

4-9-2014

CWU Faculty Senate Minutes - 04/09/14

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REGULAR MEETING
Wednesday, April 9, 2014, 3:10 p.m.
BARGE 412
Draft Minutes

Meeting was called to order at 3:112 pm

Senators: All senators or their alternates were present except: Yukari Amos, Ben Glasgall, Jim Johnson, Kim Jones, Matt Novak, Steve Olson, Mark Pritchard, Matthew Wilson

Visitors: Phil Rush, Valry Hensel, Rose Spodobalski-Brower, Susan Donahoe, Carey Gazis, Anne Egger, Christopher Boone, Jesse Nelson, Jin Hill.

CHANGES TO AND APPROVAL OF AGENDA – Senator Heurta moved to put Motion 13-45 immediately after Faculty Issues. Senator Whitcomb seconded and motion was approved.

MOTION NO. 13-39(Approved): APPROVAL OF MINUTES of March 5, 2014

COMMUNICATIONS – There were multiple communications to the Faculty Senate that are available for review in the Faculty Senate office: Memo from Commencement Committee, email from Senator John Alsoszatai-Petheo, Ethics Workshop flyer, and RCM letter to President Gaudino.

FACULTY ISSUES – Senator Bartlett expressed concern about the low response rates for SEOs. Senator Bartlett asked if the university has a stance on the response rates and would like to see some policy. Senator Bartlett also brought forward an issue that if a student drops or changes a major or minor, the department that the major/minor is dropped is not notified. Senator Bartlett asked if a notification can be sent to the major/minor department that is being dropped.

Senator Kovalerchuk asked why Central did not indicate they were going to raise enrollment in high demand areas in the measurable goals for the university. President Gaudino indicated that these performance goals are tied to funding. If an institution does not meet the performance goals they had indicated, they could lose funding. Academic Affairs did not indicate this was a goal they wanted included.

Senator Temple asked about the proposal to adjust fees for students who take online and web enhanced courses. The proposal currently indicates if a faculty uses Canvas or Blackboard for their course the student would be charged a \$10 fee. Senator Temple expressed concern that this fee proposal impacts every department, but there has been no departmental input. Provost Levine suggested having Chris Schedler come to a Senate meeting to talk about proposal. President Guadino indicated that no fee has been approved. Such a fee proposal would need to go through the Budget & Finance Committee that has 7 faculty members, then to the President's Cabinet and final approval by the Board of Trustees (BOT).

Jan Bowers brought a concern regarding the Distinguished Faculty of Service not being awarded for the second year in a row. She would like to know what they are expecting and more clarity of that recognition for the future.

Motion No. 13-45(Approved, 1 nay, 1 abstain): “Approve the BA Geology degree to exceed the 75 credit limit as outlined in Exhibit K.

PRESIDENT: President Guadino reported that Central has met their enrollment targets for this year. Currently have a 10,200 head count. Performance based funding was not endorsed by the legislature and is not law. Central did receive full funding for the Science Phase II. Ground breaking will be on May 1st. The Distinguished Faculty celebration is April 15th. Faculty need to RSVP for the event. The legislature

suspended the RCW that gives the BOT tuition making authority and frozen current tuition. The BOT has had three special meetings to consider what the options are. The BOT decided to use discretionary reserves to help make up the anticipated shortfall as well as using any reserves we might have from this fiscal year. The university will continue to look at additional revenue sources. One strategy is to retain 72-75% of first year students and to try and increase that number.

PROVOST: Provost Levine congratulated Audrey Heurta and Allison Scoville on their NSF grant. Provost Levine also thanked the New College Ad Hoc Committee for their hard work on the pros and cons. The CEPS faculty are taking a survey on this topic and will close next week. The Provost met with the Curriculum Committee to talk about some ideas on how to protect the integrity of curriculum as we go into RCM. Laura Milner will take over the day-to-day management of International Studies and Programs. Service for the new Executive Director is still on and will be interviewing in mid-July. Provost Levine thanked the Evaluation and Assessment Committee and Jeff Snedeker for their hard work on the Evaluation of Teaching proposal. She encouraged departments to consider using this if approved today.

OLD BUSINESS

New College Ad Hoc Committee

Motion No. 13-54(Written ballot 9 yes, 32 no, 4 abstentions motion failed): Do you favor the creation of two new colleges, in place of the current College of Education and Professional Studies?

VII. REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Academic Affairs Committee

Motion No. 13-47(Approved): Approve the changes to Academic Affairs Policies CWUP 5-90 as outlined in Exhibit N.

Motion No. 13-48(Approved as amended): Approve the changes to Academic Affairs Procedures CWUR 5-90 as outlined in Exhibit O.

Motion No. 13-48a(Approved): Senator Heurta moved to revise 5-90-020 (B) 2. to read: College in the High School courses must be academic in nature and at the 100-200 level. All courses must follow approved CWU syllabi (CWUP 5-90-040(37) and use textbooks approved by the department chair or chair designee." Senator Bartlett seconded.

Curriculum

Motion No. 13-49(Approve, 3 abstain): "Approve the Latin American Business Type A Certificate as outlined in Exhibit L."

Evaluation and Assessment Committee

Motion No 13-46(Approved as amended, 3 nay): "Endorse the Evaluation of Teaching Proposal as outlined in Exhibit M."

Motion No 13-46a(22 yes, 7 no, 3 abstain): Senator Bisgard moved to amend Motion No 13-46 to strike the first section on page 4 from "A college... to 100% horizontally." And on page 4 under Weighting of Teaching Parameters replace everything with "Overall evaluation must take into account all five teaching parameters." Senator Temple seconded.

Bylaws and Faculty Code

Motion No. 13-53(Approve): The Executive Committee moves to delay Motion 13-35 to the May 7,

2014 Faculty Senate meeting.

Motion No. 13-35(Delayed to May 7, 2014): Approve the changes to the Faculty Senate Bylaws as outlined in Exhibit A.

Motion No. 13-36(Second of three readings): Approve the changes to the Faculty Code as outlined in Exhibit B.

Motion No. 13-40(First of three readings): Approve the change to Faculty Code section II.B.1 Emeritus Faculty Appointments as outlined in Exhibit C.

Motion No. 13-41(First of three readings): Approve the change Faculty Code II.A. Election and Removal of Department Chairs as outlined in Exhibit D.

Motion No. 13-42(First of two readings): Approve the change to Faculty Senate Bylaws Section IV.A.3.a. as outlined in Exhibit E.

Motion No. 13-43(First of two readings): Approve the change to the Faculty Senate Bylaws Section X. A & B as outlined in Exhibit F.

Motion No. 13-44(First of three readings): Approve the change to the Faculty Code Section IV.K.1-6 as outlined in Exhibit G.

Motion No. 13-50(First of three readings): Approve the addition of definition of faculty language to the Faculty Senate Code Section I. as outlined in Exhibit H.

Motion No. 13-51(First of three readings): Approve the changes to sections 1.A.1 and IV.C of the Faculty Code to add "councils" to the language as outlined in Exhibit I.

Motion No. 13-52(First of two readings): Approve the changes to Sections III.B.10 and III.C.2 of the Faculty Senate Bylaws as outlined in Exhibit J.

