation and reporting, the committee discussed “working days”: “The committee decided to (1) consider the language used in the interpretation of absences for guidance, (2) model out the number of days needed for faculty evaluation and grievances to see how many days might be needed in the cases of multiple appeals and hearing boards.”

### ASC (10/15/04)

ACTION: The Petitions Preview Team be authorized to approve petitions for waiver of the second Natural World prerequisite to the Science in Context core (under the



conditions noted above), provided these petitions have the support of the student's academic advisor and the instructor of the Science in Context course.

**ACTION** "That the Academic Standards Committee reaffirm the policy (*Logger*, p. 10) requiring students to have an advisor in the major (12 yes, 2 no, 2 abstentions)."

Faculty Salary Committee  
Summary of Findings

**The University of Puget Sound Professor Compensation:  
A Decade of Decline**

In the mid 1980s the Trustees adopted the goals set forth by the Long-Range Planning Committee with regard to UPS faculty compensation. The goals were to achieve and maintain the top position in compensation among Northwest Colleges and to be within the top quartile of National Comparable Institutions. The compensation goal had been achieved by FY95, a decade later. However, this document clearly demonstrates that we have not maintained that position. From FY95 through FY04 our relative compensation has declined dramatically. Specifically, our findings include the following:

- 1. UPS salaries grew at a fraction (three-fourths) of the pace of our comparison college groups.**
- 2. Our salary rank has declined.**
  - From the top position among our Northwest Peers to the median position – third out of five.**
  - Our salary position fell from the top quartile of our National Peers to the bottom of the second quartile.**
- 3. We estimate that UPS salaries will fall to the third quartile within two years if current salary growth rates continue.**
- 4. UPS benefits have suffered even more than our salaries.**
  - Benefits at other comparison colleges have grown seventy–five percent faster than benefits at UPS.**
  - As a result our benefits are below the average of every comparison college group.**
- 5. Salary for Associate and Full Professors relative to Assistant Professors is less at UPS than at every other comparison group.**

## Introduction

The Faculty Salary Committee (FSC) is charged with making recommendations to the Budget Task Force (BTF) regarding compensation – primarily salary. To that end, compensation data are provided by the University to the FSC for analysis and consideration. The data we were given provide information for the University of Puget Sound and four other sets of colleges. These sets include Northwest Peer, National Peer, Next Step and Premier institutions. A list of these four groups is provided in Table 1 below.

**TABLE 1**

**Colleges and Universities Used for Comparison Purposes**

<b>4 Schools</b>	<b>23 Schools</b>	<b>13 Schools</b>	<b>15 Schools</b>
<b>"Northwest Peers"</b>	<b>"National Peers"</b>	<b>"Next Step"</b>	<b>"Premier"</b>
Lewis & Clark College	Allegheny College	Barnard College	Amherst College
Willamette University	Bard College	Bates College	Bowdoin College
Reed College	Beloit College	Colgate University	Carleton College
Whitman College	Bucknell University	Connecticut College	Claremont McKenna College
	Colorado College	Hamilton College	Colby College
	Denison University	Kenyon College	Davidson College
	DePauw University	Macalester College	Grinnell College
	Dickinson College	Mount Holyoke College	Haverford College
	Franklin and Marshall College	Oberlin College	Middlebury College
	Furman University	Reed College	Swarthmore College
	Gettysburg College	Smith College	Vassar College
	Kalamazoo College	Trinity College	Washington and Lee University
	Knox College	Whitman College	Wellesley College
	Lawrence University		Wesleyan University
	Lewis & Clark College		Williams College
	Occidental College		
	Rhodes College		
	St. Lawrence University		
	St. Olaf College		
	Union College		
	University of the South		
	Wheaton College		
	Willamette University		

Data for these schools corresponding to Fiscal Years 1995 (FY95 = AY 94-95) through FY04 (AY 03-04) provide ten years of historic compensation information. However, it should be noted that not all of the data sets are complete. Some data are missing for some institutions for certain years. The next section of this document analyzes these data.

## Analysis of Compensation Data - Salary

The salary increases at the University of Puget Sound have fared poorly compared to salary increases at other institutions used for comparison purposes. This is illustrated in the table below where salary growth for the three professor ranks at UPS is compared to

other colleges and universities. The growth rates are compound annual rates calculated using the FY1995 salary as the beginning time period and the FY2004 salary as the ending period. For example, if the average UPS assistant salary in FY1995 were increased in each and every year by 2.64% it would equal the average UPS assistant salary (\$51,836) for FY2004. The same logic can be applied to the other categories.

**Table 2**

**Average Salary Growth for Professors: UPS v Other Schools**

Rank	Year	UPS	NW Peer Average	National Peer Ave	Top 25%		Premier Average
					National Peer Ave	Next Step ave	
Assistant	94-95	\$41,012	\$37,757	\$37,416	\$40,760	\$40,115	\$41,560
Assistant	03-04	\$51,836	\$50,923	\$50,276	\$54,918	\$55,602	\$57,791
<b>Ave growth FY1995-FY2004</b>		<b>2.64%</b>	<b>3.38%</b>	<b>3.34%</b>	<b>3.37%</b>	<b>3.69%</b>	<b>3.73%</b>
Associate	94-95	\$49,209	\$46,112	\$46,155	\$50,244	\$49,833	\$52,381
Associate	03-04	\$61,853	\$62,304	\$61,844	\$67,861	\$70,720	\$72,157
<b>Ave growth FY1995-FY2004</b>		<b>2.57%</b>	<b>3.40%</b>	<b>3.30%</b>	<b>3.40%</b>	<b>3.97%</b>	<b>3.62%</b>
Full	94-95	\$65,126	\$59,855	\$60,968	\$66,628	\$66,846	\$71,686
Full	03-04	\$84,130	\$82,511	\$83,221	\$94,334	\$95,687	\$101,575
<b>Ave growth FY1995-FY2004</b>		<b>2.89%</b>	<b>3.63%</b>	<b>3.52%</b>	<b>3.94%</b>	<b>4.07%</b>	<b>3.95%</b>

The crux of the UPS salary problem is evident when we look at the data in this table. When salary growth for UPS is compared to these other comparison groups, we can see (using data for the past ten years) that salaries at Puget Sound have been lagging. **Every** college comparison group has enjoyed a more rapid growth in salaries than UPS. The numbers in Table 2 show that **the other institutions exhibited salary growth that was over twenty-five percent faster than the UPS pace during the FY1995-FY2004 period.**

The implication is that if UPS assistant salaries had risen at the same rate as our National peers then the FY2004 assistant salary for UPS would have been \$3,271 higher (\$55,511 v \$51,836) than it actually was. The loss was even greater for the Associate and Full levels. Applying the same data corresponding to those ranks, the Associate salary would have been \$4,084 higher (\$65,937 v \$61,853) and the Full professor would have been \$4,767 greater (\$88,897 v \$84,130). Clearly UPS salaries have suffered due to the relatively low pay raises experienced over the past ten years. The impact has been more severe the higher the rank.

The information in Table 2 focuses on the relative *growth* of UPS salaries - not the amount (in dollars) compared to the other institutions. However it is clear from Table 3 below that the consistently slower growth in UPS salaries has also eroded the University's rank within these comparison groups.

The following table indicates all three professor ranks and compares the UPS average salary in each of those ranks to the comparison school using the time frame of FY1995

through FY2004. The first part of Table 3 concerns Assistant Professors. The second part focuses on Associate Professors and the last part corresponds to Full Professors. The data in Table 3 clearly chronicle the decline in UPS salary relative to other institutions. Consider the top panel corresponding to the rank of Assistant Professor.

**TABLE 3**  
**UPS Rank in Average Salary for Assistant, Associate and Full Professors**  
**Assistant Professor**

	NW Peers		National Peers		Next Step Colleges		Premier Colleges	
	Salary RANK	Number of colleges	Salary RANK	Number of colleges	Salary RANK	Number of colleges	Salary RANK	Number of colleges
FY1995	1	3	2	21	5	11	8	13
FY1996	1	3	2	22	5	11	9	13
FY1997	1	3	4	22	6	12	8	14
FY1998	1	3	4	23	6	13	11	14
FY1999	1	3	5	23	10	14	13	14
FY2000	1	3	5	22	6	14	14	15
FY2001	2	3	6	21	7	14	12	14
FY2002	2	3	4	21	9	14	14	16
FY2003	3	5	10	23	11	14	14	15
FY2004	3	5	7	22	12	13	15	15

**Associate Professor**

	NW Peers		National Peers		Next Step Colleges		Premier Colleges	
	Salary RANK	Number of colleges	Salary RANK	Number of colleges	Salary RANK	Number of colleges	Salary RANK	Number of colleges
FY1995	1	3	5	21	7	11	12	13
FY1996	1	3	3	22	7	11	12	13
FY1997	1	3	4	23	8	12	12	14
FY1998	1	3	4	23	10	13	13	14
FY1999	1	3	5	23	10	14	11	14
FY2000	2	3	5	22	12	14	13	15
FY2001	2	3	8	21	12	14	12	14
FY2002	3	3	9	21	13	14	14	16
FY2003	3	5	10	23	13	14	15	15
FY2004	3	5	13	22	13	13	15	15

**Full Professor**

	NW Peers		National Peers		Next Step Colleges		Premier Colleges	
	Salary RANK	Number of colleges	Salary RANK	Number of colleges	Salary RANK	Number of colleges	Salary RANK	Number of colleges
FY1995	1	3	4	20	7	11	12	13
FY1996	1	3	4	22	8	11	12	13
FY1997	1	3	7	23	9	12	13	14
FY1998	1	3	5	23	10	13	13	14
FY1999	1	3	8	23	11	14	13	14
FY2000	2	3	9	22	12	14	15	15
FY2001	2	3	10	21	12	14	14	14
FY2002	3	3	9	21	13	14	16	16
FY2003	3	5	12	23	13	14	15	15
FY2004	3	5	9	22	12	13	15	15

During the first two years (FY1995 and FY1996) UPS salaries for assistant professors were greater than at most of the colleges in the comparison group. UPS assistants were the highest paid among our NW Peers during this period and in the top quintile for the National Peer group designation. UPS Assistant salaries ranked fifth among the eleven “Next Step” colleges and a very competitive 8<sup>th</sup> or 9<sup>th</sup> out of the thirteen “Premier” colleges.

Table 2 earlier demonstrated UPS failed to raise salaries anywhere close to the rate of increase at comparison groups over the past decade. During the last two years of this time span UPS’s position has declined markedly. For FY2003 and FY2004 our average assistant salary have fallen to the middle position among our NW Peer group and even declined more severely against the other comparison colleges. Specifically UPS Assistant salary has fall from 2<sup>nd</sup> out of the 21 (or 22) National Peer institutions to a 10<sup>th</sup> and 7<sup>th</sup> position for the two most recent years. Our rank is even more adversely affected when compared to the “Next Step” (next to the last place) and “Premier” (last place – 15<sup>th</sup> out of 15).

The second and third panels of Table 3 provide more of the same type of evidence found in the top panel with one major difference. The “fall to the bottom” for UPS Associate and Full Professors is not as steep. The **Associate and Full Professors started relatively lower** even in the early years of this time span when considering comparison colleges other than the NW Peers. For example Associate and Full Professors ranked 3<sup>rd</sup> to 5<sup>th</sup> out of 21 (versus 2<sup>nd</sup> for assistant professors in the “National Peer” category) during the FY95 and FY96. During the last two years these professors were below the average for the “National Peer group (rather than above the average as the Assistant professors were). As for the “Next Step” and “Premier” institutions, UPS has never really been in the race. UPS salaries for Associate and Full professors have never been competitive with the “Next Step” and “Premier” institutions.

