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CWU Faculty Senate Minutes - 01/12/11

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REGULAR MEETING
Wednesday, January 12, 2011, 3:10 p.m.
BARGE 412
Minutes

Senators: All senators or their alternates were present except: James Avey, Dorothy Chase, Jonathan Fassett, Rodrigo Murataya, Don Nixon, Ronald Tidd and Matthew Wilson

Visitors: Sheryl Grunden, Kirk Johnson, Roy Savoian, Connie Lambert, Marji Morgan and Patricia Cutright.

CHANGES TO AND APPROVAL OF AGENDA – Moved Old Business below Reports/Action Items.

MOTION NO. 10-11(Approved): APPROVAL OF MINUTES of December 1, 2010

COMMUNICATIONS – A letter was read from Paul Stayback, ASCWU Vice President for Academic Affairs regarding text books. The letter is on file in the Faculty Senate office.

John Swiney – Enrollment Management – John provided copies of the CWU Viewbook. He will provide an electronic copy of a PowerPoint presentation to the Senate office for distribution. Departments may stock their brochures at the Welcome Center to help increase their exposure to potential students. Central is doing a good job of attracting new students and retaining them. This year CWU enrolled 1,800 new freshman and 2,000 new transfer students as well as approximately 200 postbachs and 200 graduate students. We have been meeting enrollment targets for the past 2-1/2 years. Seniors are the most rapidly growing student group. King County is the primary source of our current student population, then Pierce, Snohomish, Yakima, Kittitas and them Kitsap. CWU has two full-time staff on the west side of the state. One employee to specifically to work with potentially freshman and the other to work with transfer students. Central's admission index without review is 28. If a student applicant falls below 28 they go through a comprehensive review. Typically Central admitted the top 70% and admits approximately 30% by review. One of the goals is to increase the amount of merit financial aid to help attract top students to Central. Merit awards are current tired. Students with an admission index of 80 or above receive the Presidential award of \$3,000. The next level is the Trustee's award of students with GPAs of 3.5-3.9 received \$2,000. The Dean's award is students with admission index of 45-55.

FACULTY ISSUES: None

PRESIDENT: Out of town

PROVOST: Out of town

OLD BUSINESS

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee:

Motion No. 10-12(Approved, 5 abstentions): "Endorsement of the Student Evaluation of Instruction (SEOI) forms as presented in Exhibit A." Senator Snedeker two forms Form C for skills classes and Form E Visual and Performing SEOI forms.

Academic Affairs Committee: The committee has not met.

Bylaw and Academic Code Committee: Senator Rawlinson reported that the committee met and has forwarded a couple of recommendations to Executive Committee. The committee will meet again February 7th to continue discussing committee charges.

Curriculum Committee: Senator Lori Braunstein reported that the committee is working on curriculum proposals.

Evaluation and Assessment: Senate Snedeker reported that the committee will meet tomorrow.

General Education: Senator Čuljak reported the committee is working on curriculum proposals as well the continuation of a reform proposal

Faculty Legislative Representative: No report.

CHAIR: Chair Bransdorfer reminded Senators that the Registrar has created grade reports through Safari. These reports allow faculty to compare course GPAs by class and department. Faculty can review how their course GPAs compares with other sections of the same course. He encouraged faculty to take advantage of these reports. The Academic Affairs Committee has not met due to a number of reasons. The Provost's Academic Affairs Council no longer exists and has left little voice for faculty, ADCO, exempt and classified staff representatives to give input into academic policy. Chair Bransdorfer asked that Senators go back to their departments and have a discussion regarding the academic calendar. Would like them to pose the question on what they feel can be improved with the current system. Rodney will collect all the responses and provide the feedback to the Provost.

CHAIR-ELECT: No report

STUDENT REPORT: Cam reported there has been a request sent to the Faculty Senate requesting names for a faculty representative to the Student Academic Senate. Chair Bransdorfer reported this information has been sent to Paul Stayback. Paul Stayback is working with the SEOI Task Force on the new SEOI. Students have concerns that if the SEOIs are put online and require students to fill them out prior to receiving their grades, it will potentially cause unintended consequences for students.

NEW BUSINESS - None

Meeting was adjourned at 4:55 p.m.

Exhibit A

CENTRAL WASHINGTON UNIVERSITY	STUDENT EVALUATION OF INSTRUCTION	Form C 2010 Skills
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• Use a #2 pencil to make dark, solid marks • For each question mark ONE answer only and erase errors completely

Course: _____ Instructor: _____ Time of day: _____

1. STUDENT LEARNING ENVIRONMENT. To what extent do you agree or disagree that the...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. instructor fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. instructor seemed genuinely concerned with whether students learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. standards of classroom behavior were clearly communicated and enforced?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. instructor met the class at scheduled times unless otherwise arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No			
e. Did you seek help from the instructor outside of class during the course?	<input type="radio"/>	<input type="radio"/>			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
f. If YES , was the instructor available to provide help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. Please provide additional comments on the areas addressed in Section 1 above.