Faculty Legislative Representative - No report

CHAIR: Chair Cheney indicated that the COACHE survey data should be out soon and can start a discussion this spring. The next Faculty Friday is this Friday, April 11th. Hope to have an email out soon for some forums regarding the Semester feasibility. There will be an Ethics workshop April 17 4:30-5:30. Chair Cheney encourage faculty to participate in commencement and order regalia by April 24th.

CHAIR-ELECT: Chair-Elect Whitcomb reminded everyone about the open Executive Committee meeting next Wednesday, April 16th at 3:10.

STUDENT REPORT: Kelcie reported that the ASCWU-BOD is currently in the process of reviewing University fee policies. The Fresh Air campaign passed and as of May 1 the patios and sidewalks surrounding the SURC will be a tobacco free zone. The Executive Vice President is working on recycling issues and awareness around campus. The VP for Legislative Affairs is planning a College Civics week and is the elections coordinator of the student government election. Last Monday they held the first annual Club Fair in the SURC with over 100 clubs taking part. Some of the goals this spring for the Student Academic Senate is addressing the Library hours the weekend before finals, gathering student input regarding SEOs and increasing student awareness of Satisfactory Academic Progress. If faculty have a student they think should apply for the Student Trustee position on the BOT those applications are due by April 21st.

NEW BUSINESS – Chair Cheney presented Jeff Snedeker with award Timm Ormsby award for citizenship civil engagement.

President Gaudino announced that this Saturday is Wildcat Day with 2000 potential freshman on campus.

Meeting was adjourned at 5:45 p.m.

Exhibit A

Bylaws attached

Exhibit B

Faculty Code attached

Exhibit C

Faculty Code Section II.B.1 Emeritus Faculty Appointments

Faculty, as described in the CBA, who are retiring from the university, may be retired with the honorary title of “Emeritus” status ascribed to their highest attained rank or title. The Emeritus status is recommended ~~by departmental action~~ for a faculty member whose teaching, scholarly, and service record is exemplary for their appointment. The normal criteria for appointment to the Emeritus faculty are ten (10) years of full-time service as a member of the teaching faculty. A simple majority of the eligible faculty in a department as defined in II.A.1.b must approve the granting of Emeritus status. However, the Board of Trustees may grant Emeritus status to any faculty member at their discretion.

Rationale: The language on how emeritus appointments are decided at the department level was somewhat vague. This language helps clarify the process.

Exhibit D

Faculty Code II.A.

Election and Removal of Department Chairs

1. Election of Department Chairs

- a. Department chairs are appointed to a four-year term.
- b. Department chairs are appointed upon the joint recommendation of the appropriate dean and department based on the process described below.
- c. For internal searches, each department holds an election to select its chair at a meeting presided over by the appropriate dean. The election of a chair is subject to the approval of the dean, the provost, the president, and the BOT.
- d. Only eligible faculty in a department shall vote. Eligible faculty include tenured and tenure-track faculty and non-tenure-track faculty holding the title of assistant professor or senior lecturer in that department as defined by the CBA. All eligible faculty shall be given a minimum of five (5) business days' notice of the meeting date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.
- e. The election result shall be determined by simple majority vote of eligible faculty. Ballots must be cast in person, by certified proxy, or by absentee ballot.
- f. In the case where three or more candidates are running, if no candidate receives a simple majority, there will be a runoff vote for the candidates receiving the two highest votes. If two or fewer candidates are running and no candidate receives a simple majority, the election will be considered a failed election and paragraph (g) below shall govern.
- g. In cases where no candidate achieves a majority vote in an election, the dean, in consultation with the provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.
- h. In consultation with the department faculty (identified in paragraph (d) above) and the provost, the appropriate dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.
- i. Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (e.g., academic year chair and summer term chair). Department policies must specifically address and delineate which one has the responsibility for department management decisions such as budget, personnel, and curricular matters.

2. Removal or Replacement of Chairs

- a. At any time, a simple majority of eligible faculty within a department may petition in writing to the appropriate dean for a review of the chair's effectiveness.
- b. If, after the review, the appropriate dean, in consultation with the provost, determines that a vote to recall and/or remove a department chair is warranted, the dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All

eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.

- c. The appropriate dean may remove a chair at any time after consulting with and considering input from the provost, the chair and the eligible faculty of the department, if in the judgment of the dean, removal is in the best interest of the department or the university.

3. Filling Temporary Chair Vacancies

- a. When a chair is to be absent from the campus for a quarter or more, including summer, the department shall elect an acting chair from within its ranks, in accordance with Section II.A.1. If for any reason the department is unable to elect an acting chair, the appropriate dean can appoint an acting chair for no more than one quarter.
- b. An elected acting chair may serve for a period of up to two (2) years.
- c. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair be elected.

Rationale: The new Collective Bargaining Agreement between CWU and UFC, signed on September 1st 2013, includes language concerning the election and replacement of department chairs. That language was largely copied from existing language in the Faculty Code, Section II.A. However, some changes were made, so that the language in the CBA now diverges from that in the Code in some respects.

The Faculty Senate's Executive Committee has decided that the language in the Code should be revised so as to duplicate the language that is now in the CBA.

Exhibit E

Bylaws IV.A.3:

- a. The Curriculum Committee shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy (section 5-10 of the CWU Policies Manual, Curriculum Policies and Procedures) of the university, shall cooperate with other individuals, groups or committees at the university in carrying out its duties, and shall do such other things as may be requested by or approved by the Executive Committee. The membership of the Curriculum Committee shall consist of:
 - i. two (2) faculty from each college,
 - ii. one (1) faculty from the Library,
 - iii. one (1) student selected by ASCWU,
 - iv. the Director of Academic Planning, ex-officio, non-voting, and
 - v. Deans / Associate Deans, ex-officio, non-voting.

Rationale: With the implementation of RCM, resource decisions from the college level will become more important to the Curriculum Committee.

Exhibit F

BYLAWS:

X. Amendment of Bylaws

A. Amendment process

Amendments to these Bylaws must normally be introduced by at least three (3) members of the Senate in written petition to the Executive Committee. In particular, amendments may be introduced by the Bylaws and Faculty Code Committee (see IV.A.3.d). The Executive Committee must then present the proposed amendment(s), in any modified form mutually agreed upon by the Executive Committee and the petitioners, at the next Senate meeting, with formal adoption deferred until the subsequent meeting. Adoption of amendments will require a two-thirds majority of those present and voting. Amendments shall go into effect immediately upon approval, unless otherwise specified.

B. Exception for purely clerical amendments

Purely clerical amendments (i.e., to spelling, grammar, structure, or organization) that do not affect content may go into effect without a Senate vote. If the Bylaws and Faculty Code Committee votes unanimously that an amendment is purely clerical; and if the Executive Committee votes unanimously in agreement; then, and only then, the amendment may go into effect without being read and voted on by the Senate. If any member of either of these two committees does not agree that the amendment is purely clerical, the amendment process must proceed as specified in paragraph A.

Rationale: Currently all amendments to the Bylaws must go through the Faculty Senate including changes that are structural, grammatical or organizational. This change would allow amendments that are viewed as purely clerical by the Bylaws and Faculty Code committee and approved by the Faculty Senate Executive Committee be changed without going through the full Faculty Senate.