The next section of data analysis seeks to understand how the UPS salary scale differs from the other institutions. Specifically, how does our schedule affect how much the average Associate (or Full) professor makes relative to the average assistant professor? To answer this question we use the aid of Table 4 which provides actual salary data for UPS for each rank (Assistant, Associate and Full) for each of the past ten fiscal years. Salary data for NW Peers, National Peers, “next step” and “premier” institutions are also shown. A column corresponding to salary in the top quartile of our National Peers is also added because it is our understanding that the Trustees of UPS have stated the goal of UPS salaries to be at the top our NW Peer group and in the top quartile of our National Peers. The list of National Peers includes 23 institutions so we chose the highest salaried 5 to represent the top quartile.

The average annual compound growth rates for salaries (see Table 2 above) are provided for each professor rank for the FY1995-FY2004 time period. A visual scan of this table depicts how UPS salaries compare with other comparable group institutions.

**TABLE 4**  
**Salary Data**

Rank	Year	UPS	NW Peer Average	National Peer Ave	Top 25% National Peer Ave	Next Step Ave	Premier Average
Assistant	94-95	\$41,012	\$37,757	\$37,416	\$40,760	\$40,115	\$41,560
Assistant	95-96	\$41,903	\$39,544	\$38,283	\$41,290	\$41,561	\$42,648
Assistant	96-97	\$43,642	\$39,776	\$39,528	\$43,853	\$42,643	\$44,094
Assistant	97-98	\$44,839	\$41,997	\$40,699	\$45,024	\$44,491	\$45,579
Assistant	98-99	\$44,873	\$43,895	\$41,768	\$46,029	\$45,347	\$47,139
Assistant	99-00	\$46,482	\$45,852	\$43,434	\$47,552	\$46,579	\$49,005
Assistant	00-01	\$48,046	\$47,343	\$45,315	\$49,471	\$49,131	\$51,480
Assistant	01-02	\$49,627	\$49,802	\$46,927	\$50,636	\$51,477	\$53,479
Assistant	02-03	\$50,398	\$49,178	\$48,499	\$52,774	\$53,520	\$55,959
Assistant	03-04	\$51,836	\$50,923	\$50,276	\$54,918	\$55,602	\$57,791
<b>Ave growth FY95-FY04</b>		<b>2.64%</b>	<b>3.38%</b>	<b>3.34%</b>	<b>3.37%</b>	<b>3.69%</b>	<b>3.73%</b>
Associate	94-95	\$49,209	\$46,112	\$46,155	\$50,244	\$49,833	\$52,381
Associate	95-96	\$51,317	\$46,763	\$47,015	\$51,453	\$51,716	\$54,005
Associate	96-97	\$52,807	\$48,173	\$48,589	\$53,702	\$53,266	\$55,537
Associate	97-98	\$54,676	\$50,960	\$50,003	\$55,184	\$56,265	\$57,917
Associate	98-99	\$55,586	\$53,758	\$51,667	\$57,424	\$57,597	\$59,821
Associate	99-00	\$56,605	\$55,957	\$53,874	\$59,304	\$59,449	\$62,037
Associate	00-01	\$58,078	\$57,900	\$56,170	\$61,584	\$62,545	\$64,063
Associate	01-02	\$60,212	\$60,767	\$58,608	\$64,578	\$65,119	\$66,772
Associate	02-03	\$60,082	\$60,613	\$59,920	\$66,950	\$68,059	\$69,424
Associate	03-04	\$61,853	\$62,304	\$61,844	\$67,861	\$70,720	\$72,157
<b>Ave growth FY95-FY04</b>		<b>2.57%</b>	<b>3.40%</b>	<b>3.30%</b>	<b>3.40%</b>	<b>3.97%</b>	<b>3.62%</b>
Full	94-95	\$65,126	\$59,855	\$60,968	\$66,628	\$66,846	\$71,686
Full	95-96	\$67,268	\$62,401	\$62,292	\$68,541	\$69,558	\$74,211
Full	96-97	\$69,324	\$63,362	\$64,356	\$71,102	\$72,776	\$77,439
Full	97-98	\$71,740	\$68,986	\$66,573	\$73,714	\$77,198	\$80,537
Full	98-99	\$73,003	\$72,027	\$68,695	\$77,515	\$79,152	\$83,343
Full	99-00	\$75,152	\$75,236	\$71,803	\$80,558	\$81,781	\$87,145
Full	00-01	\$77,544	\$77,019	\$75,554	\$84,711	\$85,676	\$90,555
Full	01-02	\$79,920	\$80,957	\$78,088	\$87,843	\$89,137	\$96,279
Full	02-03	\$81,651	\$80,373	\$80,585	\$92,100	\$92,045	\$98,953
Full	03-04	\$84,130	\$82,511	\$83,221	\$94,334	\$95,687	\$101,575
<b>Ave growth FY95-FY04</b>		<b>2.89%</b>	<b>3.63%</b>	<b>3.52%</b>	<b>3.94%</b>	<b>4.07%</b>	<b>3.95%</b>

The data in Table 4 are used to construct Table 5 which is helpful in understanding average *relative* salaries among ranks. Specifically Table 5 is constructed by dividing each cell entry by the assistant level value (corresponding to each fiscal year) found in Table 4. Thus the top portion of the Table containing all of the “1.00” values was determined by dividing each of the average assistant values by itself. The interpretation of a “1.00” value is that the assistant salary represents 100% of the assistant salary.

**TABLE 5**  
**Salary Index Values**

Rank	Year	UPS	NW Peer Average	National Peer Ave	Top 25% National Peer Ave	Next Step Ave	Premier Average
Assistant	94-95	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	95-96	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	96-97	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	97-98	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	98-99	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	99-00	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	00-01	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	01-02	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	02-03	1.000	1.000	1.000	1.000	1.000	1.000
Assistant	03-04	1.000	1.000	1.000	1.000	1.000	1.000
Associate	94-95	1.200	1.221	1.234	1.233	1.242	1.260
Associate	95-96	1.225	1.183	1.228	1.246	1.244	1.266
Associate	96-97	1.210	1.211	1.229	1.225	1.249	1.260
Associate	97-98	1.219	1.213	1.229	1.226	1.265	1.271
Associate	98-99	1.239	1.225	1.237	1.248	1.270	1.269
Associate	99-00	1.218	1.220	1.240	1.247	1.276	1.266
Associate	00-01	1.209	1.223	1.240	1.245	1.273	1.244
Associate	01-02	1.213	1.220	1.249	1.275	1.265	1.249
Associate	02-03	1.192	1.233	1.235	1.269	1.272	1.241
Associate	03-04	1.193	1.223	1.230	1.236	1.272	1.249
<b>average for FY95-FY04</b>		<b>1.212</b>	<b>1.217</b>	<b>1.235</b>	<b>1.245</b>	<b>1.263</b>	<b>1.257</b>
Full	94-95	1.588	1.585	1.629	1.635	1.666	1.725
Full	95-96	1.605	1.578	1.627	1.660	1.674	1.740
Full	96-97	1.588	1.593	1.628	1.621	1.707	1.756
Full	97-98	1.600	1.643	1.636	1.637	1.735	1.767
Full	98-99	1.627	1.641	1.645	1.684	1.745	1.768
Full	99-00	1.617	1.641	1.653	1.694	1.756	1.778
Full	00-01	1.614	1.627	1.667	1.712	1.744	1.759
Full	01-02	1.610	1.626	1.664	1.735	1.732	1.800
Full	02-03	1.620	1.634	1.662	1.745	1.720	1.768
Full	03-04	1.623	1.620	1.655	1.718	1.721	1.758
<b>average for FY95-FY04</b>		<b>1.609</b>	<b>1.619</b>	<b>1.647</b>	<b>1.684</b>	<b>1.720</b>	<b>1.762</b>

Values at the Associate level indicate the average salary received at that level relative to the assistant level (i.e. associate salary divided by assistant salary). Looking at the row corresponding to AY1994-95 for associate professors indicates that UPS paid its associate professors 20% (the index number is “1.200”) more than its assistant professors. For that same time period, the National peer schools paid their associates 23.4% (the index number is “1.234”) more than their assistant professors. The average index for the ten academic years is calculated as well to ascertain the “normal” amount associates were paid relative to assistant professors. This average value is a telling statistic. **UPS has on average paid its associates *relatively less* (21.2% more than assistants) than the other**



categories of schools found in the table (NW Peers = 21.7%, National Peers = 23.5%, Top quartile of National Peers = 24.5%, Next Step = 26.3%, and Premier = 25.7%). There is an obvious positive correlation between the value of this index and school quality.

Values at the Full Professor level can be interpreted in the same manner. Scanning to the last line in Table 5, we see that, on average, UPS has paid its Full professors about 60.9% more than its assistant professors. As with the associate data our **relative pay differential for full professors is smaller than the other schools represented**. Specifically the relative amounts for those categories are; NW Peers = 61.9%, National Peers = 64.7%, Top quartile of National Peers = 68.4%, Next Step = 72.0%, and Premier = 76.2%. As in the case above, there is a positive correlation between the value of this index and school quality.

The Index values in Table 5 help to explain the curious result found in Table 3. How is it that the salary rank for UPS assistants was frequently higher than the salary ranks of associate and full professors? The answer is **UPS does not pay its associates and full professors as much (relative to the assistant level) as other colleges**. Thus other institutions paid less to their assistants but compensated senior faculty more generously.

Analyses of salary data for the past ten years clearly indicate that the University of Puget Sound has fallen behind. The erosion has been across the board but the associate and full professors have experienced the most serious relative decline.

### **Analysis of Compensation Data - Benefits**

Total compensation includes salary and benefits. UPS salaries have grown more slowly than at comparison colleges. Is this also the case for benefits? Unfortunately the answer is yes. **Evidence using the same set of comparison colleges for the same time period suggests that our benefit ranking has deteriorated even more than our salaries rank has**. These data are exhibited in Table 6 below.

The deterioration of the UPS benefits is evident when we look at the data in Table 6. When benefit growth for UPS is compared our comparison groups, we can see (using data for the past ten years) that benefits at Puget Sound have grown substantially slower than our comparison groups. **Every** college comparison group has enjoyed a more rapid growth in benefits than UPS. The numbers in Table 6 show that **the other institutions exhibited benefit growth that was over seventy-five percent faster than the UPS pace during the FY1995-FY2004 period**. We believe that this is unacceptable. The relatively meager benefits offered by the University of Puget Sound jeopardize our ability to attract and retain excellent faculty.

**Table 6**  
**Average Benefit Growth for Professors: UPS v Other Schools**

Rank	Year	UPS	NW Peer Average	National Peer Ave	Top 25%	Next Step Ave	Premier Average
					National Peer Ave		
Assistant	94-95	\$10,746	\$8,687	\$9,807	\$12,495	\$9,801	\$10,925
Assistant	03-04	\$13,494	\$13,660	\$14,156	\$17,154	\$14,916	\$17,307
<b>Ave growth FY1995-FY2004</b>		<b>2.56%</b>	<b>5.16%</b>	<b>4.16%</b>	<b>3.58%</b>	<b>4.78%</b>	<b>5.25%</b>
Associate	94-95	\$13,428	\$12,043	\$13,209	\$16,090	\$13,486	\$14,705
Associate	03-04	\$15,833	\$17,914	\$19,001	\$21,661	\$19,874	\$21,709
<b>Ave growth FY1995-FY2004</b>		<b>1.85%</b>	<b>4.51%</b>	<b>4.12%</b>	<b>3.36%</b>	<b>4.40%</b>	<b>4.42%</b>
Full	94-95	\$16,636	\$14,054	\$16,912	\$21,012	\$17,842	\$19,733
Full	03-04	\$21,940	\$24,129	\$24,271	\$29,259	\$26,641	\$29,212
<b>Ave growth FY1995-FY2004</b>		<b>3.12%</b>	<b>6.19%</b>	<b>4.10%</b>	<b>3.75%</b>	<b>4.56%</b>	<b>4.46%</b>

Table 7 shows how UPS benefits compare with other comparable group institutions for the FY1995-FY2004 period. The comparison is disappointing. The average benefit for UPS faculty grew at 2.56 percent for Assistants, 1.85% for Associates and 3.12% for Full Professors. The National peer group equivalent for each of these ranks is just over four percent. Using the same type of analysis used for salary above we could see that **if** UPS benefits had grown at the same rate as our National peers **then** FY2004 values for UPS would have been equal to \$15,511, \$19,317 and \$23,874 instead of \$13,494, \$15,833 and \$21,940.