2. TEACHING FOR STUDENT LEARNING. To what extent do you agree or disagree that the...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. instructor made clear the specific skills I needed to acquire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. instructor explained rationales for the skills I was expected to acquire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. the required skills were presented in a way that allowed me to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. instructor used a variety of methods, as needed, to make content clear?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. instructions for class activities were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. tests were connected to course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. instructor provided useful feedback on student work (e.g., identifying strengths or deficiencies in skill acquisition)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. class sessions were well organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. coursework was useful in understanding course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. opportunities to practice what was learned were adequate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. instructor encouraged students to connect course content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. course activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

p. Please provide additional comments for the areas addressed in Section 2 above.

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GENERAL INFORMATION

3. How would you compare this course with all other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...

	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. level of engagement/active learning IN class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. intellectual challenge presented to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Please provide additional comments for the areas addressed in Section 3 above.

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4. For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities?

- 0 (no) hrs/wk 1-3 hrs/wk 4-6 hrs/wk 7-10 hrs/wk
 11-15 hrs/wk 16-20 hrs/wk 21+ hrs/wk

5. Why did you take this course? Please mark all that apply.

<input type="checkbox"/> Major requirement	<input type="checkbox"/> Minor requirement
<input type="checkbox"/> Certificate requirement	<input type="checkbox"/> Fulfills General Education requirement
<input type="checkbox"/> Reputation of instructor	<input type="checkbox"/> Time of day
<input type="checkbox"/> General interest	<input type="checkbox"/> Other?

6. What is your class standing?

- First year (0 - 44 credits) Sophomore (45 - 89 credits) Junior (90 - 134 credits)
 Senior (135 or more credits) Graduate Other (e.g. post-baccalaureate)

7. What grade do you expect to earn in this class?

- A B C D F Other (Pass/Fail, etc.)

8. Please provide any additional comments about the course or instructor (e.g., instructor's teaching effectiveness, course materials, instructor's ability to handle student difficulties, classroom facilities, etc.).

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• Use a #2 pencil to make dark, solid marks • For each question mark ONE answer only and erase errors completely
 Course: _____ Instructor: _____ Time of day: _____

1. STUDENT LEARNING ENVIRONMENT. To what extent do you agree or disagree that the...					
---	--	--	--	--	--

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. instructor fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. instructor seemed genuinely concerned with whether students learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. standards of student/class behavior were clearly communicated and enforced?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. instructor met the class as scheduled/arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No			
e. Did you seek help from the instructor outside of class during the course?	<input type="radio"/>	<input type="radio"/>			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
f. If YES , was the instructor available to provide help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. Please provide additional comments on the areas addressed in Section 1 above.

2. TEACHING FOR STUDENT LEARNING. To what extent do you agree or disagree that the...					
--	--	--	--	--	--

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. overall course content/rehearsal schedule followed an understandable sequence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. instructor used a variety of methods, as needed, to satisfy course objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. student responsibilities for practice/studio/rehearsals were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. instructor made efficient use of studio/rehearsal time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. instructor provided useful feedback on student performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. instructor assisted your artistic development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. instructor encouraged students to connect course content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. course activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

l. Please provide additional comments for the areas addressed in Section 2 above.

GENERAL INFORMATION

3. How would you compare this course with all other Visual and Performing Arts courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...

	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class/rehearsal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. level of engagement/active learning IN class/rehearsal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. intellectual challenge presented to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Please provide additional comments for the areas addressed in Section 3 above.

4. For this class, about how many hours outside of class did you spend in a typical 7-day week practicing, rehearsing, studying, reading, conducting research, writing, and other academic activities?

- 0 (no) hrs/wk 1-3 hrs/wk 4-6 hrs/wk 7-10 hrs/wk
 11-15 hrs/wk 16-20 hrs/wk 21+ hrs/wk

5. Why did you take this course? Please mark all that apply.

- Major requirement Minor requirement
 Certificate requirement Reputation of instructor
 General interest Time of day
 Other?

6. What is your class standing?

- First year (0 - 44 credits) Sophomore (45 - 89 credits) Junior (90 - 134 credits)
 Senior (135 or more credits) Graduate Other (e.g. post-baccalaureate)

7. What grade do you expect to earn in this class?

- A B C D F Other (Pass/Fail, etc.)

8. Please provide any additional comments about the course or instructor (e.g., instructor's teaching effectiveness, course materials, classroom facilities, etc.).