

5-4-2004

CWU Faculty Senate Minutes - 05/04/2004

Janet Shields

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CENTRAL WASHINGTON UNIVERSITY

FACULTY SENATE

Approved REGULAR MEETING MINUTES: May 5, 2004

<http://www.cwu.edu/~fsenate>

Presiding Officer: Daniel CannCasciato
Recording Secretary: Janet Shields

ROLL CALL:

Senators: All senators or their alternates were present except: Patrick Bryan, Timothy Burnham, Beatrice Coleman, Brenda Hubbard, Cania Lee, Tim Melbourne, Mark Michael,

Visitors: Linda Beath, Susan Donahoe, Marla Wyatt, Tracy Terrell, Steve Verhey, Joey Cyrus job shadow from Ellensburg High School

CHANGES TO AND APPROVAL OF AGENDA: No changes

MOTION NO. 04-29 (Approved): APPROVAL OF MINUTES of April 14, 2004

COMMUNICATIONS – Tracy Terrell, Registrar – Commencement and Honors Convocation Participation Memo

REPORTS/ACTION ITEMS

Curriculum Committee

Motion No. 04-17(Approved, 2 nay, 1 abstention): "Recommendation to accept new program Bachelor of Applied Science – Industrial Engineering Technology as outlined in Exhibit A." Question was called for and approved.

Motion No. 04-18(Approved, 2 nay): "Recommendation to accept new program Bachelor of Applied Science – Safety and Health Management as outlined in Exhibit A."

General Education Committee

Motion No. 04-30(22 yes, 12 nay, 1 abstention): "The General Education Committee recommends that the Faculty Senate approve a foreign language exemption for the BAS degree." Question was called for and approved.

Executive Committee

Motion No. 04-31 (Tabled): "Recommendation that the Faculty Senate make an exception to section 15.30 of the Faculty Code as provided for in section 15.40 Applicability of Code to Summer Session, effective only for Summer Session 2004. Exception reading - A faculty member may request that his or her salary for a summer course be pro-rated if the course does not meet the university's defined minimum enrollment requirement for scheduled undergraduate or graduate courses.

Minimum enrollments and the methods for determining pro-rated salary will be set by the provost/senior vice president for academic affairs in collaboration with the university deans and chairs prior to start of summer pre-registration." Motion was made and seconded to table motion.

Motion No. 04-32 (Delayed to 5/26/04): "The Faculty Senate recommends not continuing implementation of Resource/Schedule 25 without the utilization of partitions to appropriately deal with logistics, pedagogy, and equipment needs of the instructors." Motion was made and seconded to delay motion.

Tracy Terrell will provide a demonstration of Resource/Schedule 25 at the May 26th meeting.

Academic Affairs Committee

Motion No. 04-33 (Approved): "That the CWU Policies Manual – Academic Affairs section 5-9.4.3 Admission to Major be amended as outlined in Exhibit C."

Motion No. 04-34 (Approved): "That the CWU Policies Manual – Academic Affairs section 5-9.5 Graduation Requirements for Bachelors Degrees be amended as outlined in Exhibit C."

Motion No. 04-35 (Approved): "That the CWU Policies Manual – Academic Affairs section 5-9.5.11 Second Baccalaureate Degree be amended as outlined in Exhibit C."

Motion No. 04-36 (Approved): "That the CWU Polices Manual – Academic Affairs section 5-9.4.10 Peremptory Withdrawal From a Course be amended as outlined in Exhibit C."

Motion No. 04-37 (Approved): "That the CWU Policies Manual – Academic Affairs section 5-9.4.11 Hardship Withdrawals be amended as outlined in Exhibit C."

Motion No. 04-38 (Approved): "That the CWU Policies Manual – Academic Affairs section 5-9.4.16 Credit/No Credit Option be amended as outlined in Exhibit C."

Motion No. 04-39 (Approved): That motions 04-33 thru 04-38 be voted on as one motion.

VI. REPORTS/DISCUSSION ITEMS

CHAIR: Daniel gave Pat Lubinski the floor to remind faculty about the Third Annual CWU Conference of Graduate Student and Faculty Scholarship conference tomorrow, May 6th. It will be held in the SUB from 8:30 – 5 pm. Still need a couple more judges for posters. Please support our grad students by attending.

Daniel – Distinguished Professors are being recognized at the Board of Trustees meeting, Friday, May 7th. Two recipients this year one in Research and one in Public Service. Did not have any nominations this year in Teaching. Budget Committee Advisory met was last Wednesday. The Executive Committee, Budget Committee, Salary Administration Board, and Personnel Committee all wrote a response saying they did not endorse the budget that was proposed and

supplied their own counter proposal. It has now also been endorsed by ADCO. An e-mail survey of faculty was conducted regarding budget priorities with approximately 40 faculty responding. COLA and merit are high on the list of faculty concerns for salaries. Please participate in the Faculty Forum scheduled for Wednesday, May 12th and encourage others to do as well. Reminder about Senator luncheon on May 24th, and please remember to RSVP to the President's office. Commencement participation right now there are 79 faculty who are not part of the President's platform. Still time to get your registration in.

CHAIR ELECT: SAB report – we received this past week received a solid number as to how much money will be available for allocation for the SAB funds. Approximately \$512,000 is available. Committee will be working on a plan for next year to be presented at the May 26th meeting.

PRESIDENT: President report was given by Provost Soltz. The President would like to remind faculty of a number of events happening on campus in conjunction of the 50th anniversary of Brown vs. Board of Education. Additional information will be made available to the campus community. As part of this, there will be a May 11th presentation by Dr. Walter Leonard, who is a former president Fisk University. Last week was the grant opening of the CWU Pierce County new space at Fort Steilacoom campus. Gives us the opportunity to expand programs that are currently offered. Reminder of the annual Senators lunch on May 24th. Letters have been sent to the entire emeriti faculty inviting them to participate in honors convocation and commencement.

PROVOST: Encouraged senators to read the e-mail that was sent out about the faculty forum. This is an opportunity to continue talking transforming the university and academic planning. This forum will be Wednesday, May 12th at 3:10 in SUB 204-205.

SENATE CONCERNS: J Harper – Asked if faculty have received the guidelines for SAFARI. Currently you can find the final exam schedule in the quarterly course schedule book. The final exam information was not in the SAFARI procedures. Another faculty member finally found it, but had to hunt for 5-10 minutes to find it. Final exam schedule should be made easily available to both faculty and students.

Provost is working on a system to make it clear where the official faculty file is housed. It is likely it will be kept in three different sections. Health information needs to be kept under lock and key in Human Resources. PAF original will be kept in Human Resources with a copy at the deans' office. Working file that is the binder you submit for most review processes. Hopefully, this process will continue to be developed over the next year. We will make sure faculty are aware of this process as it is developed.