Basically, each UPS rank has suffered thousands of dollars in lost benefits by not enjoying the same rate of increases experienced by other comparable institutions. **The really sad reflection on UPS benefits is that even if we had sustained the same growth rates, benefits for Full Professors would still be below the National Peer group average while Associates would only be \$316 ahead.** Assistants would have been \$1,355 ahead of the group average because they started out in a better position in 1995.

Benefits at UPS lag behind comparison colleges as a fraction of salary. In FY04 benefits represented 26% of salaries at UPS. Benefits were equal to 29% of salaries for our National Peers and 31% for the top quartile of that group.

**TABLE 7**  
**Benefit Data**

Rank	Year	UPS	NW Peer Average	National Peer Ave	Top 25%	Next Step Ave	Premier Average
					National Peer Ave		
Assistant	94-95	\$10,746	\$8,687	\$9,807	\$12,495	\$9,801	\$10,925
Assistant	95-96	\$10,849	\$8,835	\$9,503	\$11,762	\$10,326	\$11,204
Assistant	96-97	\$11,497	\$9,227	\$9,932	\$12,453	\$10,641	\$11,804
Assistant	97-98	\$11,119	\$9,509	\$10,235	\$12,625	\$11,071	\$12,110
Assistant	98-99	\$11,446	\$9,559	\$10,421	\$12,590	\$10,894	\$13,497
Assistant	99-00	\$12,179	\$10,425	\$10,918	\$13,476	\$11,272	\$13,776
Assistant	00-01	\$12,042	\$11,465	\$11,668	\$14,135	\$12,152	\$15,074
Assistant	01-02	\$13,299	\$11,732	\$12,426	\$15,223	\$12,805	\$15,140
Assistant	02-03	\$13,350	\$13,054	\$13,222	\$16,377	\$14,143	\$16,512
Assistant	03-04	\$13,494	\$13,660	\$14,156	\$17,154	\$14,916	\$17,307
<b>Ave growth: FY95-FY04</b>		<b>2.56%</b>	<b>5.16%</b>	<b>4.16%</b>	<b>3.58%</b>	<b>4.78%</b>	<b>5.25%</b>
Associate	94-95	\$13,428	\$12,043	\$13,209	\$16,090	\$13,486	\$14,705
Associate	95-96	\$14,103	\$11,886	\$12,789	\$15,925	\$13,956	\$14,865
Associate	96-97	\$14,287	\$12,394	\$13,432	\$17,131	\$14,369	\$15,342
Associate	97-98	\$14,426	\$12,026	\$13,900	\$17,143	\$14,955	\$15,942
Associate	98-99	\$14,361	\$12,973	\$14,293	\$16,952	\$15,357	\$17,183
Associate	99-00	\$14,846	\$13,768	\$14,745	\$17,509	\$15,843	\$17,792
Associate	00-01	\$16,473	\$16,024	\$15,728	\$18,503	\$17,171	\$18,722
Associate	01-02	\$17,461	\$16,257	\$17,093	\$20,099	\$18,065	\$19,090
Associate	02-03	\$16,426	\$16,615	\$18,076	\$21,377	\$18,890	\$20,648
Associate	03-04	\$15,833	\$17,914	\$19,001	\$21,661	\$19,874	\$21,709
<b>Ave growth: FY95-FY04</b>		<b>1.85%</b>	<b>4.51%</b>	<b>4.12%</b>	<b>3.36%</b>	<b>4.40%</b>	<b>4.42%</b>
Full	94-95	\$16,636	\$14,054	\$16,912	\$21,012	\$17,842	\$19,733
Full	95-96	\$17,501	\$14,707	\$16,837	\$20,838	\$18,174	\$20,014
Full	96-97	\$18,551	\$15,954	\$17,732	\$21,705	\$18,872	\$20,681
Full	97-98	\$19,450	\$18,143	\$18,542	\$22,842	\$20,350	\$21,104
Full	98-99	\$19,325	\$18,288	\$19,320	\$23,103	\$20,999	\$22,647
Full	99-00	\$20,327	\$18,656	\$19,648	\$24,056	\$21,945	\$23,469
Full	00-01	\$19,490	\$20,336	\$20,809	\$24,740	\$23,016	\$25,291
Full	01-02	\$20,716	\$20,993	\$22,358	\$26,582	\$23,960	\$25,789
Full	02-03	\$21,553	\$23,038	\$23,090	\$27,350	\$25,220	\$27,598
Full	03-04	\$21,940	\$24,129	\$24,271	\$29,259	\$26,641	\$29,212
<b>Ave growth: FY95-FY04</b>		<b>3.12%</b>	<b>6.19%</b>	<b>4.10%</b>	<b>3.75%</b>	<b>4.56%</b>	<b>4.46%</b>

### How to Address the Salary/Benefit Problem of the Past Decade

The Faculty Salary Committee is an elected body representing the Faculty and was created, at least in part, to monitor salaries and recommend adjustments to the salary scale as necessary to insure a scale that is both equitable and competitive at all levels. We continue to pursue the goals set forth by the Long-Range Planning Committee that were adopted by the Trustees in the mid 1980s to achieve and maintain the top position in compensation among Northwest colleges and to be within the top quartile of national comparable institutions.

Frankly, the FSC cannot redress the compensation concerns detailed in the previous sections of this document. It would require additional resources and the support of the BTF and the Board of Trustees. Nevertheless, this FSC believes that we can help by making recommendations consistent with the objectives set forth by the Long-Range Planning Committee. The intent of the committee was to ensure our ability to attract and retain excellent faculty. It is in that spirit that we make the following recommendations.

### **Adjustments to the Salary Scale**

After careful analysis of the salary and benefit data above, the FSC strongly urges that the highest priority be directed to adjustments of the current salary schedule so salaries would be both more equitable and more competitive at the Associate and Full professor levels. Much of the evidence provided above (see Tables 3 and 5) indicates that these ranks have been more adversely impacted by the University of Puget Sound's relatively slow salary growth during the past decade. Formal requests from the FSC (to the BTF) to address this issue at various times during the past five or six years have been unsuccessful. It is our fervent hope that the preponderance of evidence combined with the longevity of the inequities sustained will result in a different outcome this time.

Before we formally discuss the details of our proposed salary schedule change, let us first examine the current salary schedule reproduced (in a modified form) as Table 8 below. The modifications explicitly allow us to look at some of the built in characteristics of the schedule. For example, the "percent change" column indicates the percentage increase in salary that occurs automatically every year for the assistant and associate professors and every five years for the full professors. One can see that assistant professors are assured a salary increase each year that averages 2.38%. The salary scale provides Associate professors with a salary increase each year that averages 1.93%.

Full professors, on the other hand are given a raise only after five years, with the percentage increase from Full 1 to Full 2 being equal to 4.62%. This translates into an average annual increase of only 0.91%, less than half the average for associates. As you can see from Table 8, the average annual increase for Full professors only gets worse. The average annual increase in moving from the Full 2 to the Full 3 level is 0.86%. Finally, the average annual increase in moving from the Full 3 to the Full 4 level is 0.83%. We would like to see the average annual salary increases at the Full rank be greater and more uniform across steps.

**TABLE 8**  
**Current UPS (AY04-05) Salary Schedule**

Rank	Salary	Percent Change	Step Index	Ave Salary Index
Assistant 1	\$48,357		1.000	
Assistant 2	\$49,566	2.50%	1.025	
Assistant 3	\$50,774	2.44%	1.050	
<b>Average</b>	<b>\$51,379</b>			<b>1.000</b>
Assistant 4	\$51,983	2.38%	1.075	
Assistant 5	\$53,192	2.33%	1.100	
Assistant 6	\$54,401	2.27%	1.125	
		2.38%		
Associate 1	\$59,189		1.224	
Associate 2	\$60,397	2.04%	1.249	
Associate 3	\$61,606	2.00%	1.274	
<b>Average</b>	<b>\$62,801</b>			<b>1.222</b>
Associate4	\$62,815	1.96%	1.299	
Associate5	\$64,024	1.92%	1.324	
Associate6	\$65,185	1.81%	1.348	
Associate7	\$66,394	1.85%	1.373	
		1.93%		
Full 1 (Yr 1-5)	\$78,251		1.618	
Full 2 (Yr 5-10)	\$81,868	4.62% (0.91%/yr)	1.693	
<b>Average</b>	<b>\$83,660</b>			<b>1.628</b>
Full 3 (Yr 11-15)	\$85,446	4.37% (0.86%/yr)	1.767	
Full 4 (Yr 16+)	\$89,073	4.24% (0.83%/yr)	1.842	

In the middle of each rank, a row called “Average” has been inserted. The purpose of this row is to indicate the average salary for that rank. It represents a simple arithmetic average of the steps within the rank. For example the average assistant salary of \$51,379 is the mean of the six assistant salaries. The average Full professor salary of \$83,660 is the mean of the four salaries listed in Table 8.

The last column of Table 8 is “Average Salary Index”. The value in this column is the value obtained when each of the “Average” salary figures is divided by \$51,378, the average value for assistant professors. These values are precisely analogous to the values found in Table 5 above. The index value of 1.222 indicates that our schedule is designed to yield an average salary for an Associate Professor that is 1.222 times as much as (22.2% more) the average Assistant Professor. Similarly, the index value of 1.628 indicates that our schedule is designed to yield an average salary for a Full Professor that is 1.628 times as much as (62.8% more) the average Assistant Professor.

We propose a schedule change that would reflect relative pay for associate and full professors that would bring them more in line with our National Peers and the top

quartile of that comparison group. To accomplish this please note the index number for these two groups found in Table 5 above. Our National Peers pay their Associates 1.235 times the amount paid to the average Assistant professors. The top quartile of this National Peer group pays their Associates 1.245 times the amount paid to the average Assistant professors. We recommend for Associates that our salary schedule be modified to reflect an amount equal to the average of those two numbers, 1.240. To accomplish this we recommend that the current salaries for the various Associate ranks be multiplied by a factor sufficient to achieve that goal. This would require the average Associate salary rise from its current \$62,801 level to a value of \$63,726. The necessary adjustments are shown in Table 9 below.

**TABLE 9**  
**Proposed Salary Schedule Based off the Current Schedule**

Rank	Salary	Percent Change	Step Index	Ave Salary Index
Assistant 1	\$48,357		1.000	
Assistant 2	\$49,566	2.50%	1.025	
Assistant 3	\$50,774	2.44%	1.050	
<b>Average</b>	<b>\$51,379</b>			<b>1.000</b>
Assistant 4	\$51,983	2.38%	1.075	
Assistant 5	\$53,192	2.33%	1.100	
Assistant 6	\$54,401	2.27%	1.125	
		2.38%		
Associate 1	\$60,061		1.242	
Associate 2	\$61,287	2.04%	1.267	
Associate 3	\$62,513	2.00%	1.293	
<b>Average</b>	<b>\$63,726</b>			<b>1.240</b>
Associate4	\$63,740	1.96%	1.318	
Associate5	\$64,967	1.92%	1.343	
Associate6	\$66,145	1.81%	1.368	
Associate7	\$67,372	1.85%	1.393	
		1.93%		
Full 1 (Yr 1-5)	\$78,251		1.618	
Full 2 (Yr 5-10)	\$82,932	5.98% (1.17%/yr)	1.715	
<b>Average</b>	<b>\$85,557</b>			<b>1.665</b>
Full 3 (Yr 11-15)	\$87,894	5.98% (1.17%/yr)	1.818	
Full 4 (Yr 16+)	\$93,150	5.98% (1.17%/yr)	1.926	

Our National Peers pay their Full professors 1.647 times the amount paid to the average Assistant professors. The top quartile of this National Peer group pays their Full professors 1.684 times the amount paid to the average Assistant professors. We recommend for Full Professors that our salary schedule be modified to reflect an amount equal to the average of those two numbers, 1.665. To accomplish this we recommend

that the current Full 1 position remain at its present level but raise the amounts paid to the Full 2, Full 3, and Full 4 by an amount that would generate an equal percentage increase and result in the average Full professor salary to rise from its current \$83,666 level to a value of \$85,557.