Exhibit G

CODE, Section IV:

K. Amendment Process

1. Amendments to the Code may be proposed only by members of the Senate.
2. Copies of all amendments shall normally be sent to all members of the Senate, and must be formally read and incorporated in the minutes of two consecutive Senate meetings. But for an exception, see paragraph 5 below.
3. An amendment may be voted on during the meeting following the meeting in which the proposal was read for a second time. Approval of an amendment requires a two-thirds vote.
4. Upon final approval of an amendment to the Code, the motion number and date shall be noted in the revised language.
5. Purely clerical amendments (i.e., to spelling, grammar, structure, or organization) that do not affect content can be an exception to paragraphs 2-4. If the Bylaws and Faculty Code Committee votes unanimously that an amendment is purely clerical; and if the Executive Committee votes unanimously in agreement; then, and only then, the amendment may be presented to the BOT for approval without being read and voted on by the Senate. If any member of either the Bylaws and Faculty Code Committee or the Executive Committee does not agree that the amendment is purely clerical, the amendment process must proceed as specified in paragraphs 2-4.
6. All amendments are subject to final approval by the BOT.

Rationale: Currently all amendments to the Faculty Code must go through the Faculty Senate including changes that are structural, grammatical or organizational. This change would allow amendments that are viewed as purely clerical by the Bylaws and Faculty Code committee and approved by the Faculty Senate Executive Committee be changed without going through the full Faculty Senate.

Exhibit H

Section I. FACULTY RIGHTS AND RESPONSIBILITIES

A. Faculty and Voting Faculty – Defined

1. The word “faculty” as used in this Code shall mean only the following individuals employed by the university:
 - a. Those individuals who conduct scholarship; who teach, coach, or supervise students; or who engage in similar academic endeavors in which students receive credit or academic benefit; and
 - i. who hold the academic rank of professor, associate professor, assistant professor, or emeritus professor; or
 - ii. who hold the professional designation of senior research associate, research associate, senior lecturer, lecturer, visiting professor or coach.
 - b. Those individuals who occupy an administrative post, and who hold one of the academic ranks or professional designations listed in 1.a. above, and who hold academic tenure.
 - c. Those individuals who serve as librarians or professional media specialists or as members of the counseling or testing services, and who hold one of the academic ranks or professional designations listed in 1.a. above.
2. The word “faculty” as used in this Code shall not apply to any employees of the university other than those listed in A.1 above. Thus employees such as civil service employees, civil service exempt employees without academic rank, or student employees are not entitled to the rights and privileges of this Code unless specific Code provisions make such allowances.
3. The term “voting faculty” as used in this code shall mean only the following individuals:
 - a. faculty whose workload assignment in a given year is at least 50% devoted to teaching or research, and no more than 50% to administrative duties; and
 - b. department chairs (who shall be an exception to the workload criterion stated in 3.a. above).

B. Faculty Rights

1. All faculty members have the right to:
 - a. participate in faculty and university governance by means of activities on departmental, college, university, and Senate committees and through a system of elected faculty representatives;
 - b. be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution;
 - c. academic freedom as set forth in the 1940 *Statement of Principles on Academic Freedom and Tenure*, American Association of University Professors (AAUP) and Association of American Colleges, now the Association of American Colleges and Universities (AAC&U), with 1970 *Interpretive Comments* (AAUP), and the CBA;
 - d. access to their official files, in accordance with the CBA.
2. All and only voting faculty have the right, if elected, to serve as:
 - a. a voting member of the Faculty Senate;
 - b. an officer of the Senate;
 - c. a voting faculty member of Senate standing or ad hoc committees.

Rationale: Definition of faculty used to exist in the Faculty Code prior to the establishment of the first

Collective Bargaining Agreement (CBA). That language was removed when the CBA was approved. However, there currently is no definition of faculty even though the CBA refers to the Faculty Code for such a definition. This is correcting that issue.

Exhibit I

Faculty Code Section I Faculty Rights and Responsibilities

A. Faculty Rights

All faculty members have the right to:

1. Participate in faculty and university governance by means of a system of elected faculty representatives on committees and councils at the ~~activities on~~ departmental, college, university, and Senate levels ~~committees and through a system of elected faculty representatives~~;

Faculty Code Section IV Faculty Senate

C. Officers of the Senate

The faculty shall elect members of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The Senate shall elect the chair-elect of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The Senate chair shall be the presiding officer at all meetings of the Senate, at any faculty forum, and at general faculty meetings upon request of the president of the university. The chair shall serve as official representative and spokesperson of the faculty and the Senate in communication with the faculty, the BOT, the administration, the student body, and other groups regarding matters that are not mandatory subjects of bargaining. In this capacity, the chair shall have ex-officio voting membership on ~~select~~ all major university committees and councils. As chief executive officer of the Senate, the chair shall coordinate and expedite its business and committees.

Rationale: Section 1 is being amended to specify councils as well as committees to make it clear that faculty have the right to representation on such groups. Section IV. C is to specify that the Senate chair should have voting membership on all major university committees and councils.

Exhibit J

Senate Bylaws, Section III Executive Committee

B. Powers and Duties

[Paragraphs 1-9 unchanged]

10. to forward nominations for faculty positions on university standing committees and councils to the president and provost;

C. Officers

2. Chair

The chair shall be the presiding officer at all meetings of the Senate, at any Faculty Forum, and at general faculty meetings upon request by the president of the university. The chair shall serve as official representative and spokesperson of the Senate in communication with the faculty, and in this capacity shall have ex-officio voting membership upon all major ~~administrative-university~~ committees and councils. As chief executive officer of the Senate, the chair shall coordinate and expedite the business and budgets of the Senate and its committees.

Rationale: Section III. B.10 and C.2 are being amended to include councils as well as committees.

Exhibit K

BA Geology

Program and Narrative Change - Major, Specialization, Minor, or Certificate

Effective Fall Quarter 2014

Department: Geological Sciences Submission Date: Dec. 19, 2013

Type of Program Change: (check all that apply) ☒ Course Addition(s) ☒ Course Deletion(s) ☐ Title
☐ Credit Change [Click here for policy 5-50-080 \(5\)](#) ☐ Admission Requirements ☒ Narrative ☐ Grade Requirements

Program type: ☒ Major ☐ Specialization ☐ Minor ☐ Certificate

Program Complete Name: Geology Major, BA

Proposed New Name: _____

Description of change:

We are proposing a comprehensive change to the BA in Geology, including (1) describing the major and potential career paths in the narrative, (2) adding several new courses and deleting a few courses from the core required courses, (3) and adding a required course that focuses on scientific communication. We are also adding a description of how this major could be paired with the Professional Education program to lead to certification in teaching Earth science at the secondary level.

Justification for change including increase of credits, if applicable:

The primary goal of these changes is to target a new audience of students that are interested in the geosciences but seek careers in communicating geoscience rather than in doing research or other scientific work. We therefore (1) list potential majors and minors that the BA would pair well with in the narrative, and describe several options for careers (including teaching) to better inform students of the options and to differentiate it from other majors. We (2) redistributed courses in the core to better reflect the breadth of content in natural history museums, national parks, and the science competency exam for teachers, and (3) added a course in communicating science through a variety of means.

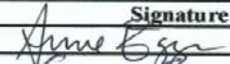
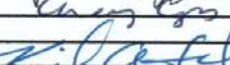
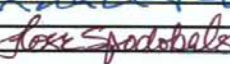
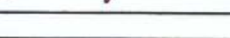
Are any courses being deleted or added from another department? ☒ Yes ☐ No

If yes, the dept. chair and college dean must sign this form or it will be returned to the originator.