Software filtering - can we influence the message students receive when their attempt to download a copyrighted item? The answer is no. However, there will probably be very few false hits of any kind. Registration of the copyrighted item is something the owner of the copyrighted material must initiate with the software vendor. It's unlikely the things faculty would require students to access on the web are going to be registered. The companies most aggressively active in working with software vendors are the music and motion picture industry.

STUDENT REPORT: None

SENATE COMMITTEES:

Ad Hoc Evaluation of Instruction Committee: SEOI Proposal

Tom Wellock presented the draft SEOI form. Would like senators to take this to their departments for discussion and provide feedback for their department to Tom. The committee would like to know if they are relatively close to what faculty are looking for in a SEOI form. Committee would like to continue revising some of the other forms, such as seminar format, lab SEOI form as well as others.

Ad-Hoc Salary Administration Board: See Chair-Elect report.

Academic Affairs Committee: Craig Johnson indicated the committee has no current formal charges. The committee will be working on two topics: the internet and how it supports and interacts with academic affairs and the other is the concept of a program coordinator or director.

Budget Committee: Bill Bender reported the Budget Advisory Committee information that came out last week, indicated there was money left over and will be redistributed. The committee will be meeting with the Provost next week to provide input to that process.

Code Committee: No report

Curriculum Committee: No report

Development and Appropriations: Mary Wise reported the committee is forwarding a suggestion to the Faculty Senate Executive Committee that an account be set up in the Senate so that each funded project could be tracked by line item. The committee members reviewed 14 applications for University-Wide faculty development funding grants. The following projects were recommended for funding: National Teaching and Learning Forum – Michael Braunstein; Grant Writing Workshop – Connie Roberts; Academic Level Service Learning and Civic Engagement – James Pappas; Quantitative and Symbolic Reasoning – Stuart Boersma; Faculty Assessment Workshop – Linda Raubeson. The committee voted to

recommend that \$12,000 from the summer 2004 revenue be used for establishing a faculty development center.

General Education: No report

Personnel Committee: Personnel Committee Report – Rob Perkins presented a report concerning the Roles and Responsibilities of the faculty. What the committee is trying to do is to take a look at why faculty here. What roles do a tenured, tenure-track or adjunct faculty member play in the university? Please take a look at the document and provide feedback to the committee. This will be discussed in more detail at the May 26th meeting.

Public Affairs Comm/Council of Faculty Reps/Faculty Legislative Representative:

CFR is working on getting a method for appointing a faculty member to the HEC board advisory board. There is a CFR meeting here at Central, next Friday May 14th in Barge 410. Please let the Senate office know if you would like to attend.

OLD BUSINESS - None

NEW BUSINESS - None

ADJOURNMENT: A motion to adjourn was moved and seconded. It passed by a majority at 5:24 pm.

*****NEXT REGULAR SENATE MEETING: May 26, 2004***
BARGE 412**

Exhibit A

New Programs

Department – Industrial Engineering Technology

Degree: Bachelor of Applied Science – Industrial Engineering Technology

Estimated Enrollment: Year 1 = 22 Year 2 = 30 Year 3 = 40

Statement of Need: The Bachelor of Applied Science degree is a new degree for CWU, which is directed toward students who have an applied technical degree from a community college but lack the general education requirements for a Bachelor of Science. CWU will supplement the community college course work by providing the missing general education breadth component while accepting many of the technical courses. This program offers place-bound students the opportunity to complete their degree without leaving the Puget Sound area.

There are two main reasons why the proposed BAS Industrial Technology degree should be offered. First, there is a high demand at the community colleges to have a four-year university offer upper division courses to technology students and their graduates so that they may obtain a baccalaureate degree. Secondly, persons having lost technically related jobs require additional education to enhance their job potential or to switch careers. The BAS Industrial Technology program would also be attractive to recently laid-off workers, women and older students who want a career switch. As far as workforce needs of local industry, we find that the Industrial Technology degree is appropriate for displaced workers. The subject matter in the program does not require higher levels of math or science and can be learned by a wide range of people who have diverse educational backgrounds.

Program:

Required Courses

IET 301	Engineering Project Cost Analysis	4
IET 380	Quality Control	5
IET 385	Industrial Design	3
IET 411	Mechanical Power Transmission	4
EET 312	Basic Electronics	4
EET 221/221.1	Basic Electricity & Lab	5
MET 310	Hydraulics & Pneumatics	4
MET 345	Production Technology	4
MET 351	Metallurgy/Materials & Processes	4
MET 388	Tool Design	4
SHM 386	Occupational Safety & Health	3
ADMG 385	Business Communications & Report Writing	5
IET 499	Seminar	1

Total 50

Funding: This program will operate on a self-support basis through CWU's division of Continuing Education.

Degree: **Bachelor of Applied Science – Safety and Health Management**

Estimated Enrollment: Year 1 = 22 Year 2 = 30 Year 3 = 40

Statement of Need: The Bachelor of Applied Science degree is a new degree for CWU, which is directed toward students who have an applied technical degree from a community college but lack the general education requirements for a Bachelor of Science. CWU will supplement the community college course work by providing the missing general education breadth component while accepting many of the technical courses. This program offers place-bound students the opportunity to complete their degree without leaving the Puget Sound area.

The need for this program is based upon two factors, (1) CWU is the only baccalaureate institution to offer the Safety and Health Management (SHM) program in the State of Washington and (2) the program has been designated as a “high demand program” by the Higher Education Coordinating Board. The HECB has granted state funding for the BS SHM program for the 2003-2005 biennium. The mix of students already enrolled in the SHM program at Lynnwood is about 35% AS, AAS, or ATA. The BAS SHM degree at Lynnwood is urgently needed to keep the students from graduating with substantially more than 180 credit hours.

Program:

IET 398	Technical Presentations	3
PSY 456	Industrial & Organizational Psychology	4
SHM 383	Transportation Safety	3
SHM 386	Occupational Safety & Health	3
SHM 387	Accident Investigation	3
SHM 388	System Safety	3
SHM 389	Industrial Fire Protection and Prevention	3
SHM 444	Fundamentals of Hazardous Materials	4
SHM 483	Ergonomics	4
SHM 484	Environmental Mgmt	4
SHM 485	Safety Mgmt	4
SHM 486	Industrial Operations Safety	3
SHM 487	Fundamentals of Industrial Hygiene I	4
SHM 488	Fundamentals of Industrial Hygiene II	4
SHM 499	Seminar	1
Total		50

Funding: This program will operate on a self-support basis through CWU’s division of Continuing Education.

