

4-14-1999

CWU Faculty Senate Minutes - 04/14/1999

Marsha Brandt

Follow this and additional works at: <http://digitalcommons.cwu.edu/fsminutes>

Recommended Citation

Brandt, Marsha, "CWU Faculty Senate Minutes - 04/14/1999" (1999). *Faculty Senate Minutes*. 559.
<http://digitalcommons.cwu.edu/fsminutes/559>

This Meeting Minutes is brought to you for free and open access by the CWU Faculty Senate Archive at ScholarWorks@CWU. It has been accepted for inclusion in Faculty Senate Minutes by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.

MINUTES

CENTRAL WASHINGTON UNIVERSITY

FACULTY SENATE REGULAR MEETING MINUTES: APRIL 14, 1999

<<http://www.cwu.edu/~fsenate/990414.htm>>

Presiding Officer: John Alszozatai-Petheo
Recording Secretary: Nancy Bradshaw

Meeting was called to order at 3:10 p.m.

ROLL CALL: Chair Alszozatai-Petheo introduced Nancy Bradshaw who is replacing Marsha Brandt as Administrative Assistant of the Faculty Senate

Senators: All Senators or their Alternates were present except Ely, Gunn, Hood, Schaefer, Soliz

Visitors: Walter "Spike" Arlt, Loran Cutsinger, Susan Donahoe, Barney Erickson, Tom Gause, Michael Launius, John Lasik, Don Nixon, Robert Perkins, Barbara Radke, Carolyn Wells

CHANGES TO AND APPROVAL OF AGENDA: MOTION NO. 3208 (Passed) Cindy Emmans moved and Luetta Monson seconded a motion to approve the agenda as distributed.

APPROVAL OF MINUTES: The minutes of the March 3, 1999, Faculty Senate meeting were approved with the following change: Motion No. 3204 Marla Wyatt, Family & Consumer ~~Studies~~ Sciences

COMMUNICATIONS: (Available for viewing in the Senate Office or distribution on request)

Ona Youmans: 4/02/99, Re: Proposed change in eligibility rules for the CWU Retirement Plan General Ed. Committee:

4/02/99, Re: General Education Committee as a Faculty Senate Committee

Heckart to: Margaret Smith, Dauwalder:

3/15/99, Re: Code Interpretation on Accumulation and Application of Individual Study Credits.

Lin Douglas, 3/15/99, Re: Faculty Code 14.30 (Faculty Voting Rights),
Re: Summer Payment for Theses

REPORTS:

A. ACTION ITEMS:

CODE COMMITTEE: Code Committee Chair Heckart reported that, in making this proposal, the Code Committee held a public hearing, received and considered written responses, and discussed it with the President and Provost.

MOTION NO. 3209 (Passed) Beverly Heckart moved approval of a change to the Faculty Code of Personnel Policy and Procedure as follows:

ISSUE OF GRIEVANCE

12.10 The Faculty Grievance Committee

. . . Members of this committee shall be appointed by the Senate Executive Committee and ratified by the senate at the last regular meeting of each academic year. Members and alternates shall serve terms of three (3) calendar years beginning October 15. Members and alternates may be reappointed and serve any number of successive terms. Terms shall be staggered so that only one position will need to be filled in any one year for both member and alternate. When the original appointee is unable to complete the full term of office, an alternate shall complete the remainder of that three-year term, at which time a new member and alternate will be appointed in the normal way. When an alternate replaces an original appointee to the Faculty Grievance Committee, a replacement alternate shall be appointed and ratified immediately to complete the remainder of the original appointee's and alternate's term.

Rationale:

The situation arose this year that it was necessary to replace two members of the Grievance Committee, and the Code provided for no immediate replacement. Already in October, 1998, the Code Committee rendered a code interpretation that allowed for the immediate replacement of regular and alternate members of the Grievance Committee. This proposed amendment regularizes the interpretation.

CURRICULUM COMMITTEE:

MOTION NO. 3210: (Passed) Luetta Monson moved and Barry Donahue seconded a motion to take Motion No. 3206 from the table.