Is this program part of the Teacher Preparation Program? ☐ Yes ☒ No If yes, send to CTL (MS 7415) for signature

Signatures: This form needs to be submitted to the next applicable signature level within 10 working days.

[Click here for curriculum flow chart.](#)

Approval	Signature	Printed Name	Date
Originator		Anne Egger	12/20/13
Department Chair(s)		Carey Gazis	12/20/13
College Dean(s)		see attached Kirk Johnson	1-6-14
Registrar Services (MS 7465)			1.11.14
Center for Teaching & Learning (if applicable)			
Graduate Studies (if applicable) (MS 7510)			

The following documents must be attached to this form or it will be returned to the originator.

Attachments: ☒ Program Outcomes and Assessment Form ([Click here for form](#))
☒ A Strike out copy showing all deletions (strike-out) and additions (underlined)
☒ A clean copy of the program as you want it to appear in the catalog.

Revised 9/09

RECEIVED

JAN 08 2014

Central Washington University
Registrar Services, TAC

**Signatures for changes to
Geology Major, BA**

Approval	Signature	Printed name	Date
ANTH Chair		Kathleen Barlow	
COM Chair		César García	
ENG Chair		George Drake	
ENST Chair		Anne Johansen	
PHYS Chair		Andy Piascek	
SCED Chair		Martha Kurtz	

See attached email approval

Geology Major, BA

(NOTE: Students seeking a BA degree must complete one year college/university study or two years high school study of a single world language.)

The BA degree is designed for students planning professional careers in the geosciences and for those preparing to incorporate geosciences into broader careers such as teaching, educational outreach, resource management, environmental planning, business, or law. The BA degree may be an appropriate prerequisite for some graduate programs, but a BS is generally recommended for those students who anticipate pursuing a graduate degree or career in the geological sciences. Election of this major will allow students to choose supporting courses from disciplines such as computer science, mathematics, and physics or other physical or biological sciences, or from disciplines as diverse as anthropology, environmental studies, or geography.

The BA in Geology pairs well with minors or double majors in Communication, Computer Science, Energy Studies, Environmental Studies, Museum Studies (Anthropology), Science Education K-8, and any other study that requires fundamental scientific skills with an emphasis on communication.

This major satisfies the criteria for an endorsement in Earth science teaching at the high school, middle, or junior high levels. Students who seek a teaching endorsement are required to complete the Professional Education Program requirements offered through the Department of Educational Foundations and Curriculum. Students completing this program are required to demonstrate proficiency of student learning outcomes through a program portfolio prior to student teaching. In addition to the above requirements, students must pass the WEST-E exam for Earth science to receive an Earth science endorsement and must take SCED 301, SCED 324, SCED 325, and SCED 487 to meet Science Teaching Program competencies.

Required Courses (52-55 credits) ✓

GEOL 101 - Physical Geology Credits: (4) OR
 GEOL 103 - Geology of Washington Credits: (4) AND
 GEOL 101LAB - Physical Geology Laboratory Credits: (1)
PHYS 101 - Introduction to Astronomy Credits: (5) OR
PHYS 102 - Introduction to Astronomy Credits: (4)
 GEOL 200 - Earth's Evolution and Global Change Credits: (5)
 GEOL 210 - Introduction to Geologic Field Methods Credits: (4)
 GEOL 305 - Quantitative Reasoning for Geoscientists Credits: (4)
 GEOL 320 - Rocks and Minerals Credits: (5)
GEOL 351 - Geology of the Pacific Northwest Credits: (3)
GEOL 380 - Natural Hazards Credits: (5) OR
GEOL 382 - Earth Resources Credits: (4)
GEOL 384 - Ocean, Atmosphere, and Climate Interactions Credits: (4)
GEOL 346 - Mineralogy Credits: (5)
GEOL 360 - Structural Geology Credits: (5)
 GEOL 370 - Sedimentology and Stratigraphy Credits: (5)
GEOL 386 - Geomorphology Credits: (5)
GEOL 493 - Field Methods in Environmental Geology Credits: (4) OR
GEOL 490 - Cooperative Education Credits: (3)
 GEOL 487 - End-of-major Review Seminar Credits: (1)
 GEOL 489 - Geologic Field Methods Credits: (6-12)

Electives selected from the following: (17-20) (8-10 credits)

Students must take two additional department-approved electives.

GEOL 377 - Regional Natural History Credits: (2)
 GEOL 377LAB - Regional Natural History Credits: (3)

Geology Major, BA

Catalog Strikeout

~~GEOL 423 - The Cryosphere Credits: (5)~~
~~GEOL 432 - Field Geodetic Techniques Credits: (3)~~
~~GEOL 434 - Petroleum Geology Credits: (5)~~
~~GEOL 441 - Climate Variability and Climate Change Credits: (5)~~
~~GEOL 452 - Geophysics Credits: (4)~~
~~GEOL 456 - Geodynamics Credits: (5)~~
~~GEOL 474 - Quaternary Geology Credits: (4)~~
~~GEOL 475 - Petrography and Petrogenesis Credits: (5)~~
~~GEOL 478 - Volcanology Credits: (5)~~
~~GEOL 483 - Isotope Geochemistry Credits: (5)~~
~~GEOL 484 - Geochronology Credits: (5)~~
~~GEOL 488 - Senior Colloquium in Geology Credits: (4)~~

Must take at least one of the following courses:

~~GEOL 380 - Environmental Geology and Natural Hazards Credits: (4)~~
~~GEOL 386 - Geomorphology Credits: (5)~~
~~GEOL 415 - Earthquake Geology and Neotectonics Credits: (5)~~
~~GEOL 425 - Environmental Geochemistry Credits: (5)~~
~~GEOL 445 - Hydrogeology Credits: (5)~~
~~GEOL 452 - Geophysics Credits: (4)~~

Select one of the following courses: (2-5 credits)

~~ANTH 361 - Museum Exhibit Design Credits: (4)~~
~~COM 207 - Introduction to Communication Studies Credits: (4)~~
~~ENG 310 - Technical Writing Credits: (4)~~
~~ENST 330 - Environmental Leadership and Advocacy Credits: (5)~~
~~GEOL 306 - Communicating Geoscience Credits: (3)~~
~~SCED 411 - Field Experience Communicating Science to the Public Credits: (2)~~

BA Required and Elective Courses Total Credits: 62-70 ✓

Allied Science Requirements for Bachelor of Arts Degree

~~MATH 154 - Pre-calculus Mathematics II Credits: (5)~~

Select ~~10 credits~~ *10 credits* from the following: (10 credits)

~~CHEM 111 - Introductory Chemistry Credits: (4)~~
~~CHEM 111LAB - Introductory Chemistry Laboratory Credits: (1)~~
~~CHEM 112 - Introduction to Organic Chemistry Credits: (4)~~
~~CHEM 112LAB - Introduction to Organic Chemistry Laboratory Credits: (1)~~
~~CHEM 113 - Introduction to Biochemistry Credits: (4)~~
~~CHEM 113LAB - Introduction to Biochemistry Laboratory Credits: (1)~~
~~CHEM 181 - General Chemistry I Credits: (4)~~
~~CHEM 181LAB - General Chemistry Laboratory I Credits: (1)~~
~~CHEM 182 - General Chemistry II Credits: (4)~~
~~CHEM 182LAB - General Chemistry Laboratory II Credits: (1)~~
~~CHEM 183 - General Chemistry III Credits: (4)~~
~~CHEM 183LAB - General Chemistry Laboratory III Credits: (1)~~
~~MATH 172 - Calculus I Credits: (5)~~
~~MATH 173 - Calculus II Credits: (5)~~
~~MATH 311 - Statistical Concepts and Methods Credits: (5)~~
~~PHYS 111 - Introductory Physics Credits: (4)~~
~~PHYS 111LAB - Introductory Physics Laboratory Credits: (1)~~
~~PHYS 112 - Introductory Physics II Credits: (4)~~
~~PHYS 112LAB - Introductory Physics Laboratory II Credits: (1)~~
~~PHYS 113 - Introductory Physics III Credits: (4)~~
~~PHYS 113LAB - Introductory Physics Laboratory III Credits: (1)~~