Exhibit B

The General Education Committee recommends that the Faculty Senate approve the foreign language (FL) exemption for the BAS degree. If the Senate declines this proposal, the Committee recommends that the Senate invite the Academic Advising, the Academic Affairs, and the General Education Committees to consider whether all CWU students (including DTA transfers and BS students) should be required to meet the same FL requirement as native CWU and BA students.

The FSGEC's recommendation is based on the following findings:

Regarding CWU's foreign language requirements *per se*:

1. The only explicit foreign language requirement outside of the GE program applies only to BA students.
2. Students transferring to CWU with an AA degree that is covered by the Direct Transfer Agreement are considered to have fulfilled their GE-FL requirements, whether or not they have in fact taken any FL.
3. Thus, students who transfer to CWU with a DTA-AA degree and who wish to obtain any degree other than a BA degree (that is, BS, BSBA, BFA, or BMus degrees) have no FL requirements beyond what was required in their high school or in their 2-year college.
4. Therefore students seeking the proposed BAS degree, if not required to complete an additional FL requirement, would not represent a unique, nor even an unusual, class of students with respect to FL requirements.

Regarding the value and purpose of CWU's foreign language requirements:

1. In the view of the FSGEC, foreign language study is an extremely important part of the GE program.
2. The goal of FL study as part of the GE program is not fluency in a language, but to expose students in a special way to new cultures and ideas.
3. Although FL study is perhaps the single most effective approach to this goal, it is not the only imaginable approach to diversity education. Other approaches might include study abroad, living and working in a diverse community in the U.S., or engaged participation in one or more courses that focus effectively on issues of diversity.
4. All CWU students should be required to gain meaningful experience in diversity issues of the sort offered by FL study, yet a substantial minority of CWU graduates – DTA-transfer students who pursue BS, BSBA, BFA, or BMus degrees -- do not. The FSGEC is troubled by this.

Regarding the BAS proposals, and the BAS degree in general:

1. The proposed BAS degrees fulfill an unmet need, particularly for place-bound citizens in need of career advancement opportunities. The degrees have the possibility of making an unusually direct and substantial difference in the lives of these citizens.

2. BAS degrees, when offered primarily at University Centers, also fulfill CWU's goal of expanding its services and enrollments at the Centers.
3. A variety of BAS degrees are conceivable. Consider the following list of AA technical degrees from Bellevue Community College. None of these degrees includes a traditional GE component, so any citizen with one of these degrees who wishes to complete a baccalaureate degree as a result of changes in the job market would need to participate in a BAS-like program, or would need to attend additional years of college; citizens unable to do either would be unable to continue their education.

APPLIED ARTS

Interior Design

BUSINESS PROFESSIONS

E-Commerce Specialist

Entrepreneurship

General Business Management

Marketing Management

Office Manager

Paraprofessional Accounting

Appraisal

Real Estate

Escrow

Mortgage Finance

Residential Practices

Title Insurance

COMPUTERS & TECHNOLOGY

Animation & Graphics

Database Administration

Digital Video Production

Internet Application Development

Media Theory

Mobile Computing

Network Services & Computing
Systems

Information Technology

Programming (C++ or client/server)

Information Technology

Technical Support

Information Technology

Web Multimedia Authoring

EDUCATION

Early Childhood Education

Early Childhood Special Education

Recreation Leadership

HEALTH

Diagnostic Ultrasound

Nursing

Radiation Therapy

Radiologic Technology

PUBLIC SAFETY

Administration of Criminal Justice

Fire Command & Administration

Fire Investigation

Fire Prevention Specialist

Fire Science (entry-level firefighter)

Conclusions: the FSGEC is troubled by the number of students who graduate from CWU without explicit, mandatory diversity education. However, in our view the benefits of the proposed degrees outweigh the costs of adding, at the most, fewer than a hundred students to this group. The FSGEC has not neglected the need for diversity education of BAS students: we have taken care to include 300-level GE courses that specifically focus on diversity (e.g. Com 302, Intercultural Communication), with the expectation that most BAS students will need to take these courses.

Exhibit C

Motion 04-33

5-9.4.3 Admission to Major

- 5-9.4.3.1 Students are required to apply for admission to the program in which they want to major. Completed forms are to be submitted to the department office which administers the major.
- 5-9.4.3.2 Students must be admitted to a major or pre-major prior to accumulating 100 credits.
- 5-9.4.3.3 Students who have not been admitted to a major or pre-major prior to 100 credits will ~~be given last priority during pre-registration.~~ have holds placed on their registration.
 - 5-9.4.3.3.1 Transfer students who enter with 100 or more credits are expected to submit an application for a major or pre-major to the major department before their second quarter at CWU.
 - 5-9.4.3.3.2 Requests for waivers to this policy must be signed by a CWU advisor and submitted to the registrar. Such waivers will be granted only for a single quarter.
- 5-9.4.3.4 Departments with major requirements that prohibit being admitted to a major at 100 credits or sooner must request pre-major codes from the office of the registrar and establish pre-major advising.

Rationale: This policy is in response to Bill 5135

Motion 04-34

5-9.5 Graduation Requirements for Bachelor's Degrees

Students are eligible for award of a bachelor's degree if they ~~are in good standing and fulfill~~ the following requirements established by the faculty:

- 5-9.5.1 Credits
 - 5-9.5.1.1 A minimum of 180 quarter credits is required. Students who have accumulated more than 210 credits will be notified prior to registration that they must submit graduation applications or develop graduation plans or a hold will be placed on their registration. Students must develop graduation plans working with an academic advisor. Individual plans must be approved both by the advisor and the major department chair and submitted to the registrar before this hold can be removed.
 - 5-9.5.1.2 A minimum of 60 credits of upper division study (courses numbered 300 and 400) is required. Students must study on the university campus or at an established university center at least three quarters and earn a minimum of 45 credits.
 - 5-9.5.1.3 Credits earned through industrial or military experience or through credit by examination may not be used to meet residency requirements.
 - 5-9.5.1.4 Transfer students must earn from CWU a minimum of 10 credits in the major and, if a minor is declared, 5 credits in the minor.
 - 5-9.5.1.5 Students who have accumulated 210 credits or more and intend to complete a double major or double degree, and have not yet completed either program, must meet with both department advisors and submit one graduation plan signed by both department chairs and

both major advisors to the Registrar. This also applies to double majors in different colleges. If one major has been completed, only the advisor and department chair for the uncompleted major need to review and sign the petition.

5-9.5.1.6 Students who have accumulated 210 credits or more and intend to include one or more minors in their academic plan are required to obtain the approvals of their major and minor advisor.