The effect of this modification is to “level the playing field” with regard to the disparities that have manifested themselves during the past decade. It is directly designed to insure a scale that is both equitable and competitive at all levels by bringing the Associate and Full professor salaries in line with our peers.

### **Future Compensation Adjustments**

Our second recommendation has to do with compensation adjustments with respect to inflation. If salaries are to grow in real (inflation adjusted) terms they must rise faster than the costs of goods and services purchased, as reflected in a price index like the CPI. If one’s salary rises by 27% over a nine year period, it does not reflect a higher real salary if prices rise by same amount. The individual would be no better off with the new higher salary (and higher prices) than he was originally. Yet, this is in essence what occurred to UPS salaries during the past decade. Average salaries grew by 27% over the time frame spanning FY1995-FY2004. Unfortunately, the CPI rose by 24% over the same time period, negating nearly all of the salary increase.

The FSC strongly urges the BTF to provide for salary and benefit increases that will, over time raise the real compensation for UPS faculty. This requires salary growth in excess of CPI inflation. We would note that during FY1995-FY2004 period, the average salary increases for our NW Peers, National Peers and the top quartile of the National Peer group was 3.5% per year while inflation averaged 2.4% per year. Thus, our peers seem to be able to increase salaries by one percentage point above the inflation rate each year. We recommend a similar goal (inflation plus one percent) to ensure our ability to attract and retain excellent faculty with competitive compensation. We urge the BTF to consider substantially higher rates of salary growth to recapture the competitive position lost by UPS during this past decade.

### **Working with the BTF**

The FSC desires better communications between the FSC and the BTF. We are working under the assumption that the BTF continues to pursue the goals set forth by the Long-Range Planning Committee that were adopted by the Trustees in the mid 1980s to achieve and maintain the top position in compensation among Northwest colleges and to be within the top quartile of national comparable institutions.

We invite the BTF to critically analyze the manner in which compensation data were evaluated in this document and to suggest alternative ways that the FSC can use data to assess success of explicit objectives. This would allow the FSC and the BTF to jointly appraise a common set of tables or statistics annually for evaluation.

## Appendix

The FSC has added this memo sent (last spring) by Terry Cooney. We believe that it is important to remind the BTF that the current FY05 salaries were not included in the data analysis done this year because we did not have equivalent data for our comparison colleges. We also note that this document indicates this year's across the board increase is only 1.5%. **This represents a salary reduction in real terms.** Inflation is more than full percentage point greater. It would also suggest that UPS will be starting in the hole for the next decade of data comparisons.

DATE: March 26, 2004  
TO: All Faculty  
FROM: Terry Cooney  
Re: 2004-2005 Salary Scale

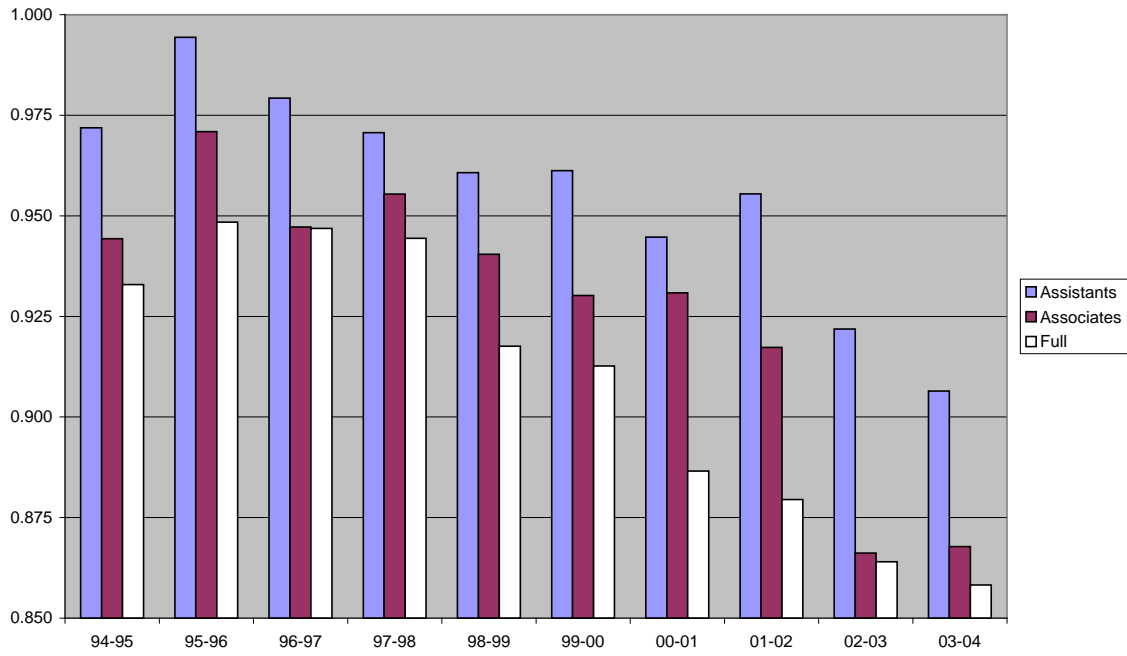
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Below you will find a copy of the faculty salary scale for 2004-2005. Please note that there is a page break should you wish to print out only the salary scale for future reference.

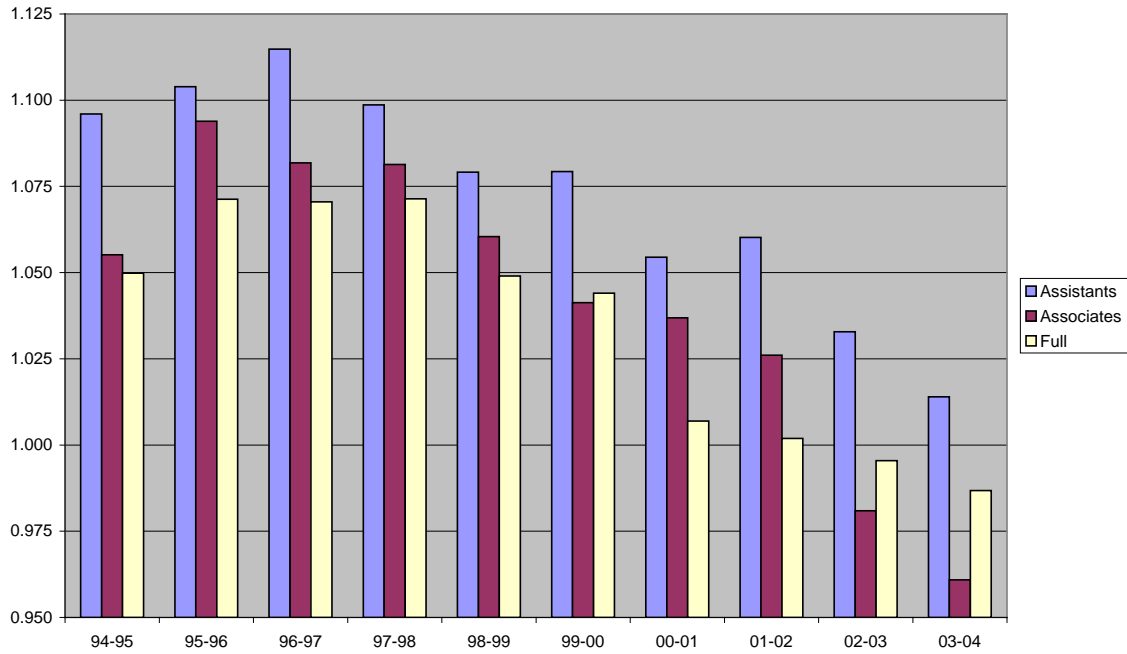
The budget process this year provided for an increase of 2% in the pool of funds available for faculty salaries. (The total compensation increase was slightly higher because of continuing increases to flexible benefits allowances based on rising medical insurance costs.) The cost of step increases built into the faculty salary scale and of promotions that take effect next year will consume .5% of the 2% increase to the pool. This figure is obtained by calculating the full cost of steps and promotions and then subtracting savings in the salary budget that will occur because of senior faculty members retiring. The remaining 1.5% of the pool increase has been applied, after consultation with the Faculty Salary Committee, to an across the board increase in the salary scale.



**Total Compensation:  
UPS v top 25%**



**Total Compensation:  
UPS v National Peers**



Date: October 21, 2004

To: William Beardsley, Chair, Faculty Senate

From: William Breitenbach, Chair, Professional Standards Committee

Re: Non-Formal Code Interpretations

The Faculty Code gives the Professional Standards Committee responsibility for interpreting the Code: “It shall be the duty of the Professional Standards Committee to issue interpretations of the faculty code. Any member or members of the academic community may request an interpretation of the faculty code, and/or the Professional Standards Committee may initiate the interpretation. If the Professional Standards Committee deems an interpretation to be of significant merit it shall issue a formal written interpretation which shall be delivered to the Faculty Senate for inclusion within the Senate minutes. Such interpretations shall also be forwarded to the Academic and Student Affairs Committee of the Board of Trustees for its concurrence” (Chapter I, Part G, Section 1).

In determining whether an interpretation is “of significant merit” and therefore suitable for inclusion in an appendix to the Code as a “formal written interpretation,” the Professional Standards Committee asks the following questions: Does the interpretation clarify provisions of the Code that seem obscure or contradictory, such that careful readers cannot understand the Code’s meaning? Does the interpretation provide guidance on a practice, principle, or policy that comes under the purview of the Code but is not explicitly mentioned in the Code? Is the situation that prompted the interpretation likely to recur regularly? Does the interpretation set a precedent that should be considered binding in all future cases of this nature?

Not all interpretations rise to the standard of “significant merit.” From time to time the Professional Standards Committee is called upon to give advice or make a determination about how to apply the provisions of the Faculty Code in particular circumstances. Sometimes these inquiries are quite narrow and specific to individual situations, situations that are unlikely to recur because the circumstances are so peculiar or unique as to resist generalizing. Other times the inquiries ask the Professional Standards Committee to apply a generally worded Code provision to a particular case. For example, the Code enjoins adherence to “acceptable standards of professional ethics” (Chapter I, Part D, Section 4), but it does not specify those standards in detail. Hence the Professional Standards Committee is occasionally asked to explain what the “acceptable standards” are in particular instances, but in doing so it does not attempt to reduce the standards to an exhaustive or comprehensive list. Nor does the Committee think it wise to encumber the Code’s appendix with a series of formal interpretations specifying the innumerable ways that “acceptable standards of professional ethics” might be violated.

Still, the Professional Standards Committee believes it is important to have some record of the interpretations deemed not to be “of significant merit.” A record could guide the Committee in the future, so that interpretations are, over time, as consistent as they can be, given divergent circumstances. If published, such a record could guide faculty members, who might find in it answers to their questions about the Code, without having to request an interpretation from the Professional Standards Committee.

One difficulty the Committee faces in compiling a record is that many of these interpretations emerge as answers to questions raised during confidential processes affecting individuals, such as evaluations, hearing boards, grievances, and inquiries about professional ethics. The general presumption is that the Committee will not violate confidentiality in these matters; indeed, in the case of grievances, the Code explicitly prohibits Committee members from making “public statements, directly or indirectly about the matters in the hearings” (Chapter VI, Section 4, c (8)). In many cases of this kind, even a very generally worded interpretation, with all names removed, could be readily connected to particular individuals, who might well resent the public handling of a confidential matter.

In creating a record of its interpretations, the Professional Standards Committee must decide how to balance the competing demands of confidentiality and disclosure. To help us in our deliberations, we would like to get advice from the Senate on how a record of non-formal Code interpretations might function and who might have access to that record. We have reservations about compiling a secret list of interpretations—in part because it would be hard to keep a list secret as members left the Committee and in part because the faculty deserves to know what the Committee takes the Code to mean. Yet we worry that any public record of non-formal Code interpretations might inadvertently violate confidentiality.