Geology Major, BA

Catalog Strikeout

PHYS 181 - General Physics Credits: (4)
PHYS 181LAB - General Physics Laboratory Credits: (1)
PHYS 182 - General Physics II Credits: (4)
PHYS 182LAB - General Physics Laboratory II Credits: (1)
~~PHYS 183 - General Physics III Credits: (4)~~
~~PHYS 183LAB - General Physics Laboratory III Credits: (1)~~

BA Allied Science Total Credits: 15 ✓

| **Bachelor of Arts Total Credits: 77-86 77-85** ✓

Geology Major, BA

(NOTE: Students seeking a BA degree must complete one year college/university study or two years high school study of a single world language.)

The BA degree is designed for students preparing to incorporate geosciences into broader careers such as teaching, educational outreach, resource management, environmental planning, business, or law. The BA degree may be an appropriate prerequisite for some graduate programs, but a BS is recommended for students who anticipate pursuing a graduate degree or career in the geological sciences.

The BA in Geology pairs well with minors or double majors in Communication, Computer Science, Energy Studies, Environmental Studies, Museum Studies (Anthropology), Science Education K-8, and any other study that requires fundamental scientific skills with an emphasis on communication.

This major satisfies the criteria for an endorsement in Earth science teaching at the high school, middle, or junior high levels. Students who seek a teaching endorsement are required to complete the Professional Education Program (PEP) requirements offered through the Department of Educational Foundations and Curriculum. Students completing this program are required to demonstrate proficiency of student learning outcomes through a program portfolio prior to student teaching. In addition to the above requirements, students must pass the WEST-E exam for Earth science to receive an Earth science endorsement and must take SCED 301, SCED 324, SCED 325, and SCED 487 to meet Science Teaching Program competencies (these courses substitute for EFC 350 and EFC 416 in the PEP).

Required Courses (52-55 credits)

GEOL 101 - Physical Geology **Credits:** (4) *OR*

GEOL 103 - Geology of Washington **Credits:** (4) *AND*

GEOL 101LAB - Physical Geology Laboratory **Credits:** (1)

PHYS 101 – Introduction to Astronomy **Credits:** (5) *OR*

PHYS 102 – Introduction to Astronomy **Credits:** (4)

GEOL 200 - Earth's Evolution and Global Change **Credits:** (5)

GEOL 210 - Introduction to Geologic Field Methods **Credits:** (4)

GEOL 305 - Quantitative Reasoning for Geoscientists **Credits:** (4)

GEOL 320 - Rocks and Minerals **Credits:** (5)

GEOL 351 – Geology of the Pacific Northwest **Credits:** (3)

GEOL 380 – Natural Hazards **Credits:** (5) *OR*

GEOL 382 – Earth Resources **Credits:** (4)

GEOL 384 – Ocean, Atmosphere, and Climate Interactions **Credits:** (4)

GEOL 370 - Sedimentology and Stratigraphy **Credits:** (5)

GEOL 386 – Geomorphology **Credits:** (5)

GEOL 493 – Field Methods in Environmental Geology **Credits:** (4) *OR*

GEOL 490 – Cooperative Education **Credits:** (3)

GEOL 487 - End-of-major Review Seminar **Credits:** (1)

Electives (8-10 credits)

Students must take two additional department-approved electives.

Fall 2013

Geology Major, BA Catalog

1
Clean Copy

Select one of the following courses: (2-5 credits)

ANTH 361 – Museum Exhibit Design **Credits:** (4)

COM 207 – Introduction to Communication Studies **Credits:** (4)

ENG 310 – Technical Writing **Credits:** (4)

ENST 330 – Environmental Leadership and Advocacy **Credits:** (5)

GEOL 306 – Communicating Geoscience **Credits:** (3)

SCED 411 – Field Experience Communicating Science to the Public **Credits:** (2)

BA Required and Elective Courses Total Credits: 62-70

Allied Science Requirements for Bachelor of Arts Degree

MATH 154 - Pre-calculus Mathematics II **Credits:** (5)

Select 10 credits from the following: (10)

CHEM 111 – Introductory Chemistry **Credits:** (4)

CHEM 111LAB - Introductory Chemistry Laboratory **Credits:** (1)

CHEM 112 - Introduction to Organic Chemistry **Credits:** (4)

CHEM 112LAB - Introduction to Organic Chemistry Laboratory **Credits:** (1)

CHEM 181 - General Chemistry I **Credits:** (4)

CHEM 181LAB - General Chemistry Laboratory I **Credits:** (1)

CHEM 182 - General Chemistry II **Credits:** (4)

CHEM 182LAB - General Chemistry Laboratory II **Credits:** (1)

MATH 172 - Calculus I **Credits:** (5)

MATH 173 - Calculus II **Credits:** (5)

PHYS 111 - Introductory Physics **Credits:** (4)

PHYS 111LAB - Introductory Physics Laboratory **Credits:** (1)

PHYS 112 - Introductory Physics II **Credits:** (4)

PHYS 112LAB - Introductory Physics Laboratory II **Credits:** (1)

PHYS 181 - General Physics **Credits:** (4)

PHYS 181LAB - General Physics Laboratory **Credits:** (1)

PHYS 182 - General Physics II **Credits:** (4)

PHYS 182LAB - General Physics Laboratory II **Credits:** (1)

BA Allied Science Total Credits: 15

Bachelor of Arts Total Credits: 77-85

Fall 2013

2

Re: changes to Geology BA requiring your signature

Subject: Re: changes to Geology BA requiring your signature
From: George Drake <DrakeG@cwu.EDU>
Date: 12/20/13, 1:17 PM
To: Anne Egger <annegger@Geology.cwu.EDU>

Hi Anne,

I approve the addition of ENG 310 to the Geology BA.

Just to save you a few trips, I can say from experience that the curriculum committee will accept this kind of a change with just an email record from the affected department.

We're also looking at an alternative to ENG 310 that will focus on science writing, and I'll let you know when that's in place.

George

George Drake
Chair, Department of English
Central Washington University
Ellensburg, WA 98926-7558
drakeg@cwu.edu
509/963-1552
Fax: 509/963-1561
www.cwu.edu/~drakeg

| | | Anne Egger <annegger@Geology.cwu.EDU> 12/20/2013 1:06 PM >>>
Hello all,

The geology department is currently in the process of proposing several changes to our programs. One of the most significant changes is a complete re-envisioning of our BA. Whereas in the past, this program was often considered a fallback for students who were in the BS but not able to pass the required math courses, we are proposing the revised BA program as a major for students who are interested in geoscience but would like to focus on communicating or teaching science rather than doing research or technical work. The revised BA can also be paired with the Professional Education Program for students seeking certification in Earth science as a middle or secondary teacher, similar to the Physics BA.