Rationale: This suggested policy is in response to Bill 5135

Motion 04-35

5-9.5.11 Second Baccalaureate Degree

5-9.5.11.1 Qualified students seeking second baccalaureate degrees are admitted to graduate status; this does not mean, however, that they are enrolled in an “advanced degree program.”

5-9.5.11.2 To receive a second baccalaureate degree students must complete:
a. all degree requirements not satisfied by the previous degree, and
b. a minimum of 45 quarter credits from Central.

5-9.5.11.3 Second baccalaureate students must be accepted into a degree or certificate program by the time they have earned 25 credits beyond their last degree. Once a degree objective has been declared, second baccalaureate students must develop graduation plans with academic advisors. Academic department chairs may grant extensions beyond the 25-credit limit.

5-9.5.11.4 Second baccalaureate degree students follow regulations applicable to undergraduates.

Rationale: Addition to language policy is a response to Bill 5135 concern regarding timely completion of degree requirements, though the AAC questions whether this language is directly related to the key issues of Bill 5135.

Motion 04-36

5-9.4.10 Peremptory Withdrawal From a Course

~~5-9.4.10.1 There will be no limit on number of withdrawals.~~

5-9.4.10.1 Peremptory withdrawals will not be permitted after the first six weeks of instruction.

Furthermore, students who withdraw after the drop-add period from 25% or more of the coursework for which they have registered for two or more quarters each academic year are considered as exercising excessive course withdrawals. The provost or designee may authorize dismissal in these cases after reviewing records presented to the Registrar. Students who have been dismissed under this policy may not enroll for courses without submitting an approved plan of study signed by an academic advisor. To continue enrollment the student must satisfactorily complete all credits enrolled during the first quarter of readmission. Students who do not meet this requirement will not be allowed to register for one calendar year.

Rationale: This language policy is in direct response to the Excessive Withdrawal issue of Bill 5135.

Motion 04-37

5-9-4.11 Hardship Withdrawals

5-9.4.11.1 After the sixth week of instruction withdrawals will be granted only for reasons of hardship and then only upon written petitions to and written approval by the registrar. ~~Guidelines will be established by the academic affairs committee.~~

Rationale: Academic Affairs Committee advises policy not procedure.

Motion 04-38

5-9.4.16 Credit/No Credit Option

5-9.4.16.7 Students may designate a course as credit/no credit or graded during registration or by the ~~drop-add period~~ end of the sixth week of instruction.

Rationale: Reversing Motion No. 03-52 (approved May 28, 2003) allows students an option in respect to withdrawals, given that the response to Bill 5135 no longer permits unlimited withdrawals.

Roll Call 2003-04
Faculty Senate Meeting: May 5, 2004

SENATORS

✓	BARBEE	Peter
✓	BRADLEY	Joseph
✓	BRAUNSTEIN	Lori
✓	BRAUNSTEIN	Michael
	BRYAN	Patrick
✓	BUERGEL	Nancy
	BURNHAM	Timothy
✓	CALAHAN	Scott
✓	CANNCASCIATO	Daniel
✓	CANT	Gregory
✓	CAPLES	Minerva
✓	CARBAUGH <i>MACF</i>	Bob <i>change 1/2</i>
✓	CHAPMAN	Leland <i>1/2</i>
	COLEMAN <i>-F. Adam?</i>	Beatrice
✓	CULJAK	Toni
✓	DEVIETTI	Terry
✓	DIPPMANN	Jeffrey
✓	EASTMAN	Grant
<i>del. info. 4/25/04</i>	EUBANKS <i>del. info. 4/25/04</i>	Jim
✓	HARPER	Jim
✓	HARPER	Lila
	HUBBARD	Brenda
✓	HUTTON	Lisa
✓	HUCKABAY	Jim
	KURTZ	Martha
	LEE	Cania
✓	LI	Charles
✓	LUBINSKI	Patrick
✓	LUPTON	Robert
	MELBOURNE	Tim
	MICHAEL	Mark
✓	NELSON	Joshua
✓	NETHERY	Vincent
✓	NIXON	Don
	PRICE	Joe
✓	REHKOPF	Carrie
✓	SCHAEFER	Todd
✓	SNEDEKER	Jeff
✓	SUN	Key
	WESSEL	Nancy
✓	WELLOCK	Thomas
	WILLIAMS	Henry

ALTERNATES

	Student	
	HOLTFRETER	Robert
	KLEMIN	Wayne
	PALMQUIST	Bruce
	ERNEST	Kristina
	WYATT	Marla
	VACANT	
	CALHOUN	Ken
	JORGENSEN	Jan
	FAIRBURN	Wayne
	BUTTERFIELD	Carol
	GHOSH	Koushik
	DONAHOE	Susan
	OGDEN	Michael
	ABDALLA	Laila
	FALLSHORE	Marte
	LI	Chenyang
	GELLENBECK	Ed
	STEIN	Stephanie
	GLASBY	Stephen
	OLSON	Debbie
	ROBINSON	Scott
	FOLKESTAD	William
	ALWIN	John
	✓ DIAZ	Anthony
	Student	
	DRAKE	George
	CUTSINGER	Loran
	PERKINS	Rob
	LEE	Jeff
	Student	
	BRANSDORFER	Rodney
	D'ACQUISTO	Leo
	BAGAMERY	Bruce
	✓ BENDER	William
	BROOKS	Joe
	WIRTH	Rex
	SINGH	Vijay
	REASONS	Charles
	✓ PICHARDO	Nelson
	EASLEY	Roxanne
	✓ PLOURDE	Lee

Quorum: 23
43 Senators

Handwritten notes:
 28
 10
 11
 6
 12
 1

Date: May 5, 2004

VISITOR SIGN-IN SHEET

Suda S. Beath
Susan Donahue
M. Marla Wyall
11. FOWDARD

Tracy Terrell
S. Irene Deskey

Please sign (print) your name if you are not a faculty senator.

CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE

REGULAR MEETING
Wednesday, May 5, 2004, 3:10 p.m.
BARGE 412
AGENDA

- I. **ROLL CALL**
- II. **CHANGES TO AND APPROVAL OF AGENDA**
- III. **MOTION NO. 04-29: APPROVAL OF MINUTES** of April 14, 2004
- IV. **COMMUNICATIONS** – Tracy Terrell, Registrar – Commencement and Honors Convocation Participation Memo
- V. **REPORTS/ACTION ITEMS (25 Minutes)**

Curriculum Committee

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VI. REPORTS/DISCUSSION ITEMS

CHAIR: *(10 Minutes)*

CHAIR ELECT: *(10 Minutes)*

PRESIDENT: *(10 Minutes)*

PROVOST: *(10 Minutes)*

SENATE CONCERNS: *(5 Minutes)*

STUDENT REPORT: *(5 Minutes)*

SENATE COMMITTEES: *(10 Minutes)*

Ad Hoc Evaluation of Instruction Committee: SEOI Proposal

Ad-Hoc Salary Administration Board:

Academic Affairs Committee:

Budget Committee:

Code Committee:

Curriculum Committee:

Development and Appropriations:

General Education:

Personnel Committee: Personnel Committee Report

Public Affairs Comm/Council of Faculty Reps/Faculty Legislative Representative:

- VII. OLD BUSINESS**
- VIII. NEW BUSINESS**
- IX. ADJOURNMENT**

*****NEXT REGULAR SENATE MEETING: May 26, 2004***
BARGE 412**

Exhibit A

New Programs

Department -- Industrial Engineering Technology

Degree: Bachelor of Applied Science -- Industrial Engineering Technology

Estimated Enrollment: Year 1 = 22 Year 2 = 30 Year 3 = 40

Statement of Need: The Bachelor of Applied Science degree is a new degree for CWU, which is directed toward students who have an applied technical degree from a community college but lack the general education requirements for a Bachelor of Science. CWU will supplement the community college course work by providing the missing general education breadth component while accepting many of the technical courses. This program offers place-bound students the opportunity to complete their degree without leaving the Puget Sound area.

There are two main reasons why the proposed BAS Industrial Technology degree should be offered. First, there is a high demand at the community colleges to have a four-year university offer upper division courses to technology students and their graduates so that they may obtain a baccalaureate degree. Secondly, persons having lost technically related jobs require additional education to enhance their job potential or to switch careers. The BAS Industrial Technology program would also be attractive to recently laid-off workers, women and older students who want a career switch. As far as workforce needs of local industry, we find that the Industrial Technology degree is appropriate for displaced workers. The subject matter in the program does not require higher levels of math or science and can be learned by a wide range of people who have diverse educational backgrounds.

Program:

Required Courses

IET 301	Engineering Project Cost Analysis	4
IET 380	Quality Control	5
IET 385	Industrial Design	3
IET 411	Mechanical Power Transmission	4
EET 312	Basic Electronics	4
EET 221/221.1	Basic Electricity & Lab	5
MET 310	Hydraulics & Pneumatics	4
MET 345	Production Technology	4
MET 351	Metallurgy/Materials & Processes	4
MET 388	Tool Design	4
SHM 386	Occupational Safety & Health	3
ADMG 385	Business Communications & Report Writing	5
IET 499	Seminar	1

Total 50

Funding: This program will operate on a self-support basis through CWU's division of Continuing Education.

Degree: **Bachelor of Applied Science – Safety and Health Management**

Estimated Enrollment: Year 1 = 22 Year 2 = 30 Year 3 = 40

Statement of Need: The Bachelor of Applied Science degree is a new degree for CWU, which is directed toward students who have an applied technical degree from a community college but lack the general education requirements for a Bachelor of Science. CWU will supplement the community college course work by providing the missing general education breadth component while accepting many of the technical courses. This program offers place-bound students the opportunity to complete their degree without leaving the Puget Sound area.

The need for this program is based upon two factors, (1) CWU is the only baccalaureate institution to offer the Safety and Health Management (SHM) program in the State of Washington and (2) the program has been designated as a “high demand program” by the Higher Education Coordinating Board. The HECB has granted state funding for the BS SHM program for the 2003-2005 biennium. The mix of students already enrolled in the SHM program at Lynnwood is about 35% AS, AAS, or ATA. The BAS SHM degree at Lynnwood is urgently needed to keep the students from graduating with substantially more than 180 credit hours.

Program:

IET 398	Technical Presentations	3
PSY 456	Industrial & Organizational Psychology	4
SHM 383	Transportation Safety	3
SHM 386	Occupational Safety & Health	3
SHM 387	Accident Investigation	3
SHM 388	System Safety	3
SHM 389	Industrial Fire Protection and Prevention	3
SHM 444	Fundamentals of Hazardous Materials	4
SHM 483	Ergonomics	4
SHM 484	Environmental Mgmt	4
SHM 485	Safety Mgmt	4
SHM 486	Industrial Operations Safety	3
SHM 487	Fundamentals of Industrial Hygiene I	4
SHM 488	Fundamentals of Industrial Hygiene II	4
SHM 499	Seminar	1
Total		50

Funding: This program will operate on a self-support basis through CWU’s division of Continuing Education.

Exhibit B

The General Education Committee recommends that the Faculty Senate approve the foreign language (FL) exemption for the BAS degree. If the Senate declines this proposal, the Committee recommends that the Senate invite the Academic Advising, the Academic Affairs, and the General Education Committees to consider whether all CWU students (including DTA transfers and BS students) should be required to meet the same FL requirement as native CWU and BA students.

The FSGEC's recommendation is based on the following findings:

Regarding CWU's foreign language requirements *per se*:

1. The only explicit foreign language requirement outside of the GE program applies only to BA students.
2. Students transferring to CWU with an AA degree that is covered by the Direct Transfer Agreement are considered to have fulfilled their GE-FL requirements, whether or not they have in fact taken any FL.
3. Thus, students who transfer to CWU with a DTA-AA degree and who wish to obtain any degree other than a BA degree (that is, BS, BSBA, BFA, or BMus degrees) have no FL requirements beyond what was required in their high school or in their 2-year college.
4. Therefore students seeking the proposed BAS degree, if not required to complete an additional FL requirement, would not represent a unique, nor even an unusual, class of students with respect to FL requirements.

Regarding the value and purpose of CWU's foreign language requirements:

1. In the view of the FSGEC, foreign language study is an extremely important part of the GE program.
2. The goal of FL study as part of the GE program is not fluency in a language, but to expose students in a special way to new cultures and ideas.
3. Although FL study is perhaps the single most effective approach to this goal, it is not the only imaginable approach to diversity education. Other approaches might include study abroad, living and working in a diverse community in the U.S., or engaged participation in one or more courses that focus effectively on issues of diversity.
4. All CWU students should be required to gain meaningful experience in diversity issues of the sort offered by FL study, yet a substantial minority of CWU graduates – DTA-transfer students who pursue BS, BSBA, BFA, or BMus degrees -- do not. The FSGEC is troubled by this.

Regarding the BAS proposals, and the BAS degree in general:

1. The proposed BAS degrees fulfill an unmet need, particularly for place-bound citizens in need of career advancement opportunities. The degrees have the possibility of making an unusually direct and substantial difference in the lives of these citizens.