MOTION NO. 3206: (Passed: 17 Aye, 14 Nay) Luetta Monson moved approval of the revised Mission Statement and Learning Objectives of the **General Education Program at Central Washington University** (attached):

MOTION NO. 3211: (Passed) Luetta Monson moved approval of the deletion of the following program: **BA Video Communication Studies**

MOTION NO. 3212: (Passed) Luetta Monson moved approval of the deletion of the following program: **BS Vocational Technical Trade & Industrial Education**

B. DISCUSSION ITEMS:**1. CHAIR**

Chair Alsoszatai-Petheo thanked the senators for attending and supporting the Code Hearing of April 7th.

He announced that Jay Reich will be the new Board of Trustee member replacing Frank Sanchez and that there may be two additional new trustees in the near future.

He reminded senators that about a year ago, he visited each individual senator sharing his five objectives for guiding him as chair this session: inclusion, empowerment, participation, knowledge and mutual respect. He again encouraged senator participation, inclusion and empowerment. He asked each senator to consider "How can senators become more active in driving the Senate's work?" He encouraged senators to think of their role as senator as important and not just a matter of getting together for a meeting. The Senate is not just any one person's, but belongs to all senators.

He announced that it was overlooked that Terry DeVietti, who was elected the upcoming chair elect, will have served two consecutive terms by 6/30/00 and, therefore, will not be eligible to become chair for the 2000-01 Senate session. He requested that senators forward nominees to the Executive Committee for a re-election at the May 5, 1999, meeting.

2. CHAIR ELECT

Chair Elect Beath has attended a couple of Budget Advisory Committee meetings and handed out and briefly discussed the "CWU 1999-2000 Operating Budget with Three Budget Scenarios and Planning Priorities."

3. PRESIDENT

President Nelson followed up Chair Elect Beath's report pointing out the "Graphic Presentation of the Proposed 1999-2000 CWU Operating Budget from the General Fund and Tuition" on the back of her handout. He also presented the CWU "1999-2001 Capital Budget Request."

4. Business Continuity Plan: Richard Corona, Associate Vice President for Business & Financial Affairs and Carolyn Wells, Registrar & Associate Enrollment Management Officer presented the Winter Quarter 2000 Schedule and two scenarios "in the event of power failure." The State has requested all state agencies to plan for the possibility of power outages.

MOTION NO. 3213: (Passed: Aye 14, Nay 14, Chair Aye) Ken Gamon moved and Cindy Emmans seconded a motion to recommend that Scenario One be modified as follows:

Modified Scenario One

| | |
|--------------------------------|--|
| Moved: March 13 | January 3 |
| Moved: President's Day Holiday | January 4 |
| Registration | January 5 |
| Classes Begin | January 6 |
| Add/Drop Period | January 6-12 |
| Spring Degree Deadline | January 7 |
| Martin Luther King Holiday | January 3 Remain January 17 |
| Uncontested Withdrawal | February 17 |
| President's Day Holiday | January 4 Regular Class Day |
| Spring Pre-registration | February 22- March 3 |
| Final Exam Week | March 13 (13 th : Regular Class Day) 14 - 17 |

Days of Instruction: 52

SENATE CONCERNS

Cindy Emmans raised the concern that Senate chairs do not fully represent their departments as they cannot vote unless there is a tie. Chair Alsoszatai-Petheo encouraged her to submit wording to the Executive Committee to change the Bylaws.

MOTION NO. 3214 (Passed): Terry DeVietti moved and Wendy Williams seconded a motion to support the issued addressed in Human Resources Director Ona Youmans' April 2, 1999, letter to the Senate regarding "Proposed Change in Eligibility Rules for the CWU Retirement Plan." "The proposed change is to include in the Retirement Plan adjunct faculty who work at least 50% of full time for two or more consecutive quarters, and administrators who work at least 50% of full time for more than six consecutive months. Those who meet these new eligibility requirements would have the opportunity to make a one time, irrevocable election to join the Retirement Plan, or to waive eligibility based on their temporary status. Individuals who waive eligibility would not have another opportunity to join the plan unless they were to receive a full year contract of 50% or more."