The reason why I am contacting all of you is that we added a required course focused on some aspect of communicating science. The students will select one of a set of courses:

ANTH 361 – Museum Exhibit Design Credits: (4)
COM 207 – Introduction to Communication Studies Credits: (4)

Re: changes to Geology BA requiring your signature

ENG 310 – Technical Writing Credits: (4)
ENST 330 – Environmental Leadership and Advocacy Credits: (5)
GEOL 306 – Communicating Geoscience Credits: (3)
SCED 411 – Field Experience Communicating Science to the Public
Credits: (2)

And we are adding an astronomy course in physics to cover content for Earth and space science in the middle and high schools.

I've attached the catalog clean copy of the new program so that you can see how it fits in context. Please let me and Carey Gazis know if you have any questions or concerns.

If you are around today, I'd be happy to run over and get your signature; if not, Carey or I will catch you the first week of classes.

Thank you!
anne

--
Anne E. Egger
Assistant Professor
Geological Sciences and Science Education
Central Washington University
400 E. University Way
Ellensburg, WA 98926-7418

509-963-2870
anneegger@geology.cwu.edu

Re: changes to Env Geol Sci BS requiring your signature

Subject: Re: changes to Env Geol Sci BS requiring your signature
From: Anne Johansen <johansea@cwu.EDU>
Date: 12/20/13, 1:56 PM
To: Anne Egger <annegger@Geology.cwu.EDU>
CC: Carey Gazis <cgazis@Geology.cwu.EDU>

Hi Anne,

I got both your e-mails and I talked to Carey. We'll make sure I get the two forms signed.

Thanks. Have a great break,

Anne

>>> Anne Egger <annegger@Geology.cwu.EDU> 12/20/2013 01:09 PM >>>
Kathleen and Anne,

We are also adding a couple of courses to the electives in the Environmental Geological Sciences BS that require your signature. This time, I've attached the catalog strike-out copy so that it is clearer what we are adding. Again, please let me and Carey know if you have any questions or concerns, and one of us can stop by to get your signatures.

anne

On 12/20/13, 1:06 PM, Anne Egger wrote:

> Hello all,

>

> The geology department is currently in the process of proposing
> several changes to our programs. One of the most significant changes
> is a complete re-envisioning of our BA. Whereas in the past, this
> program was often considered a fallback for students who were in the
> BS but not able to pass the required math courses, we are proposing
> the revised BA program as a major for students who are interested in
> geoscience but would like to focus on communicating or teaching
> science rather than doing research or technical work. The revised BA
> can also be paired with the Professional Education Program for
> students seeking certification in Earth science as a middle or
> secondary teacher, similar to the Physics BA.

>

> The reason why I am contacting all of you is that we added a required
> course focused on some aspect of communicating science. The students
> will select one of a set of courses:

>

Re: changes to Env Geol Sci BS requiring your signature

- > ANTH 361 – Museum Exhibit Design Credits: (4)
- > COM 207 – Introduction to Communication Studies Credits: (4)
- > ENG 310 – Technical Writing Credits: (4)
- > ENST 330 – Environmental Leadership and Advocacy Credits: (5)
- > GEOL 306 – Communicating Geoscience Credits: (3)
- > SCED 411 – Field Experience Communicating Science to the Public
- > Credits: (2)
- >
- > And we are adding an astronomy course in physics to cover content for
- > Earth and space science in the middle and high schools.
- >
- > I've attached the catalog clean copy of the new program so that you
- > can see how it fits in context. Please let me and Carey Gazis know if
- > you have any questions or concerns.
- >
- > If you are around today, I'd be happy to run over and get your
- > signature; if not, Carey or I will catch you the first week of classes.
- >
- > Thank you!
- > anne
- >

--

Anne E. Egger
Assistant Professor
Geological Sciences and Science Education
Central Washington University
400 E. University Way
Ellensburg, WA 98926-7418

509-963-2870
annegger@geology.cwu.edu

Exhibit L

Latin American Business Certificate A

New Major, Specialization, Minor or Certificate

Department: College of Business- Center for Latino and Latina American Studies Submission Date: 1/06//2014

For Majors Only:

Degree Type: (B.A., B.S., etc.) _____

Major Title: _____

For Specializations Only:

Major Title: _____

[Click here for specialization definition.](#)

Specialization Title: _____

For Minors Only:

Title: _____

[Click here for minor definition.](#)

For Certificates Only:

Title: _____

Latin American Business Certificate

Type: ☒ A ☐ B ☐ [Click here for certificate definition.](#)

Implementation Quarter or Term: FALL 2014

Catalog Year: 2014-2015

Is all or part of this program offered on-line?

☐ Yes

☒ No

If yes, what percentage? _____

Locations to be offered:

☒ Ellensburg

☒ Des Moines

☐ Lynnwood

☐ Wenatchee

☒ Yakima

☐ Moses Lake

☐ Pierce County

☐ Kent

☐ Everett

☐ Other

The following items MUST be submitted concurrently with this cover page:

1. Completed Summary Page

[Click here for form.](#)

2. Electronic copy in Word

3. New Course Form(s), if applicable

[Click here for form.](#)

4. Programmatic Goals and Assessments

[Click here for form.](#)

5. Program narrative, admissions, and courses as it will be listed in the catalog.

5. Please sign, print name, date, and forward to next applicable signatory.

	Signature	Printed Name
Originator	<i>Stella Moreno</i>	Dr. Stella Moreno
Department Chair	<i>Stella Moreno</i>	Dr. Stella Moreno
College Deans	<i>[Signature]</i>	Drs. M. Morgan; K. Martel
Provost or Designee (MS 7503)		
Registrar (for review - MS 7465)	<i>[Signature]</i>	SPODOBASKI 2-18-14
Ctr for Teaching & Learning (Ed.)(If applicable-MS 7415)		
Graduate Studies (If applicable - MS 7510))		

FSCC Approved: _____

Faculty Senate Approved: JAN 10 2014

Central Washington University
Registrar Services, TAC

Certificate in Latin American Business

The certificate in Latin American Business prepares students for working within an emerging economy orientated toward Latin American. It combines an overview of the nuances of the regional economy with an introduction to Latin American's cultural and historical development. Topics will include an introduction to Latin American culture and philosophy, corporate-government relations, twentieth-century history, regional development, and business strategies. It can be supplemented with study abroad opportunities and language study (French, Spanish, Portuguese).

There are two tracks: one for College of Business majors and one for non-business majors.

Required Courses:

- LAS 102—Introduction to Latin American Studies **Credits:** (5) **(online)**
- ECON 101—Economic Issues **Credits:** (5) **OR**
- ECON 102—World Economic Issues **Credits:** (5)
OR
- ECON 201—Principles of Economics Micro **Credits:** (5)
- COM 471—Corporate Communication in Latin America **Credits:** (4)
- **No prerequisites required for the Latin American Business Certificate**

Track for Business majors:

Choose 2 of the following courses:

- HIST 328—Modern Latin America **Credits:** (5)
OR
 - HIST 321—Latin American History through Film, Art, Music **Credits:** (5)
-
- SPAN 310—Hispanic Civilizations and Cultures **Credits:** (4)
OR
 - GEOG 368—Geography of Middle America **Credits:** (5)
OR
 - GEOG 370—Geography of South America **Credits:** (5)

Track for Non-business majors:

Choose 2 of the following courses:

- MGT 380—Organizational Management **Credits:** (5) Management Dpt.
- MKT 360—Principles of Marketing **Credits:** (5) Management Dpt.
- HRM 381—Management of Human Resources **Credits:** (5) Management Dpt.