2. BAS degrees, when offered primarily at University Centers, also fulfill CWU's goal of expanding its services and enrollments at the Centers.
3. A variety of BAS degrees are conceivable. Consider the following list of AA technical degrees from Bellevue Community College. None of these degrees includes a traditional GE component, so any citizen with one of these degrees who wishes to complete a baccalaureate degree as a result of changes in the job market would need to participate in a BAS-like program, or would need to attend additional years of college; citizens unable to do either would be unable to continue their education.

APPLIED ARTS

Interior Design

BUSINESS PROFESSIONS

E-Commerce Specialist
 Entrepreneurship
 General Business Management
 Marketing Management
 Office Manager
 Paraprofessional Accounting
 Appraisal
 Real Estate
 Escrow
 Mortgage Finance
 Residential Practices
 Title Insurance

COMPUTERS & TECHNOLOGY

Animation & Graphics
 Database Administration
 Digital Video Production
 Internet Application Development
 Media Theory
 Mobile Computing

Network Services & Computing
 Systems
 Information Technology
 Programming (C++ or client/server)
 Information Technology
 Technical Support
 Information Technology
 Web Multimedia Authoring

EDUCATION

Early Childhood Education
 Early Childhood Special Education
 Recreation Leadership

HEALTH

Diagnostic Ultrasound
 Nursing
 Radiation Therapy
 Radiologic Technology

PUBLIC SAFETY

Administration of Criminal Justice
 Fire Command & Administration
 Fire Investigation
 Fire Prevention Specialist
 Fire Science (entry-level firefighter)

Conclusions: the FSGEC is troubled by the number of students who graduate from CWU without explicit, mandatory diversity education. However, in our view the benefits of the proposed degrees outweigh the costs of adding, at the most, fewer than a hundred students to this group. The FSGEC has not neglected the need for diversity education of BAS students: we have taken care to include 300-level GE courses that specifically focus on diversity (e.g. Com 302, Intercultural Communication), with the expectation that most BAS students will need to take these courses.

Exhibit C

Motion 04-33

5-9.4.3 Admission to Major

- 5-9.4.3.1 Students are required to apply for admission to the program in which they want to major. Completed forms are to be submitted to the department office which administers the major.
- 5-9.4.3.2 Students must be admitted to a major or pre-major prior to accumulating 100 credits.
- 5-9.4.3.3 Students who have not been admitted to a major or pre-major prior to 100 credits will ~~be given last priority during pre-registration.~~ have holds placed on their registration.
- 5-9.4.3.3.1 Transfer students who enter with 100 or more credits are expected to submit an application for a major or pre-major to the major department before their second quarter at CWU.
- 5-9.4.3.3.2 Requests for waivers to this policy must be signed by a CWU advisor and submitted to the registrar. Such waivers will be granted only for a single quarter.
- 5-9.4.3.4 Departments with major requirements that prohibit being admitted to a major at 100 credits or sooner must request pre-major codes from the office of the registrar and establish pre-major advising.

Rationale: This policy is in response to Bill 5135

Motion 04-34

5-9.5 Graduation Requirements for Bachelor's Degrees

Students are eligible for award of a bachelor's degree if they ~~are in good standing and fulfill~~ the following requirements established by the faculty:

- 5-9.5.1 Credits
- 5-9.5.1.1 A minimum of 180 quarter credits is required. Students who have accumulated more than 210 credits will be notified prior to registration that they must submit graduation applications or develop graduation plans or a hold will be placed on their registration. Students must develop graduation plans working with an academic advisor. Individual plans must be approved both by the advisor and the major department chair and submitted to the registrar before this hold can be removed.
- 5-9.5.1.2 A minimum of 60 credits of upper division study (courses numbered 300 and 400) is required. Students must study on the university campus or at an established university center at least three quarters and earn a minimum of 45 credits.
- 5-9.5.1.3 Credits earned through industrial or military experience or through credit by examination may not be used to meet residency requirements.
- 5-9.5.1.4 Transfer students must earn from CWU a minimum of 10 credits in the major and, if a minor is declared, 5 credits in the minor.
- 5-9.5.1.5 Students who have accumulated 210 credits or more and intend to complete a double major or double degree, and have not yet completed either program, must meet with both department advisors and submit one graduation plan signed by both department chairs and

both major advisors to the Registrar. This also applies to double majors in different colleges. If one major has been completed, only the advisor and department chair for the uncompleted major need to review and sign the petition.

5-9.5.1.6

Students who have accumulated 210 credits or more and intend to include one or more minors in their academic plan are required to obtain the approvals of their major and minor advisor.

Rationale: This suggested policy is in response to Bill 5135

Motion 04-35

5-9.5.11 Second Baccalaureate Degree

5-9.5.11.1 Qualified students seeking second baccalaureate degrees are admitted to graduate status; this does not mean, however, that they are enrolled in an “advanced degree program.”

5-9.5.11.2 To receive a second baccalaureate degree students must complete:
a. all degree requirements not satisfied by the previous degree, and
b. a minimum of 45 quarter credits from Central.

5-9.5.11.3 Second baccalaureate students must be accepted into a degree or certificate program by the time they have earned 25 credits beyond their last degree. Once a degree objective has been declared, second baccalaureate students must develop graduation plans with academic advisors. Academic department chairs may grant extensions beyond the 25-credit limit.

5-9.5.11.4 Second baccalaureate degree students follow regulations applicable to undergraduates.

Rationale: Addition to language policy is a response to Bill 5135 concern regarding timely completion of degree requirements, though the AAC questions whether this language is directly related to the key issues of Bill 5135.

Motion 04-36

5-9.4.10 Peremptory Withdrawal From a Course

~~5-9.4.10.1 There will be no limit on number of withdrawals.~~

5-9.4.10.1 Peremptory withdrawals will not be permitted after the first six weeks of instruction.

Furthermore, students who withdraw after the drop-add period from 25% or more of the coursework for which they have registered for two or more quarters each academic year are considered as exercising excessive course withdrawals. The provost or designee may authorize dismissal in these cases after reviewing records presented to the Registrar. Students who have been dismissed under this policy may not enroll for courses without submitting an approved plan of study signed by an academic advisor. To continue enrollment the student must satisfactorily complete all credits enrolled during the first quarter of readmission. Students who do not meet this requirement will not be allowed to register for one calendar year.

Rationale: This language policy is in direct response to the Excessive Withdrawal issue of Bill 5135.

Motion 04-37

5-9-4.11 Hardship Withdrawals

- 5-9.4.11.1 After the sixth week of instruction withdrawals will be granted only for reasons of hardship and then only upon written petitions to and written approval by the registrar. ~~Guidelines will be established by the academic affairs committee.~~

Rationale: Academic Affairs Committee advises policy not procedure.