Please give us the sense of the Senate on the following questions: What is the relative importance of the following reasons for keeping a record of non-formal interpretations: (1) to guide future Professional Standards Committees, (2) to guide faculty members who have questions about the Code, and (3) to permit the Senate to exercise oversight of the Professional Standards Committee? Should the record include only those interpretations that do not arise out of confidential processes affecting individuals? Or should the Committee publish, in general language, all of its non-formal interpretations, even if the university community might be able to identify particular individuals’ confidential cases. When interpretations arise from confidential processes, should there be a waiting period before the interpretations are published? If so, how long should that waiting period be? If the record of non-formal interpretations is not made public, who should be granted access to it and what expectations about confidentiality should be imposed on those who are granted access?

The Professional Standards Committee would be grateful for any suggestions or advice you could give us on this matter. Thanks very much.

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## APPENDIX

### PROFESSIONAL STANDARDS COMMITTEE INTERPRETATIONS OF THE FACULTY CODE

The Faculty Code (Chapter I, Part G, Sections 1 and 2) provides that the Professional Standards Committee shall make interpretations of the provisions of the Code as necessary. This Appendix contains current interpretations.

#### **CHAPTER I**

##### **Interpretation of Chapter I, Part C, Section 2, and Chapter I, Part D, Section 4. Professional Ethics of Faculty and Relationships of a Sexual Nature (Report to Faculty Senate 18 April 1984):**

Concern has been expressed, both locally and nationally, regarding relationships of a sexual nature between students and faculty. The argument has been raised that such relationships are between consenting adults and thus outside the purview of the University. Such an argument fails to recognize the inherently unequal power relationship that exists between professors and students and the attendant opportunity for exploitation of the student for personal advantage. Such a relationship may adversely affect the ability of the professor to deal impartially and professionally with all students.

In those cases where the faculty member is in a position of professional responsibility with respect to the student, the Professional Standards Committee rules that sexual relationships violate acceptable standards of professional ethics as required by the Faculty Code, Chapter I, Part D, Section 4 and impair the role of teacher as defined in Chapter I, Part C, Section 2.

##### **Interpretation of Chapter I, Part C, Section 2, a. Guidelines for the Use of Course Assistants (Report to Faculty Senate 5 May 1986):**

The responsibility for teaching and instruction at the University of Puget Sound resides with the faculty members. The university recognizes, however, that in special cases it is appropriate or necessary to utilize the services of students as course assistants. Course assistants do not replace full or part time faculty. Rather they extend and augment the ability of a faculty member to fulfill the objectives of a particular class. The use of course assistants in no way reduces, replaces, or eliminates the authority or responsibility a faculty member has for a course as specified in the Faculty Code.

##### **Duties and Responsibilities of Course Assistants**

Specific activities for course assistants will of necessity vary (from department to department and from course to course). Each department must develop a clear statement for each course concerning the use of course assistants. The statement should discuss, at least, the following: (1) faculty supervision, (2) the role of course assistants in the classroom or laboratory, (3) the specific tasks assigned to course assistants, (4) the degree and type of interaction between the course assistants and students, (5) the role of course assistants in grading and evaluating student work, (6) the expected number of hours of work, and (7) the method of evaluating performance. This statement should be made available to all prospective course assistants and reviewed specifically with all course assistants at the beginning of their employment.

1 Supervision and Responsibility of Course Assistants

2  
3 Each course assistant must be under the direct guidance and supervision of a faculty  
4 member. Unless there are unusual circumstances, the supervising faculty member should be the  
5 person responsible for the course in which the course assistant is employed. It is the responsibility of  
6 the supervisor to see that the course assistant successfully fulfills the requirements of the job. The  
7 supervisor will meet in a timely fashion with the course assistant to develop appropriate material for  
8 the course and to assess the course assistant's performance.

9 The supervisor, or faculty member responsible for the course, should inform the students  
10 enrolled in the course about the role and duties of each course assistant. Students should also be  
11 informed that they have the right to appeal decisions made by any course assistant to the faculty  
12 member or supervisor.  
13

14 Confidentiality of Sensitive Material

15  
16 In some cases course assistants will have access to confidential information (e.g., grades,  
17 performance records, or evaluations) about the students enrolled in the class. It is normally  
18 inadvisable for one student to obtain confidential information about another student. Thus, the  
19 department and the supervisor must make every effort to restrict course assistants' access to such  
20 information to a minimum. Course assistants must be made aware of the sensitive nature of this  
21 information and directed to treat it in the strictest of confidence. Abuse of this privilege should be  
22 grounds for dismissal of a course assistant from employment.  
23

24 Selection of Course Assistants

25  
26 Each department must develop a procedure for selecting course assistants which is  
27 consistent with both the needs of the department and with the prevailing regulations and rules  
28 applicable to equal employment. Selection criteria should correspond to the departmental statements  
29 about the duties and responsibilities of the course assistant position.

30 The primary concern of the department in selecting course assistants must be the ability of  
31 individuals to perform satisfactorily the expected functions of a course assistant. To the extent  
32 possible, departments should select students who qualify for university matching funds under existing  
33 work-study programs.

34 Applications for positions should be solicited from all qualified students. Notification to both  
35 selected individuals and unsuccessful applicants should be in writing. The department should ensure  
36 that each selection is based on rational criteria and procedures so that they are not perceived as  
37 arbitrary or capricious. The department should be willing to discuss its decisions with unsuccessful  
38 applicants.

39 After the selection process is completed the department is responsible for working with the  
40 university's Office of Student Employment to execute the appropriate documents.  
41

42 Role of Professional Standards Committee

43  
44 Since course assistants perform some of the activities and have some of the responsibilities  
45 of faculty members, it is in the interest of the university to monitor their use. Thus, each department  
46 employing course assistants should submit to the Professional Standards Committee a document  
47 which explains the duties, responsibilities, and supervision of course assistants. The committee will  
48 review this document and determine whether it is appropriate. When the department obtains  
49 committee approval it may then employ course assistants in accordance with these procedures and  
50 the departmental document.  
51  
52

1                   **Interpretation of Chapter I, Part C, Section 2, and Chapter I, Part D, Section 4.**  
2                   **Spouses/Children Taking Courses from Faculty (PSC made voluntary 26**  
3                   **September 1986; accepted by Faculty Senate 3 November 1986):**  
4

5                   Background: The University of Puget Sound provides tuition-free enrollment for children and spouses  
6                   of faculty members. While those family members seldom register for a course taught by their parent  
7                   or spouse, they may choose to do so or need to do so as part of a program of study. The University  
8                   acknowledges that such situations exist or may exist. These guidelines are intended to apply in such  
9                   cases.

10  
11                   There is no presumption that a faculty member will give favored treatment to a spouse or  
12                   child in his/her courses. Indeed, the opposite may be a more likely result. Other students, however,  
13                   may perceive that the relative may receive, or is receiving, favored consideration. In order to protect  
14                   the integrity of individual faculty members, the following recommendations are given:

- 15  
16                   1.           When a spouse or child is enrolled in a faculty member's course, that relationship  
17                   should be openly acknowledged.
- 18                   2.           Significant papers, exams, or other course assignments should be evaluated by the  
19                   process of "blind review," as follows:
  - 20                   a.           A department colleague should be asked to serve as a reviewer of  
21                   evaluations/grades.
  - 22                   b.           Papers/projects should be first graded and critiqued by the instructor of  
23                   record, but with grades for a selected group of papers not yet recorded.
  - 24                   c.           That selected group of papers/projects should be submitted to the "blind  
25                   review" colleague. All references to names of the paper/project authors  
26                   should be deleted.
  - 27                   d.           The selected group of papers/projects should include the spouse or child's  
28                   effort.
  - 29                   e.           The selected group of papers/projects should include a range of grades or  
30                   scores for comparison purposes.
  - 31                   f.           The "blind review" colleague should acknowledge that similarities or  
32                   differences in grading/evaluation show consistency. (The reviewer should  
33                   not be asked to certify that he/she would grade the same way.)
  - 34                   g.           This "blind review" acknowledgement should be recorded by the instructor of  
35                   record and by the reviewer.
  - 36                   h.           The "blind review" procedure should be announced to other students in the  
37                   class.

38  
39                   If there are questions or concerns about instructor objectivity in evaluating spouse/child  
40                   efforts, the Professional Standards Committee is available for consultation. Serious challenges  
41                   should follow university procedures for grievances.  
42

43  
44                   **Interpretation of Chapter I, Part D, Section 4, and Chapter I, Part E, Section 3.**  
45                   **Procedures to Follow in Cases of Faculty Misconduct (PSC Memorandum 13**  
46                   **November 1990):**  
47

48                   In the spirit of preserving the individual rights of all parties concerned in cases of alleged professional  
49                   ethical misconduct, the Professional Standards Committee recommends that the following  
50                   procedures be followed by those making complaints or allegations:

- 51  
52                   a.           First notify the faculty member of suspected misconduct on his or her part. There  
53                   may be an explanation that resolves the matter satisfactorily.

1           b.       Failing to receive an explanation that is satisfactory, or not wishing to deal directly  
2 with the person suspected of misconduct, one should take the matter to the Chair of that person's  
3 department. The Chair may resolve the matter to everyone's satisfaction.

4           c.       If these steps do not resolve the problem, the matter may be brought to the attention  
5 of the Professional Standards Committee.

6  
7 Even if a faculty member does not choose to follow steps a. and b., the matter may be brought  
8 directly, and in confidence, to the Professional Standards Committee. The Committee considers that  
9 every attempt ought to be made to resolve questions of ethical conduct within the procedures  
10 established by the Professional Standards Committee.

### 11 12 13 **CHAPTER III**

#### 14 15 **Interpretation of Chapter III, Sections 3 and 4, and Chapter I, Part B, Section 2, a.** 16 **Evaluation of Instructors (Report to Faculty Senate 5 May 1986):**

17  
18 The evaluation procedure to be followed (for instructors) is roughly the procedure outlined in  
19 the Faculty Code, Chapter III. An informal evaluation is to be done within the department in each of  
20 the first two years, with a summary report sent to the Dean for information. In the third year, and  
21 every third year thereafter, a formal evaluation, as outlined in the Code, will be held. The evaluation  
22 of instructors will be based upon the quality of their performance in the following areas, listed in order  
23 of importance:

- 24  
25           1.       Teaching  
26           2.       Professional Development: Instructors are expected to remain current in the relevant  
27 parts of the discipline and to keep abreast of those developments in the discipline which bear upon  
28 their teaching duties. They are not required to engage in scholarly research and writing; however, the  
29 department may encourage them to do those things which will add to their repertoire of professional  
30 awareness and abilities.  
31           3.       Advising Students  
32           4.       Participation in Departmental Service

33  
34 Finally, the standards to be employed in assessing professional performance will be those  
35 used for all other evaluations in the department, except as they pertain to scholarly work and  
36 University service.

#### 37 38 39 **Interpretation of Chapter III, Sections 2, 3 and 4. Sequence of Evaluation (PSC** 40 **approved 30 April 1986; approved by Faculty Senate, 5 May 1986):**

41  
42 Evaluations of career faculty\* are made:

- 43  
44           1.       at the conclusion of each year for the first two years of a non-tenured appointment,  
45           2.       every three years for assistant and associate professors,  
46           3.       every five years for full professors, and  
47           4.       prior to decisions to: (a) promote a faculty member, b) grant or deny tenure, or (c) not  
48 reappoint a non-tenured faculty member.

49  
50 \* [Now called tenure-line faculty.]  
51

1 PROCEDURES OF EVALUATION  
2

3 (A) The annual evaluations during the first two years of a non-tenured appointment are made by  
4 the head officer of the Department, School, or Program. A copy of the report will be sent to the  
5 individual evaluated, the Dean, and the Faculty Advancement Committee. This document is for  
6 informational purposes and no further action is required; however, the Professional Standards  
7 Committee urges evaluatees to initiate interaction with the head officer and/or colleagues for  
8 constructive utilization of this evaluation process.