Total = 23- 24 credits

CWU Student Learning Outcome Assessment Plan Preparation Form

Department College of Business and Center for Latino and Latin American Studies housed in the College of Arts and Humanities

Program LATIN AMERICAN BUSINESS CERTIFICATE

Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population) **	When Assessed (term, dates) ***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
Student ability to identify cultural and socio-political differences of the USA and the Latin American countries to effectively strategize corporate markets in Latin America.	Enhancement of student academic and professional opportunities in the USA and abroad	To offer an academic education that fosters regional community growth and understanding of international business	Test, surveys, presentations, Research papers: Country Case Studies.	CWU student population: Ellensburg campus and regional centers	2014-2015	University resources and Faculty commitment to student success; College of Business and the Center for Latino and Latin American Studies housed at the College of Arts and Humanities new academic development in view of the prominent regional emergent Latin American economy.
Ability to understand the role of Public Relations and integrative communication skills in the development of business in the Latin American countries.	Enhancement of student academic and professional opportunities in the USA and abroad	To offer an academic education that fosters regional community growth and understanding of international business	Test, surveys, presentations, Research papers; Communication abilities: written and oral skills	CWU student population: Ellensburg campus and regional centers	2014-2015	University resources and Faculty commitment to student success; College of Business and the Center for Latino and Latin American Studies of the College of Arts and Humanities new academic development in view of the prominent emergent Latin American economy.
Ability to establish new business and/or markets in the Latin American countries based on the understanding of the socio-political spectrum and its impact on the economic development of the Latin American countries.	Enhancement of student academic and professional opportunities in the USA and abroad	To offer an academic education that fosters regional community growth and understanding of international business	Test, surveys, presentations, Research papers: Country Case Studies	CWU student population: Ellensburg campus and regional centers	2014-2015	University resources and Faculty commitment to student success; College of Business and the Center for Latino and Latin American Studies of the College of Arts and Humanities new academic development in view of the prominent emergent economy in Latin America.

CWU Department/Program Assessment Plan Preparation Form
Department: College of Business – Center for Latino and Latin American Studies, Program housed at College of Arts and Humanities

Program: Latin American Business Certificate

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
To offer students the opportunity to acquire an international knowledge and vision of the particular features and challenges of the emergent business in Latin America.	Enhancement of student educational and professional opportunities within the Latin American economic parameters.	Provide academic resources for internationalization of the curriculum and business opportunities abroad	Tests and presentations on comparison and contrast of cultural differences between the USA and the Latin American countries for the development of business in the region. Research papers on studies of international corporations operating in Latin America: cultural profiles and challenges.	CWU Students enrolled in the program. Ellensburg Campus and Regional Centers. Assessed knowledge of Latin American countries cultural profiles and entrepreneurial developments.	Academic year 2014- 2015	University resources and Faculty commitment to student success; Colleges academic development in an increasing global economy and Latin American current emergent markets.

Ability to apply major principles of business and economics to achieve entrepreneurial success across all landscapes of Latin America.	Enhancement of student academic and professional opportunities in the USA and abroad	To offer an academic education that fosters regional community growth and understanding of international business	Test, surveys, presentations, Research papers: Country Case Studies	CWU student population: Ellensburg campus and regional centers	2014-2015	University resources and Faculty commitment to student success; College of Business and the Center for Latino and Latin American Studies of the College of Arts and Humanities new academic development in view of the prominent emergent Latin American economy.
--	--	---	---	--	-----------	---

Many courses are offered online; thus, the program is available to students at CWU Ellensburg campus; and CWU Regional Centers.

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

Exhibit M

Proposal to the Faculty Senate from the FS Evaluation and Assessment Committee, March 5, 2014

In response to charge EA 13-14.03, "Continue work on comprehensive look at evaluation of faculty teaching that could be used as part of every department's retention, tenure and promotion guidelines," **the Faculty Senate Evaluation and Assessment Committee recommends that colleges and departments consider the following four (4) guidelines for the evaluation of teaching:**

1. Evaluation of faculty teaching should be expressed in terms of the following parameters:

- Content Expertise
- Instructional Design Skills
- Instructional Delivery Skills
- Instructional Assessment Skills
- Course Management

For suggestions regarding how these parameters can be understood and evaluated, see "I. Descriptions of Teaching Parameters" below.

2. These five parameters should be evaluated using:

- Student Evaluation
- Peer Evaluation
- Supervisor Evaluation
- Self-Evaluation

For suggestions regarding the possible roles of these participants in evaluating these parameters, see "II. Roles of Participants in Evaluation" below.

3. Formative vs. Summative Assessment

When determining the roles of Formative and Summative Assessment, it is recommended that colleges and departments have clear timelines for formative and summative assessments in terms of the entire review period in question. Specifically, over the review period, teaching evaluations should initially emphasize formative assessment, with increasing emphasis on summative, based on the following parameters that are rooted in prevailing research on evaluation of teaching:

- Progress/continued success in all teaching parameters
- Responsiveness to recommendations made for improvement
- Contributions to curriculum and/or program needs (current and potential)
- Student progress and achievement
- Growth in faculty reputation and recognition in teaching

4. "Effective" and "Excellent" teaching

University policies recognize a distinction between "Effective" and "Excellent" teaching.

Distinctions should be established by each college and department, with criteria emphasizing evidence of or levels of success in:

- All teaching parameters
- Responsiveness to recommendations made for improvement

- Contributions to curriculum and/or program needs (current and potential)
- Student progress and achievement
- Growth in faculty reputation and recognition received

The following descriptions are also advisory, designed to offer guidance to colleges and departments in evaluating and establishing their own criteria that are aligned with the parameters above, in understanding the roles of each participant in the evaluation parameters, in combining and weighting the information gathered. All are supported by prevailing research in the evaluation of teaching.

I. Descriptions of Teaching Parameters

A. Content Expertise includes both actual expertise that can be evaluated by peers and supervisor, and perceived expertise as evaluated by students. The parameters of content expertise may include but are not limited to: evidence of faculty currency in the field, accuracy and appropriate level of information presented to students, and the students' confidence in the instructor's knowledge of the content.

B. Instructional Design Skills may include but are not limited to the designing and sequencing of information or activities to promote learning/achievement. Peers are in the best positions to evaluate course syllabi, appropriateness of learner objectives, handouts, media used, content organization, grading standards and tools. Students also participate by adding their perceptions of course difficulty, grading standards, connections of content to examinations, sequencing of information, etc.

C. Instructional Delivery Skills involve human interaction—the ability to motivate, generate enthusiasm, and communicate effectively using various forms of transmittal—thus contributing to the creation of an environment conducive to learning. These skills may include clarity in oral and written communication and presentation skills, as well as the use of technology appropriate to content and setting (lecture, lab, online, etc.). Written skills may include but are not limited to clarity of syllabi, handouts, feedback to students, graphs/charts/maps, notes, case studies, etc. Skills in technology may include but are not limited to utilization of video, audio, computers, software, web resources, etc. appropriate to course content/objectives. Students are in the best position to evaluate delivery (i.e., interactive skills) and learning environment in the context of the appearance of competence as a teacher. Peers and other experts in delivery may participate by observing classes, but research suggests that videotaping for later study is considered much better than individual classroom visits.