Motion 04-38

5-9.4.16 Credit/No Credit Option

- 5-9.4.16.7 Students may designate a course as credit/no credit or graded during registration or by the ~~drop-add period~~ end of the sixth week of instruction.

Rationale: Reversing Motion No. 03-52 (approved May 28, 2003) allows students an option in respect to withdrawals, given that the response to Bill 5135 no longer permits unlimited withdrawals.

SEOI Proposal

Part I—Open-ended Questions

- 1) What aspects of the instructor's teaching or the course do you feel were especially good?
- 2) Do you have any useful feedback that would help improve the course?

Part II—Scaled Questions

Scale: 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree.

- 1) The instructor's lessons were well organized.
- 2) The instructor provided useful feedback on my progress.
- 3) The instructor showed genuine interest in the subject matter.
- 4) The instructor's methods of teaching helped me learn.
- 5) The instructor was receptive to student comments and questions.
- 6) The instructor was available out of class for extra help if needed.
- 7) The instructor clearly stated course objectives and student responsibilities in class and on the syllabus.
- 8) The course objectives were met.
- 9) The instructor's answers to student questions were clear and meaningful.
- 10) The instructor was interested in whether students learned.
- 11) Assigned readings and out-of-class work were useful in supplementing instruction.
- 12) Evaluative and grading techniques (tests, papers, projects, etc.) were fair.
- 13) The instructor treated students with respect.
- 14) This course challenged me intellectually.

Rank each of the following statements according to the following scale; 5 = excellent, 4 = good, 3 = average, 2 = below average, 1 = poor.

- 15) My overall assessment of the course is:
- 16) My overall assessment of the instructor is:
- 17) Elaborate on any of the statements from Part II that you think are especially relevant or deserving of feedback.

General Information About Yourself

- 18) Why did you take this course? (Mark as many as apply).

- In my major • In my minor • General Ed requirement • Elective
- Reputation of Instructor • Time of day • Curiosity • Advice of advisor
- Advice of friend • Only course available

19) Class: • Freshman • Sophomore • Junior • Senior • Graduate
• Other

20) On average, how many hours per week have you spent on this class including attending classes, doing reading, reviewing notes, writing papers, and other course related work?

• under 2 • 2-6 • 7-9 • 10-12 • 13-15 • 16-18 • 19-21 • 21 or more

21) What grade do you expect to get in this class?

• A • B • C • D • F

Faculty Roles and Responsibilities

Submitted by the Faculty Senate Personnel Committee.

Members: Robert Perkins (Chair), Minerva Caples, Timothy Dittmer, Robert Fordan, Kirk Johnson.

The faculty code contains a number of contradictory and ambiguous directives concerning the roles and responsibilities of both faculty and non-faculty instructors. The Senate Personnel Committee has created this document as a framework to clarify the different roles of instructional staff. Four sections are included in the draft. **Section One** offers recommendations to improve management of the instructional staff. **Section Two** discusses why the university has different categories of instructors, specifically tenure-track, contract, and adjunct. **Section Three** describes the alternative hiring processes used to fulfill the need for these different types of instructors. **Section Four** describes the differing rights, privileges, and responsibilities of instructors in each category. This document does not attempt to summarize faculty roles as currently specified in the code. It is instead a proposal for reorganizing, delineating, and in some cases modifying the rights and responsibilities of instructional staff at CWU.

Definitions of terms used in the draft. The code currently divides instructors into numerous groups using distinctions such as full time / part time, faculty / non-faculty, contract / tenure / tenure track / adjunct, visiting and retirement status, ranks, and designations. This mix of titles creates ambiguity when using the faculty code to determine the appropriate roles of instructors. The first three sections of this document limits itself to three classifications of instructors: Tenured (including tenure tract unless noted), Contract, or Adjunct. The final section attempts to provide additional classifications of instructors for better clarity of purpose.

Section One: Recommended changes to improve management of instructional staff.

The Senate Personnel Committee recommends the following changes to improve managing teaching staff and create clearer communication delivery:

1. Create (if necessary) the following titles for the teaching faculty:
 - a. Ranked Faculty (Use appropriate language found in the faculty code for the professor positions)
 - i. Full Professor
 - ii. Associate Professor
 - iii. Assistant Professor
 - b. Non-Ranked Faculty
 - i. Lecturer — An applicant may be appointed to the position of lecturer when they are employed for three (3) or more academic quarters (excluding summer quarter) on a full-time basis. These appointments can be renewed indefinitely at the discretion of the hiring authority (appropriate dean) after consultation with the appropriate academic department chair. Lecturers' appointments may be from one to three years
 - ii. Instructor — An applicant may be appointed to the position of instructor when they are employed on a temporary basis of less than three (3) academic quarters (excluding summer quarter). The appointment expires

at the end of the contract period. Time served in this capacity does not count as probationary service for tenure purpose and there is no expectancy of continued service.

- c. Visiting Faculty — Visiting faculty would maintain their title from their resident university or college.

**NOTE: No non-ranked faculty members or visiting faculty members has or can acquire a right by means of this employment alone to a continuing part-time or full-time contract or appointment with the college, no matter how many courses over how many quarters or years he or she teaches at the college, and no matter how well the person does his or her work.*

All non-tenured track faculty who have been granted a ranked title at Central Washington University will continue to hold their ranked title. However, their type of contact will govern their roles and rights. All non-ranked faculty hired after _____ (date to be determined) will hold the title of instructor or lecturer.

2. Require all department chairs to meet with their appropriate dean on a yearly basis to determine the appropriate mix of instructional staff.

Section Two: Why there is a distinction between different categories of instructors.

Three categories of instructors. The University employs different categories of instructors because we have different types of subjects, both between and within academic disciplines. Every subject included in a program of study has a place in the university's curriculum. However, the job description that best motivates and guides instruction in one field will not necessarily work well in another field. The knowledge and skills required of an athletics coach is different than the knowledge and skills required of a philosopher.

A useful distinction. A distinction should be recognized between subject material that is mastered via practice and experience versus more abstract material that is mastered via analysis and research. Every academic discipline contains elements of both; within any discipline some courses will be more strongly oriented toward practice while others will focus on analysis. For example, in introductory foreign language courses much of the material is learned via practice. Upper division language courses, on the other hand, often involve literary criticism.

Similarly, the subject matter of some courses is constantly changing, which requires ongoing professional development of the instructor. The subject matter of other courses, however, changes more slowly. Courses in basic math and introductory language study are examples of the latter. For subject matter that changes continuously, the change may occur either in academic settings (e.g. sociological theory) or non-academic settings (e.g. computer network management).