9 (B) All other evaluation procedures are amply outlined in the Faculty Advancement Committee  
10 document and the Faculty Code.  
11

12 ADDITIONAL COMMENTS  
13

14 (A) Each Department, School, or Program should have on file with the Dean a written statement  
15 of the criteria, standards, and needs of the Department which are used in the deliberation. This  
16 statement includes criteria for faculty teaching, professional growth, and service. This document is  
17 written with respect to the University's standards and needs. Evaluatees are encouraged to obtain this  
18 document early in their first year from their Department, School, or Program and to discuss its  
19 meaning with the head officer.

20 (B) The first annual evaluations and the first three year evaluation are important events. These  
21 evaluations constitute the only official feedback from the Department, School or Program and from  
22 the University that the evaluatee will get prior to being considered for tenure. For the three year  
23 evaluation, great care should be taken on the part of the evaluatee in preparing the documents for  
24 submission to the Department, School, or Program and it is incumbent upon the evaluatee to initiate a  
25 dialogue with the head officer and/or colleagues upon receipt of the Faculty Advancement  
26 Committee's letter in order to maximize the constructiveness of the evaluation process.

27 (C) Neither this document nor the Faculty Advancement Committee's document is to be  
28 considered definitive. For the complete explanation of the sequence and procedures of faculty  
29 evaluation at the University of Puget Sound, faculty are referred to the Faculty Code, particularly  
30 Chapter 3. Finally, we would like to stress that although the process of faculty evaluation is set forth  
31 in the Faculty Code, the evaluation itself is a subjective evaluation on the part of the Department,  
32 School, or Program, the Faculty Advancement Committee, the President, and finally the Board of  
33 Trustees.  
34  
35

36 **Interpretation of Chapter III, Section 4, a (1) (b). Class Visitation (PSC Minutes 22 March**  
37 **1993):**  
38

39 Although "an ongoing process of class visitation" allows flexible implementation, an  
40 evaluation without a reasonable number of class visitations by members of the evaluatee's department,  
41 school, or program is in violation of the Code.  
42  
43

44 **Interpretation of Chapter III, Section 4. Department Discussion of Candidate's**  
45 **Evaluation Being Attended by Candidate or Candidate's Spouse who is also a Member**  
46 **of the Department (PSC Minutes 16 October 1989):**  
47

48 Candidates should not be present during the department's discussion of their evaluation.  
49 Also, the proper approach would be for spouses to excuse themselves from the departmental  
50 meeting deliberating the case of their mates.  
51  
52  
53



1           **Interpretation of Chapter III, Section 6, c. Time Frame for Setting Up a Hearing Board**  
2           **(PSC Minutes 8 February 1993):**  
3

4           An appeal begins at the moment the chair of the Professional Standards Committee receives  
5           in writing from the evaluatee the specified alleged violations of the Faculty Code. The Committee  
6           understands that even under conditions of best effort the process of forming a hearing board may  
7           press the five-day limit, but this will not negate proper procedure.  
8  
9

10           **Interpretation of Chapter III, Section 8. Access to Letters in Open Evaluation Files (PSC**  
11           **Minutes 6 May 1993):**  
12

13           In the case of an open file, the faculty member being evaluated has access to letters in the  
14           evaluation file. If the faculty member desires copies of the letters, the faculty member may seek  
15           copies from the writers. Photocopies of the letters will not be made from the faculty member's file  
16           itself.  
17

18           **Unified Interpretation of Chapter III, Sections 4, a (1) and 4, a (1) (c). Letters of**  
19           **Evaluation from Persons Outside the Department (Approved 14 February 2000 by the**  
20           **Professional Standards Committee and 12 May 2000 by the Board of Trustees):**  
21

22           The Professional Standards Committee offers the following interpretation of the procedures  
23           regarding submission of letters of evaluation\* (or any other written material) from persons outside the  
24           department during the process of faculty evaluations.  
25

26           The Faculty Code (Chapter III, section 4, a (1)) states that "the head officer shall gather  
27           information in writing about the faculty member being evaluated from the faculty member; from  
28           colleagues in the department, school or program; and from other sources if they seem relevant." It  
29           further states (Chapter III, Section 4, a (1) (c)) that "individual faculty members may send their  
30           observations and recommendations directly to the dean." The PSC interprets these comments to  
31           provide for three ways in which letters (or other written material) from persons outside the department  
32           may be included in faculty evaluations.  
33

- 34  
35
- 36           1. The faculty member being evaluated may include any documents she or he wishes into the  
37           evaluation file. Thus, evaluatees wishing to guarantee the inclusion of outside letters into the  
38           evaluation file can receive those letters and put them in the file before it is submitted for  
39           consideration by departmental colleagues.  
40
  - 41           2. Any persons who wish may submit letters directly to the head officer. The head officer may then  
42           include the materials from this person "if they seem relevant." All materials must be received at  
43           least ten working days before the deadline for submission of the completed file to the Academic  
44           Vice President's Office to allow department members the time to review these materials prior to  
45           the department deliberation. Letters arriving after that deadline will not be included in the  
46           evaluatee's file. (The deadline for submission of files is established each fall in a document that is  
47           distributed to all faculty members.) Head officers are reminded that, if the evaluatee has chosen  
48           confidential letters, the head officer must provide the evaluatee with a list of those individuals who  
49           submitted letters and a summary of the substance of the letters (Faculty Code: Chapter III,  
50           Section 4, b (2) (a) and Section 4, b (2) (b)).  
51
  - 52           3. Any University of Puget Sound faculty member may submit letters directly to the Academic Vice  
53           President's office as long as those letters are received by the date of the deadline for  
54           departmental submission of a completed file to the Academic Vice President's office. Letters  
55           arriving after that deadline will not be included in the evaluatee's file. Any letters other than those

1 from UPS faculty members that are sent to the Academic Vice President's Office will be  
2 forwarded to the head officer and will be handled according to the provisions in part 2 above.

3  
4 \* [Note: As defined for purposes of interpretation, a letter of evaluation is a document submitted in  
5 paper form bearing the signature of the author (PSC, April 2003).]  
6

7  
8 **CHAPTER IV**

9  
10 **Interpretation of Chapter IV, Section 2, b (4). Expectations for Early Promotion**  
11 **(Memorandum to Professional Standards Committee from Faculty Advancement**  
12 **Committee, 9 February 1987 requesting discussion and approval)**  
13

14 Early promotion is an unusual and exceptional circumstance in the process of advancement. The  
15 schedule for advancement and tenure as outlined in the Faculty Code represents the agreement of  
16 the faculty on when its members ought to come up for evaluation. If, however, an individual has  
17 assembled a sustained record of achievement of exceptional merit in all the categories by which a  
18 faculty member is evaluated, he or she might request to be promoted or granted tenure before the  
19 usual time as stipulated by the Faculty Code. In such instances, the university might well wish to  
20 consider early promotion as an indication of its special appreciation for and commitment to faculty  
21 members of exceptional achievement. In any case, it is incumbent upon the faculty member and  
22 his/her department in cases of early promotion to demonstrate that the above-mentioned criteria have  
23 been met.  
24

25  
26 **CHAPTER V**

27  
28 **Unified Interpretation of Chapter V, Part A, Section 2, b. Discontinuation of a**  
29 **department, school, or program (Approved 3 May 1995 by the Professional Standards**  
30 **Committee and 12 May 1995 by the Trustee Academic and Student Affairs Committee):**  
31

32 From this date forward discontinuation of a department, school, or program shall be taken to  
33 mean that the unit is no longer operated by the University. In each such case, the consultation  
34 stipulated in this paragraph shall be required, regardless of whether dismissal of faculty is involved.  
35

36  
37 **CHAPTER VI**

38  
39 **Interpretation of Chapter VI. Grievances arising from allegations of sexual harassment.**  
40 **(Sexual Harassment Policy adopted by Faculty Senate 17 January 1983):**  
41

42 The University of Puget Sound reaffirms the principle that its students, faculty, and staff have  
43 a right to be free from sex discrimination in the form of sexual harassment by any member of the  
44 academic community.  
45

46 Sexual harassment is defined as actions intended to coerce an unwilling person into a sexual  
47 relationship, to subject a person to unwanted sexual advances, to punish a refusal to comply with  
48 such intentions or to create a sexually intimidating or hostile working or educational environment.  
49 This definition will be interpreted and applied consistent with accepted standards of mature behavior,  
50 academic freedom, and freedom of expression.  
51

52 Situations believed to involve sexual harassment may be discussed in confidence with the  
53 Director of Human Resources and Affirmative Action, the Dean of Students, the Dean of the  
54 University, or any member of the above named staffs. If the complaint requires a formal or informal

1 hearing, the appropriate procedures of the Academic Handbook, the Faculty Code, the Personnel  
2 Policies and Procedures Manual, or the Student Conduct Code may be applied.

3

4           Complaints about sexual harassment will be responded to promptly and equitably. University  
5 policy explicitly prohibits retaliation against individuals for bringing complaints of sexual harassment.  
6 Formal procedures will not be initiated without a written, signed complaint. An individual found to be  
7 guilty of sexual harassment is subject to disciplinary action for violations of this policy, consistent with  
8 existing procedures.



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**APPENDIX**

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**PROFESSIONAL STANDARDS COMMITTEE INTERPRETATIONS  
OF THE FACULTY CODE**

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The Faculty Code (Chapter I, Part C, Sections 1 and 2) provides that the Professional Standards Committee shall make interpretations of the provisions of the Code as necessary. This Appendix contains current interpretations.

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**CHAPTER I**

**Interpretation of Chapter I, Part C, Section 2, and Chapter I, Part D, Section 4, Professional Ethics of Faculty and Relationships of a Sexual Nature (Report to Faculty Senate 18 April 1984):**

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Concern has been expressed, both locally and nationally, regarding relationships of a sexual nature between students and faculty. The argument has been raised that such relationships are between consenting adults and thus outside the purview of the University. Such an argument fails to recognize the inherently unequal power relationship that exists between professors and students and the attendant opportunity for exploitation of the student for personal advantage. Such a relationship may adversely affect the ability of the professor to deal impartially and professionally with all students.

In those cases where the faculty member is in a position of professional responsibility with respect to the student, the Professional Standards Committee rules that sexual relationships violate acceptable standards of professional ethics as required by the Faculty Code, Chapter I, Part D, Section 4 and impair the role of teacher as defined in Chapter I, Part C, Section 2.

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**Interpretation of Chapter I, Part C, Section 2, a, Guidelines for the Use of Course Assistants (Report to Faculty Senate 5 May 1986):**

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The responsibility for teaching and instruction at the University of Puget Sound resides with the faculty members. The university recognizes, however, that in special cases it is appropriate or necessary to utilize the services of students as course assistants. Course assistants do not replace full or part time faculty. Rather they extend and augment the ability of a faculty member to fulfill the objectives of a particular class. The use of course assistants in no way reduces, replaces, or eliminates the authority or responsibility a faculty member has for a course as specified in the Faculty Code.

**Duties and Responsibilities of Course Assistants**

Specific activities for course assistants will of necessity vary (from department to department and from course to course). Each department must develop a clear statement for each course concerning the use of course assistants. The statement should discuss, at least, the following: (1) faculty supervision, (2) the role of course assistants in the classroom or laboratory, (3) the specific tasks assigned to course assistants, (4) the degree and type of interaction between the course assistants and students, (5) the role of course assistants in grading and evaluating student work, (6) the expected number of hours of work, and (7) the method of evaluating performance. This statement should be made available to all prospective course assistants and reviewed specifically with all course assistants at the beginning of their employment.

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1     Supervision and Responsibility of Course Assistants

2  
3             Each course assistant must be under the direct guidance and supervision of a faculty  
4 member. Unless there are unusual circumstances, the supervising faculty member should be the  
5 person responsible for the course in which the course assistant is employed. It is the responsibility of  
6 the supervisor to see that the course assistant successfully fulfills the requirements of the job. The  
7 supervisor will meet in a timely fashion with the course assistant to develop appropriate material for  
8 the course and to assess the course assistant's performance.