D. Instructional Assessment Skills may include but are not limited to the development of tools, procedures, and strategies for assessing student learning and then providing meaningful feedback during the course, leading to achievement and learning—effective grading practices, valid and reliable exams, meaningful feedback. These skills are usually evaluated primarily by peers, tempered by student perceptions.

E. Course Management Skills may include but are not limited to respectful treatment of students, handling student/course paperwork, ensuring working, useable technology, making appropriate materials available, providing timely feedback, ensuring a proper physical environment, arranging field trips, coordinating guest speakers, etc., appropriate to course content/objectives. These are evaluated best by peers and supervisors, with some student input.

II. Roles of Participants in Evaluation

A. Student Role in Evaluation

Research suggests that students are in the best position to evaluate Delivery Skills, and can add important perceptions to Content Expertise, Instructional Design, and Assessment skills. Students may participate in this evaluation process through such assessments as SEOIs (treated as snapshots of courses in a given quarter, or grouped together to show progress over longer periods), and perhaps in measures to evaluate “deep learning,” such as assessing student performance in subsequent classes or using alumni surveys.

B. Peer Role in Evaluation

Likewise, peers are considered to be in the best positions to evaluate Content Expertise, Instructional Design, and Assessment Skills, with some added perspectives on Delivery and Course Management. Peers may participate in this process through such activities as evaluation of syllabi, course materials, course content and design, assessment strategies and tools, observations of video-recorded classes (preferably for formative evaluation only), peer review of SEOIs (individual quarters and long-term), creating/reviewing measures to evaluate “deep learning” (student performance in subsequent classes), alumni surveys, and through classroom visitations (preferably for formative evaluation only).

C. Supervisor/Department Chair Role in Evaluation

Supervisors are considered to be in the best position to evaluate Content Expertise and Course Management, with added perspectives on Design, Delivery, and Assessment. Supervisors may participate in this process in ways such as providing evidence/documentation of expertise leading to workload assignments, addressing of classroom management concerns, reviewing of SEOIs, syllabi, and professional development activities, conducting classroom observations (preferably for personal reasons or for review of documented observations), and observing video-recorded classes.

D. Self-Evaluation

Self-Evaluations are excellent opportunities for faculty to address their Content Expertise, Design, Assessment, and Course Management Skills, with some added perspectives on Delivery. Faculty should use their Self-Statements for Teaching to reflect on SEOI and other results of assessments, to present evidence of development activities related to teaching, to explain goals and objectives of courses, and to present evidence of success in teaching (student achievement, deep learning). Faculty being evaluated should also participate in the review of classroom visits and video-recorded classes.

III. Weighting System for Parameters and Participants

Research for evaluation of teaching suggests that some colleges and departments may desire a weighting system for teaching parameters and evaluation participants that clarifies the roles and values of different sources of information, setting some limits yet remaining somewhat flexible. This concept can be seen as complicated and even controversial, but to those that may find it useful, a weighting system offers the opportunity to balance or re-balance the information provided to take advantage of the strengths and perspectives of the various participants and types of assessments used.

Based on the research, the following is an example of a weighting system that uses simple emphasis.

Weighting of Teaching Parameters and Participant Information using Simple Emphasis
 (+ = more; 0 = middle; - = less)

Student	Peer	Supervisor	Self
---------	------	------------	------

Content Expertise	-	+	0	+
Inst Design Skills	-	+	-	+
Inst Delivery Skills	+	0	-	0
Inst Assessment Skills	0	+	-	+
Course Management Skills	-	+	0	+

~~A college or department might prefer a system that uses percentages. The following is an example of a weighting system that uses percentages. The specificity of the actual percentages used would be up to the college and/or department, but the ranges of percentages provided in this example are supported by research and are parallel to the previous example using Simple Emphasis:~~

~~*Weighting of Teaching Parameters and Participant Information using Percentages*~~

	Student	Peer	Supervisor	Self	
Content Expertise	10-20%	30-40	20-30	30-40	= 100%
Inst Design Skills	10-20	30-40	10-20	30-40	= 100%
Inst Delivery Skills	50-70	10-20	0-10	20-30	= 100%
Inst Assessment Skills	20-30	30-40	10-20	30-40	= 100%
Course Management Skills	10-20	30-40	20-30	30-40	= 100%

~~NOTE 1: The rows must equal 100%, but not columns~~

~~NOTE 2: Colleges/Departments may choose more specific numbers within these ranges as long as they add up to 100% horizontally.~~

Weighting of Teaching Parameters

Overall evaluation must take into account all five teaching parameters.

~~Once weighting of parameters and participants has been established, it may be desirable to weight the parameters themselves in the evaluation process. The following emphases/ranges are supported by research:~~

	Simple	%
Content Expertise	0	15-20%
Instructional Design Skills	+	25-30%
Instructional Delivery Skills	+	25-30%
Instructional Assessment Skills	0	15-20%
Course Management	-	10-15%
TOTAL		100% (required)

IV. Conclusion

In conclusion, the committee recognizes that these parameters and descriptions may seem somewhat prescriptive or normalizing, such that the breadth, depth, and variety of teaching strategies in all fields might be diluted or lose their uniqueness. The recommendations above are not offered with this in mind. Quite the opposite is intended. We recognize that colleges, departments, and individual faculty will value these aspects of teaching differently. We also believe, however, that the parameters of teaching themselves are something that all fields share: content expertise, instructional design, delivery, assessment, and course management are a part of all teaching, even if they are viewed, valued, implemented, or assessed differently. We also believe that all four sources of information, students, peers, supervisors, and the individual, should be considered and consulted with

clear understanding of an agreement on their respective roles, perspectives, and assessment procedures in support of credible evaluation. This clarity of understanding should extend to the differences between formative and summative assessment, as well as to the distinctions between “effective” and “excellent” teaching. As a result, we hope colleges and departments will find these guidelines useful in determining their own evaluation procedures, and that faculty will appreciate the idea that the use of these parameters will provide information that is actually related to teaching. If evaluations of teaching offered by the various participants, as well as personnel committees, would express the assessment of teaching in terms of the parameters suggested, a common vocabulary across campus would develop, ensuring not only increased clarity in identifying successful teaching, but also in identifying tangible areas for improvement.

We know that some additional training for all faculty may be desirable, and suggest the following university-wide faculty development activities with an eye for common ground as well as unique challenges for colleges and departments:

- SEOIs-How to Interpret and Respond to Student Evaluations
- Peer Evaluation—Understanding Peer Evaluation, Evaluating Syllabi, Observing Peers, Online vs. Face-to-Face distinctions and evaluation strategies
- Writing effective Self-Evaluations
- How Faculty can improve their skills related to specific parameters, e.g.:
 - Instructional Design
 - Instructional Delivery
 - Instructional Assessment
 - Course Management

Respectfully submitted,

FS Evaluation and Assessment Committee

Jeffrey Snedeker, chair

John Creech

John Hudelson

Deepak Iyengar

Suggested primary resource for more information:

Arreola, Raoul. *Developing a Comprehensive Faculty Evaluation System*, 3rd ed. Anker Publishing, 2007.

Exhibit N

Academic Affairs Policy CWUP 5-90

See attached

Exhibit O

Academic Affairs Procedures CWUR 5-90

See attached