MOTION NO. 3215 (Passed): Terry DeVietti moved and Ken Gamon second a motion to accept the Faculty Senate resolution from the Concerned Faculty of Central Washington University as follows:

"The Faculty Senate directs John A. Alsoszatai-Petheo, Faculty Senate Chair, to report to the Central Washington University Board of Trustees at its Friday, April 16, 1999, meeting that the Faculty Senate concurs, and supports the Resolution adopted by the concerned Faculty of Central which states:

'The Concerned Faculty of Central Washington University do not wish the errors of the last Presidential search to be repeated in the upcoming Presidential search. To discuss these issues, we request a meeting with the Board of Trustees.'

We ask for the courtesy and respect of a response to our request by Friday, April 23. Please respond to John Alsoszatai-Petheo, Faculty Senate Chair, with the date and place of a face-to-face meeting, whether in a formal or in an informal venue, at the earliest possible date."

Comment: Beverly Heckart asked to be on record as abstaining

MOTION NO. 3216 (Passed as amended): Susan Donahoe moved and Lynn Richmond second a motion to recommend the General Education Committee be made a standing committee of the Faculty Senate rather than a university standing committee as follows:

"The Faculty Senate recommends that the General Education Committee be designated a Faculty Senate standing committee rather than a university committee. ~~The Chair of the Faculty Senate will work with the Provost to prepare such a recommendation to the President's Cabinet for review and recommendation to the president and to the Board of Trustees."~~

AMENDMENT MOTION NO. 3216A (Passed): Ken Gamon moved and Terry DeVietti seconded a motion to ask the Code Committee to review the Faculty Code and recommended changes regarding Motion No. 3216 to include the General Education Committee in the Code as a Faculty Senate standing committee.

5. **STUDENT REPORT** Josh Kilen reminded all that the BOD elections were on May 6th.

6. **FACULTY SENATE STANDING COMMITTEE REPORTS:**

ACADEMIC AFFAIRS COMMITTEE - No Report

BUDGET COMMITTEE - No Report

CODE COMMITTEE - No Report

CURRICULUM COMMITTEE - No Report

PERSONNEL COMMITTEE - No Report

PUBLIC AFFAIRS COMMITTEE - In the interests of time, the report was combined in the Chair Elect's Report

8. **Ad Hoc Equity Committee:** Susan Donahoe presented the following information:

Report to Faculty Senate on the Salary Equity Committee April 14, 1999 Dr. Susan Donahoe

The committee wishes to thank everyone for cooperation in completing the individual faculty data sheets. A very high number was completed and returned. All the data is complete and ready to run.

This committee's effort has been to have a report for the identification of the problems in the past and to provide recommendations for the future

The committee has not seen any of the final numbers at this time. (We have a final meeting next Tuesday of reviewing the issues, which will become the variables. All the variables will come from the data sheets.)

Concerning the issue of compression, it has been included in the study by college. Recommendations will be included for salary compression in the final report.

The population for this first report includes full time tenured and tenured-track faculty. Data is complete for a separate study on full-time non tenure-track.

Two important dates: Dr. Nelle Moore will be coming to CWU and will report to the Faculty Senate at the May 5th meeting and will be present at a Faculty Forum on May 6th. It is the committee's goal to provide the Faculty Senate with the report prior to her arrival.

Further information may be obtained from the Salary Equity Committee Chair, Dr. Russ Schultz at 963-1216.

OLD BUSINESS:

NEW BUSINESS:

ADJOURNMENT: The meeting adjourned at 5:15 p.m.

*****NEXT REGULAR FACULTY SENATE MEETING: May 5, 1999*****

BARGE 412

**MISSION STATEMENT AND LEARNING OBJECTIVES
OF THE
GENERAL EDUCATION PROGRAM
AT
CENTRAL WASHINGTON UNIVERSITY**

The university is devoted to helping students become aware of the wide range and variety and interconnectedness of human knowledge. Students will pursue courses that encompass the arts and humanities, natural sciences and mathematics and the social and behavioral sciences. These courses foster the development of a critical awareness of the content and methods of inquiry in these broad areas of study.

To these ends our general education program holds our students responsible for a high level of competency in the basic skills of reading, writing, speaking and reasoning; and exposes them to a broad sampling of the range of human knowledge and ways of knowing. It attempts to instill a critical awareness of human knowledge and of its relationship to the human condition.