Different employment contracts will result in instructors with different qualifications. Since the ideal instructor qualifications will vary by subject matter, it is appropriate that the employment contract reflect the unique requirements of the specific case in question.

Section Three: The design of the hiring process results in certain instructor qualifications

Most instructional staff positions should be tenure track. The members of an academic discipline are the persons most competent to judge what should be the appropriate blend of academic and experiential training. It is therefore important that academic departments and administrators work collaboratively to determine the appropriate mix of tenured and non-tenured faculty. Since most positions require academic, as opposed to experiential knowledge, and student demand is relatively stable, most positions should be tenure track.

Likely results of the tenure process. The process for achieving a tenured faculty position is likely to result in instructors with academic knowledge in fields that are both abstract and changing. The general requirements of a tenured position include a terminal degree. Terminal degree-granting institutions specialize in the most current and advanced knowledge in the academic disciplines. The completion of a terminal degree indicates to the hiring institution that the applicant possesses mastery of this knowledge.

The tenure process as a sorting mechanism. The tenure process requires that search committees conduct national searches and that successful candidates undergo an extensive evaluation over several years (normally six). During that period of time, the tenured faculty evaluates the candidate's ability both to continue to pursue research and to teach to students the concepts and information gleaned from that research. While the tenure process is imperfect, it is the traditional sorting mechanism used to select faculty members who possess considerable mastery of their disciplines and expect to continue to expand their knowledge in the future. For example, peer review and subsequent publication of a scholarly work confirms the faculty member's success in conducting research on the leading edge of the discipline.

The tenure process is not always appropriate to the subject material. If the subject material is evolving, but this evolution occurs in the commercial world, an individual's academic qualifications may not reflect his or her current knowledge and expertise. In the case of computer network design, for example, the most qualified instructors may be those who have the most recent work experience. For those particular instructors, the tenure process is not indicated. The same criterion might apply to instructors who teach courses in subjects such as introductory foreign language. Practice in the use of the language, plus formal training in language teaching methods and techniques, may yield superior instructors than would a terminal degree or a substantial record of academic research.

Different types of contracts. There must exist within the university instructors with different types of contracts. The existence of non-tenure track contracts sometimes relates to temporary staffing problems. When a faculty member takes a sabbatical or leaves the university on short notice, an expedient process must be in place for hiring short-term replacements. Often, these temporary staffing difficulties involve a complete academic year. For such situations, an annual contract is appropriate. Likewise when an academic unit is considering a new program, and demand for that program is uncertain, the university might be unwilling to commit to long-term tenured or tenure-track contracts. An annual or multiyear contract would be appropriate then as well.

Full-time annual contract faculty should be hired and retained based primarily on the breadth and quality of their most recent work experience. The contracts for these instructors should not imply lifetime employment since, in many cases, experience that is not kept current becomes

increasingly irrelevant over time. As a result, it may be important for the (full-time annual contract) faculty member to leave the University periodically so that he or she might gain additional or more current experience.

When demand for a certain course is uncertain or when a tenure/tenure-track faculty member will be away for only one academic quarter, it may be necessary to hire instructors on a one-quarter contract (adjunct) to fulfill those kinds of temporary needs. Exceptions may be made when a particular course requires specialized knowledge available only in the commercial world, and that course will be offered once per year. In that case, it may be appropriate to hire a local professional on a multiple-year adjunct contract. For example, in a course like Social Service Methods and Casework, the hiring of social welfare casework professional or agency administrator to teach this course once per year for many years could prove beneficial to the university.

Section Four: *Rights, privileges and responsibilities differ between instructors in each category*

Rationale:

The roles and responsibilities for teaching faculty examined by this committee were advising, research, curriculum development, personnel voting issues, and committee assignments. The criteria used to formulate our recommendations were based on:

1. Expected Expertise (Specialized Field Knowledge vs. Breath of Field Knowledge)
2. Contract Terms (Continuous Contracts vs. Terminal Contracts)

Note: The Faculty Senate Personnel Committee recognizes that some yearly contract and adjunct teachers possess exceptionally broad knowledge in their field, including a terminal degree, and many have published academic research. However the processes that results in hiring a non-tenure track instructor do not necessarily require nor certify these characteristics. They are generally not requirements for their hired position.

Advising, Research, and Service:

Tenure/Tenure Track — Contractually, tenure/tenure track instructors must engage in advising, research and service.

Yearly Contract (Lecturer) - The hiring expectation is that yearly contracted employees engage in activities specifically written into their contracts. Their contracts should state which activity or activities they perform, AND they should be adequately compensated (reduced teaching loads, stipend, etc) for these additional assignments.

Adjunct (Instructor)- The contractual expectations of adjunct faculty are that adjunct employees do not engage in advising, research, and service. They are hired to teach specific courses and there is no expected continuation of their work.

Curriculum:

Tenure/Tenure Track - These instructional employees have an expected breath of knowledge for course and program design. Their broad understanding of courses and programs provide a connection between course and program design. Their contract provides continuity and stability

for program development.

Yearly Contract (Lecturer) - Yearly contracted employees are expected to contribute to course design because of their expertise in selected teaching areas. No expectations exist of their continuance beyond one year due to their contract. Also, since a terminal degree and continued research are not generally required, there is not an expectation of expertise in all aspects of the discipline.

Adjunct (Instructor)- Adjunct employees are expected to provide input into course design for the specific courses they teach. There is no expectation that they have broad field knowledge and their contractual limitation prevents continuity.

Personnel Voting Issues:

Tenure/Tenure Track - Tenure/Tenure Track employees have knowledge of what is expected for tenure decision and have a long-term interest in the chair's position. The expectation is that tenure/tenured track instructors are involved in all decisions regarding departmental continuance due to their contract.

Yearly Contract (Lecturer) - They are not required to be knowledgeable of the requirements for tenure. Their contract renewal is solely based on the department chair. Their yearly contract limits their continuance which affects their input on departmental personnel issues.

Adjunct (Instructor) - They are not required to be knowledgeable for the requirements of tenure. The lack of continuance in their contract affects their input on departmental voting issues.

Committee Assignments:

Tenure/Tenure Track - Tenure/Tenure Track employees are expected experts in academic subjects. Their certified expertise should provide insight into the shared governance of the university.

Yearly Contract (Lecturer) – Yearly contracted instructors may participate on department and senate committees where their expertise is useful to the committee. Service on committees must be included as an element in their contracts and compensated accordingly (reduced teaching loads, stipend, etc).

Adjunct (Instructor) - They are not required to be knowledgeable of departmental issues. Their short-term contract allows for no expected continuance.