9             The supervisor, or faculty member responsible for the course, should inform the students  
10 enrolled in the course about the role and duties of each course assistant. Students should also be  
11 informed that they have the right to appeal decisions made by any course assistant to the faculty  
12 member or supervisor.

13  
14     Confidentiality of Sensitive Material

15  
16             In some cases course assistants will have access to confidential information (e.g., grades,  
17 performance records, or evaluations) about the students enrolled in the class. It is normally  
18 inadvisable for one student to obtain confidential information about another student. Thus, the  
19 department and the supervisor must make every effort to restrict course assistants' access to such  
20 information to a minimum. Course assistants must be made aware of the sensitive nature of this  
21 information and directed to treat it in the strictest of confidence. Abuse of this privilege should be  
22 grounds for dismissal of a course assistant from employment.

23  
24     Selection of Course Assistants

25  
26             Each department must develop a procedure for selecting course assistants which is  
27 consistent with both the needs of the department and with the prevailing regulations and rules  
28 applicable to equal employment. Selection criteria should correspond to the departmental statements  
29 about the duties and responsibilities of the course assistant position.

30             The primary concern of the department in selecting course assistants must be the ability of  
31 individuals to perform satisfactorily the expected functions of a course assistant. To the extent  
32 possible, departments should select students who qualify for university matching funds under existing  
33 work-study programs.

34             Applications for positions should be solicited from all qualified students. Notification to both  
35 selected individuals and unsuccessful applicants should be in writing. The department should ensure  
36 that each selection is based on rational criteria and procedures so that they are not perceived as  
37 arbitrary or capricious. The department should be willing to discuss its decisions with unsuccessful  
38 applicants.

39             After the selection process is completed the department is responsible for working with the  
40 university's Office of Student Employment to execute the appropriate documents.

41  
42     Role of Professional Standards Committee

43  
44             Since course assistants perform some of the activities and have some of the responsibilities  
45 of faculty members, it is in the interest of the university to monitor their use. Thus, each department  
46 employing course assistants should submit to the Professional Standards Committee a document  
47 which explains the duties, responsibilities, and supervision of course assistants. The committee will  
48 review this document and determine whether it is appropriate. When the department obtains  
49 committee approval it may then employ course assistants in accordance with these procedures and  
50 the departmental document.

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January 10,1997

1 | **Interpretation of Chapter I, Part C, Section 2, and Chapter I, Part D, Section 4,**  
2 | **Spouses/Children Taking Courses from Faculty (PSC made voluntary 26**  
3 | **September 1986; accepted by Faculty Senate 3 November 1986):**

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4  
5 Background: The University of Puget Sound provides tuition-free enrollment for children and spouses  
6 of faculty members. While those family members seldom register for a course taught by their parent  
7 or spouse, they may choose to do so or need to do so as part of a program of study. The University  
8 acknowledges that such situations exist or may exist. These guidelines are intended to apply in such  
9 cases.

10  
11 There is no presumption that a faculty member will give favored treatment to a spouse or  
12 child in his/her courses. Indeed, the opposite may be a more likely result. Other students, however,  
13 may perceive that the relative may receive, or is receiving, favored consideration. In order to protect  
14 the integrity of individual faculty members, the following recommendations are given:

- 15  
16 1. When a spouse or child is enrolled in a faculty member's course, that relationship  
17 should be openly acknowledged.  
18 2. Significant papers, exams, or other course assignments should be evaluated by the  
19 process of "blind review," as follows:  
20 a. A department colleague should be asked to serve as a reviewer of  
21 evaluations/grades.  
22 b. Papers/projects should be first graded and critiqued by the instructor of  
23 record, but with grades for a selected group of papers not yet recorded.  
24 c. That selected group of papers/projects should be submitted to the "blind  
25 review" colleague. All references to names of the paper/project authors  
26 should be deleted.  
27 d. The selected group of papers/projects should include the spouse or child's  
28 effort.  
29 e. The selected group of papers/projects should include a range of grades or  
30 scores for comparison purposes.  
31 f. The "blind review" colleague should acknowledge that similarities or  
32 differences in grading/evaluation show consistency. (The reviewer should  
33 not be asked to certify that he/she would grade the same way.)  
34 g. This "blind review" acknowledgement should be recorded by the instructor of  
35 record and by the reviewer.  
36 h. The "blind review" procedure should be announced to other students in the  
37 class.  
38

39 If there are questions or concerns about instructor objectivity in evaluating spouse/child  
40 efforts, the Professional Standards Committee is available for consultation. Serious challenges  
41 should follow university procedures for grievances.  
42

43 | **Interpretation of Chapter I, Part D, Section 4, and Chapter I, Part E, Section 3,**  
44 | **Procedures to Follow in Cases of Faculty Misconduct (PSC Memorandum 13**  
45 | **November 1990):**

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46  
47 In the spirit of preserving the individual rights of all parties concerned in cases of alleged professional  
48 ethical misconduct, the Professional Standards Committee recommends that the following  
49 procedures be followed by those making complaints or allegations:

- 50  
51 a. First notify the faculty member of suspected misconduct on his or her part. There  
52 may be an explanation that resolves the matter satisfactorily.

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- b. Failing to receive an explanation that is satisfactory, or not wishing to deal directly with the person suspected of misconduct, one should take the matter to the Chair of that person's department. The Chair may resolve the matter to everyone's satisfaction.
- c. If these steps do not resolve the problem, the matter may be brought to the attention of the Professional Standards Committee.

Even if a faculty member does not choose to follow steps a. and b., the matter may be brought directly, and in confidence, to the Professional Standards Committee. The Committee considers that every attempt ought to be made to resolve questions of ethical conduct within the procedures established by the Professional Standards Committee.

**CHAPTER III**

**Interpretation of Chapter III, Sections 3 and 4, and Chapter I, Part B, Section 2, a, Evaluation of Instructors (Report to Faculty Senate 5 May 1986):**

The evaluation procedure to be followed (for instructors) is roughly the procedure outlined in the Faculty Code, Chapter III. An informal evaluation is to be done within the department in each of the first two years, with a summary report sent to the Dean for information. In the third year, and every third year thereafter, a formal evaluation, as outlined in the Code, will be held. The evaluation of instructors will be based upon the quality of their performance in the following areas, listed in order of importance:

1. Teaching
2. Professional Development: Instructors are expected to remain current in the relevant parts of the discipline and to keep abreast of those developments in the discipline which bear upon their teaching duties. They are not required to engage in scholarly research and writing; however, the department may encourage them to do those things which will add to their repertoire of professional awareness and abilities.
3. Advising Students
4. Participation in Departmental Service

Finally, the standards to be employed in assessing professional performance will be those used for all other evaluations in the department, except as they pertain to scholarly work and University service.

**Interpretation of Chapter III, Sections 2, 3 and 4, Sequence of Evaluation (PSC approved 30 April 1986; approved by Faculty Senate, 5 May 1986):**

Evaluations of career faculty\* are made:

1. at the conclusion of each year for the first two years of a non-tenured appointment,
2. every three years for assistant and associate professors,
3. every five years for full professors, and
4. prior to decisions to: (a) promote a faculty member, b) grant or deny tenure, or (c) not reappoint a non-tenured faculty member.

**PROCEDURES OF EVALUATION**

(A) The annual evaluations during the first two years of a non-tenured appointment are made by the head officer of the Department, School, or Program. A copy of the report will be sent to the individual evaluated, the Dean, and the Faculty Advancement Committee. This document is for informational purposes and no further action is required; however, the Professional Standards

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¶  
Early promotion is an unusual and exceptional circumstance in the process of advancement. The schedule for advancement and tenure as outlined in the Faculty Code represents the agreement of the faculty on when its members ought to come up for evaluation. If, however, an individual has assembled a sustained record of achievement of exceptional merit in all the categories by which a faculty member is evaluated, he or she might request to be promoted or granted tenure before the usual time as stipulated by the Faculty Code. In such instances, the university might well wish to consider early promotion as an indication of its special appreciation for and commitment to faculty members of exceptional achievement. In any case, it is incumbent upon the faculty member and his/her department in cases of early promotion to demonstrate that the above-mentioned criteria have been met.¶  
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1 Committee urges evaluatees to initiate interaction with the head officer and/or colleagues for  
2 constructive utilization of this evaluation process.

3 (B) All other evaluation procedures are amply outlined in the Faculty Advancement Committee  
4 document and the Faculty Code.

5  
6 **ADDITIONAL COMMENTS**

7  
8 (A) Each Department, School, or Program should have on file with the Dean a written statement  
9 of the criteria, standards, and needs of the Department which are used in the deliberation. This  
10 statement includes criteria for faculty teaching, professional growth, and service. This document is  
11 written with respect to the University's standards and needs. Evaluatees are encouraged to obtain this  
12 document early in their first year from their Department, School, or Program and to discuss its  
13 meaning with the head officer.

14 (B) The first annual evaluation and the first three year evaluation are important events. These  
15 evaluations constitute the only official feedback from the Department, School or Program and from  
16 the University that the evaluatee will get prior to being considered for tenure. For the three year  
17 evaluation, great care should be taken on the part of the evaluatee in preparing the documents for  
18 submission to the Department, School, or Program and it is incumbent upon the evaluatee to initiate a  
19 dialogue with the head officer and/or colleagues upon receipt of the Faculty Advancement  
20 Committee's letter in order to maximize the constructiveness of the evaluation process.

21 (C) Neither this document nor the Faculty Advancement Committee's document is to be  
22 considered definitive. For the complete explanation of the sequence and procedures of faculty  
23 evaluation at the University of Puget Sound, faculty are referred to the Faculty Code, particularly  
24 Chapter 3. Finally, we would like to stress that although the process of faculty evaluation is set forth  
25 in the Faculty Code, the evaluation itself is a subjective evaluation on the part of the Department,  
26 School, or Program, the Faculty Advancement Committee, the President, and finally the Board of  
27 Trustees.

28  
29 **Interpretation of Chapter III, Section 4, a.(1) (b). Class Visitation (PSC Minutes 22 March**  
30 **1993):**

31  
32 Although "an ongoing process of class visitation" allows flexible implementation, an  
33 evaluation without a reasonable number of class visitations by members of the evaluatee's department,  
34 school, or program is in violation of the Code.

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36  
37 \* Now called tenure-line faculty  
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[This interpretation applied to a process now removed from the Code.]

**Interpretation of Chapter III, Section 4, Department Discussion of Candidate's Evaluation Being Attended by Candidate or Candidate's Spouse who is also a Member of the Department (PSC Minutes 16 October 1989):**

Candidates should not be present during the department's discussion of their evaluation. Also, the proper approach would be for spouses to excuse themselves from the departmental meeting deliberating the case of their mates.

[This interpretation is obsolete because appeal procedures are now available in all evaluations, not just change of status evaluations.]

**Interpretation of Chapter III, Section 6, c. Time Frame for Setting Up a Hearing Board (PSC Minutes 8 February 1993):**

An appeal begins at the moment the chair of the Professional Standards Committee receives in writing from the evaluatee the specified alleged violations of the Faculty Code. The Committee understands that even under conditions of best effort the process of forming a hearing board may press the five-day limit, but this will not negate proper procedure.

**Interpretation of Chapter III, Section 8, Access to Letters in Open Evaluation Files (PSC Minutes 6 May 1993):**

In the case of an open file, the faculty member being evaluated has access to letters in the evaluation file. If the faculty member desires copies of the letters, the faculty member may seek copies from the writers. Photocopies of the letters will not be made from the faculty member's file itself.

[The Code now states that a hearing board decision is now transmitted to "all parties to the appeal."]

**Unified Interpretation of Chapter III, Sections 4, a (1) and 4, a (1) (c) - Letters of Evaluation from Persons Outside the Department (Approved 14 February 2000 by the Professional Standards Committee and 12 May 2000 by the Board of Trustees):**

The Professional Standards Committee offers the following interpretation of the procedures regarding submission of letters of evaluation\* (or any other written material) from persons outside the department during the process of faculty evaluations.

The Faculty Code (Chapter III, section 4, a (1)) states that "the head officer shall gather information in writing about the faculty member being evaluated from the faculty member; from colleagues in the department, school or program; and from other sources if they seem relevant." It further states (Chapter III, Section 4, a (1) (c)) that "individual faculty members may send their observations and recommendations directly to the dean." The PSC interprets these comments to provide for three ways in which letters (or other written material) from persons outside the department may be included in faculty evaluations.

1. The faculty member being evaluated may include any documents she or he wishes into the evaluation file. Thus, evaluatees wishing to guarantee the inclusion of outside letters into the evaluation file can receive those letters and put them in the file before it is submitted for consideration by departmental colleagues.
2. Any persons who wish may submit letters directly to the head officer. The head officer may then include the materials from this person "if they seem relevant." All materials must be received at least ten working days before the deadline for submission of the completed file to the Academic Vice President's Office to allow department members the time to review these materials prior to

Deleted: Interpretation of Chapter III, Section 4, Paragraph i, Rebuttal Letters in the Advancement File (PSC memorandum to Faculty Senate 3 May 1985):¶

¶ In the event that the evaluatee with an open evaluation file submits a rebuttal of one or more letters in the file, the Advancement Committee will inform those individuals whose letters have been challenged that they may, if they desire, read the rebuttal and write a response. Rebuttals are limited to one round.

Deleted: Interpretation of Chapter III, Section 7, Access to Appeals Procedures (PSC Minutes 8 May 1992):¶

¶ Appeals procedures outlined in the Faculty Code apply in the case of an appeal of a third-year evaluation resulting in the issuance of a terminal contract.

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¶ The recipient of the Hearing Board's report is the President.

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the department deliberation. Letters arriving after that deadline will not be included in the evaluatee's file. (The deadline for submission of files is established each fall in a document that is distributed to all faculty members.) Head officers are reminded that, if the evaluatee has chosen confidential letters, the head officer must provide the evaluatee with a list of those individuals who submitted letters and a summary of the substance of the letters (Faculty Code: Chapter III, Section 4, [b \(2\) \(a\)](#) and [Section 4, b \(2\) \(b\)](#)).

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3. Any University of Puget Sound faculty member may submit letters directly to the Academic Vice President's office as long as those letters are received by the date of the deadline for departmental submission of a completed file to the Academic Vice President's office. Letters arriving after that deadline will not be included in the evaluatee's file. Any letters other than those from UPS faculty members that are sent to the Academic Vice President's Office will be forwarded to the head officer and will be handled according to the provisions in part 2 above.

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\* [\[Note: As defined for purposes of interpretation, a letter of evaluation is a document submitted in paper form bearing the signature of the author \(PSC, April 2003\).\]](#)

#### CHAPTER IV

##### [Interpretation of Chapter IV, Section 2, b \(4\), Expectations for Early Promotion \(Memorandum to Professional Standards Committee from Faculty Advancement Committee, 9 February 1987 requesting discussion and approval\):](#)

[Early promotion is an unusual and exceptional circumstance in the process of advancement. The schedule for advancement and tenure as outlined in the Faculty Code represents the agreement of the faculty on when its members ought to come up for evaluation. If, however, an individual has assembled a sustained record of achievement of exceptional merit in all the categories by which a faculty member is evaluated, he or she might request to be promoted or granted tenure before the usual time as stipulated by the Faculty Code. In such instances, the university might well wish to consider early promotion as an indication of its special appreciation for and commitment to faculty members of exceptional achievement. In any case, it is incumbent upon the faculty member and his/her department in cases of early promotion to demonstrate that the above-mentioned criteria have been met.](#)

#### CHAPTER V

##### [Unified Interpretation of Chapter V, Part A, Section 2, b, Discontinuation of a department, school, or program \(Approved 3 May 1995 by the Professional Standards Committee and 12 May 1995 by the Trustee Academic and Student Affairs Committee\):](#)

From this date forward discontinuation of a department, school, or program shall be taken to mean that the unit is no longer operated by the University. In each such case, the consultation stipulated in this paragraph shall be required, regardless of whether dismissal of faculty is involved.

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#### CHAPTER VI

##### [Interpretation of Chapter VI, Grievances arising from allegations of sexual harassment. \(Sexual Harassment Policy adopted by Faculty Senate 17 January 1983\):](#)

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1           The University of Puget Sound reaffirms the principle that its students, faculty, and staff have  
2 a right to be free from sex discrimination in the form of sexual harassment by any member of the  
3 academic community.

4  
5           Sexual harassment is defined as actions intended to coerce an unwilling person into a sexual  
6 relationship, to subject a person to unwanted sexual advances, to punish a refusal to comply with  
7 such intentions or to create a sexually intimidating or hostile working or educational environment.  
8 This definition will be interpreted and applied consistent with accepted standards of mature behavior,  
9 academic freedom, and freedom of expression.

10  
11           Situations believed to involve sexual harassment may be discussed in confidence with the  
12 Director of Human Resources and Affirmative Action, the Dean of Students, the Dean of the  
13 University, or any member of the above named staffs. If the complaint requires a formal or informal  
14 hearing, the appropriate procedures of the Academic Handbook, the Faculty Code, the Personnel  
15 Policies and Procedures Manual, or the Student Conduct Code may be applied.

16  
17           Complaints about sexual harassment will be responded to promptly and equitably. University  
18 policy explicitly prohibits retaliation against individuals for bringing complaints of sexual harassment.  
19 Formal procedures will not be initiated without a written, signed complaint. An individual found to be  
20 guilty of sexual harassment is subject to disciplinary action for violations of this policy, consistent with  
21 existing procedures.



## Tenure Doubts

This is my 27<sup>th</sup> year of teaching at UPS and I have never doubted the fairness of the tenure process more than I do now. In fact, I have come to resent participating in the process. From my perspective, and based on a number of conversations I have had with other faculty members (both young and older)--along with some of the things I have been privy to involving faculty inside and outside of my department—there is a general sense of *unfairness* amongst the faculty about the whole process. My views are *not* based on what happened to someone I work with or a friend in another department who did not receive tenure, but on a number of tenure decisions made in the past twelve years that “appear” to be arbitrary or not carefully thought through.

In terms of numbers, here are a few examples of things I am concerned about. For instance, for all the hires since 1993, 30 percent of women have left pre-tenure, while 14 percent of the men have left pre-tenure. Over this time there have been nearly an equal number of males and females hired by the university (50 women and 51 men). This is a significant difference of more than twice as many women leaving before tenure as men.

Last year seven or more people came up for tenure. Of the 4 females, only 1 was granted tenured, while 3 were denied. All the males were granted tenure. Of the seven women who arrived together at the university in this class, only one female was eventually granted tenure. Three left early. Of course the question here is what UPS might have done to retain those people.

My tentative hypothesis is that tenure at UPS looks bad for women as compared to men. The university may be developing a reputation for not tenuring women, many of whom might be good teachers. As least two women who were denied tenure and whose cases I am familiar with went on to win distinguished teaching awards at other institutions.

A study conducted by Kris Bartanen in 1997 attempted to look at some of these trends. I would hope that the administration would continue to work with the Senate in establishing as best as possible what the numbers demonstrate when it comes to tenure.

In terms of my own personal experiences, in the 1990s I served on two appeal boards and one case clearly had no merit. But the other clearly smacked of a political vendetta, and not anything in the code. In this case, as in all cases, the committee was told that we could not rule on anything but procedural issues. I feel strongly that if faculty do not have the right to appeal the substance of the charges against them, then the whole process is unfair. It is quite un-American to be accused or found wanting about something, and not to have the right of reply.

Likewise, candidates ought to be able to know who criticized them for what specifically. Over the years time and time again I have seen candidates feel betrayed or that they did not have a sufficient explanation to justify the department or FAC's decision. Rather than face the candidate and explain to him or her in some detail their findings, many

faculty members write their letters behind a smoke screen of “specific language in the code” instead of in the spirit of fostering honest criticism and collegiality. The department and FAC often leave candidates in the dark with vague language that refers to code language.

This may be due, in part, to a shift in culture around here whereby during the Phibbs administration faculty were challenged to say the “hard things” about candidates, to not be afraid to criticize them. During that administration if only positives appeared in the evaluation letters, the FAC and president would find the department lacking in its evaluation. During the Pierce administration, many faculty members switched from this practice for fear that anything negative said about a candidate would create suspicion about his or her record, abilities, or motives. Last semester I experienced this first hand when a colleague questioned my motive for offering a suggestion to a colleague under review, that I might be raising a red flag, when in fact my intention was only to offer something I thought would make the colleague an even stronger teacher. I have heard many times from faculty in different parts of the university that we would be wise *not* to say anything *negative* about someone up for review. If this be the case, then why have a provision in the code that states that evaluators should discuss the *strengths and weaknesses* of a candidate?

Another issue is that in the case of department standards, there are department requirements and a floating set of standards that exist outside the department, depending on who serves on the FAC, or how the president “feels” about this person. Several candidates that I personally knew, have been unanimously recommended for tenure and then been overturned by the FAC. Likewise faculty who have not been supported by the department have been granted tenure. It would appear then that department standards mean little, if anything, in the tenure process. I cannot honestly tell people applying for a position here that I know what it takes to get tenure. From now on I have to be honest and say that it is essentially a “crap shoot.” Full support by the department does not mean you will receive tenure.

In my opinion the tenure process at UPS has become arbitrary and even mentally depressing for many of those under review. I know full well that the process is meant to be a challenging and rigorous one, but it should not leave one wishing he/she had gone somewhere else to teach and do research. In fact, the idea that the code suggests that tenure has to be earned, helps foster and maintain a culture where candidates are put on the defensive, that they have to prove themselves against others who survived this arduous process.

Recommendations: What I would like the Senate to do:

1. Establish an ad-hoc committee to study this issue and to make recommendations that would be forwarded to both PSC as well as to the full faculty for consideration.

2. Ask the administration for numbers of those who came up for and received tenure since 1992. This is not a request to delve into the specifics of any case, nor is it a request to change any past decisions.
3. To amend the code in the appropriate places so as to accomplish the following:
  - a. To improve communication surrounding the content of the third year letter: At the time of the third year review letter, the candidate will meet with the department chair, one other department member, and one member of the FAC to discuss the content of his/her letter.
  - b. To save the university money and to improve communication with the candidate, at the third year, it be recommended that if the department decides they are not going to support the candidate for tenure, or if they are not going to help foster the conditions under which the member may improve so as to be recommended for tenure, that they move to recommend that the candidate not carry on beyond the third year.
  - c. The appeal of the department and FAC decisions are a waste of time given that the candidate has no right to question anything substantive once the decision has been made. The candidate should have the right to meet with the department and FAC *prior to* their decision so that both groups have the opportunity to clear up any issues they have with the candidate.
  - d. To improve communication between candidates, the department, and the FAC, in the case of tenure, all files should be open.

I do realize that this last recommendation in particular will be quite controversial. But I am reminded of the time that former President Phibbs stood before the faculty and said that he could not trust us to write honest letters! He wanted the files to remain closed so that people would say the hard things! Ironically, this may have led to a situation where people are dishonest to the extent that they are unwilling to openly communicate their views of a candidate with that candidate. I believe that faculty can be counted on to be honest about their views, and that we can help establish an environment where those views are respected and taken seriously. I see no reason why files should remain closed at tenure. As the old saying goes, if you can't say it to the person's face.....

I would hope that my effort helps change some of the culture associated with the tenure process at UPS, and that we as a faculty could come to be proud of it, that it would be viewed as a challenge, and a rewarding one, instead of something that in many instances tears people and their families and friends apart. We owe it to future generations of teachers at UPS as well as to the students, to do what we can to at least question the process as it now stands and do what we can to make changes that make the process more acceptable to the wide majority of those of us involved in the process.

Sincerely,

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