OUTCOMES FOR GENERAL EDUCATION

Students will be able to:

1. Demonstrate a basic competency in critical reasoning, reading, writing, and communication.
2. Develop an awareness of the breadth and depth of human knowledge, scientific, humanistic and artistic.
3. Foster a sense of interconnectedness of knowledge.
4. Become aware of the ways in which knowledge is discovered and created.
5. Develop a sense of the ways in which knowledge must and does evolve.

BASIC SKILLS

Writing

Students will be able to write clear expository prose for a variety of audiences and to assess the reasonableness and rhetorical effectiveness of print and non-print texts.-Pg 3

Speaking

Students will be able to speak effectively in a variety of settings and to understand the communication process and its impact on society.-Pg 4

Critical Reasoning

Students will be able to use a system of logic or reasoning, and to discuss its applications and its limitations.-Pg 4

University 100

Students will develop the skills necessary to successfully navigate a college career.-Pg 5

Computer Proficiency

Students will be able to use the computer as a research, writing & computational tool.-Pg 6

Foreign Language

Students will be able to demonstrate basic proficiency in a foreign language and knowledge of the culture of at least one country in which the target language is spoken.-Pg 7

BREADTH REQUIREMENTS - THE NATURAL SCIENCES

Students will explore the natural world, and demonstrate an appreciation and an understanding of its complexity. - Page 7

BREADTH REQUIREMENTS - SOCIAL AND BEHAVIORAL SCIENCES

Students will demonstrate knowledge of human cultures and societies in global perspective and understanding of the methods used to study social, economic and political processes in various contexts. - Page 7

BREADTH REQUIREMENTS - ARTS AND HUMANITIES

Students will develop an appreciation for human thought and expression through the arts and philosophy. - Page 8

GOALS AND LEARNING OBJECTIVES

BASIC SKILLS - WRITING

Students will be able to:

Evaluations

1. Identify assumptions and criteria used for judgments in the writing of others.
2. Evaluate all significant assertions and/or manner of expressing the assertions in the writing of others.
3. Write evaluations or critiques of source material which summarizes accurately all passages used, identify and analyze assumptions, evaluate assertions, discuss credibility, respond to the ideas, and justify the response.

Analytical Synthesis

1. Perceive and relate various perspectives on a question at issue and formulate

- generalizations about those relationships.
2. Write analytical synthesis which draw upon multiple sources, identify logical relationships and varying perspectives among the sources, and arrive at independent conclusions in response to a question at issue.
 3. Use at least one style of citation and documentation and describe its appropriate application.

Position Papers

1. Identify the logical progression of arguments, both in your own writing and that of others.
2. Demonstrate a familiarity with how style influences meaning by making effective choices of word order, sentence pattern, arrangement of material, and use of conventions.
3. Write focused position papers which:
 - a. Address a question at issue.
 - b. Develop a focused assertion based on a shared assumption.
 - c. Present evidence, documented when necessary, in support of the line of reasoning.
4. Use a variety of appeals while avoiding rhetorical fallacies.
5. Integrate and address divergent views in ways that show an awareness of audience.

Writing Qualities:

Write expository prose with the following characteristics according to the evaluation criteria used in the course:

1. Purpose indicates clear relationship between writer, subject, and audience.
2. Development specific, credible and purposeful.
3. Arrangement supports paper's purpose
4. Sentences clear, correct, concise and varied.
5. Conventions of standard academic English used consistently.
6. Tone demonstrates an awareness of effective audience engagement.

BASIC SKILLS -SPEAKING

Effective Communication.

Competent communicators demonstrate knowledge and understanding of:

1. The influence of the individual, relationship, and situation on communication.
2. The role of communication in creating meaning, influencing thought, and making decisions.
3. Evaluate communication styles, strategies, and content based on their aesthetic and functional worth.
4. Show sensitivity to the ethical issues associated with communication in a democratic society.

Speaking

Competent speakers demonstrate:

1. Knowledge and understanding of the speaking process.
2. The ability to adapt communication strategies appropriately and effectively according to the needs of the situation and setting.
3. The ability to use language that clarifies, persuades, and/or inspires while respecting differences in listeners' backgrounds.
4. The ability to manage or overcome communication anxiety

BASIC SKILLS - CRITICAL REASONING

Critical reasoning courses are "critical" in the sense that the reasoning they cultivate entails reflective evaluation based upon rigorously established rational criteria. The "reasoning" addressed in Critical Reasoning courses refers not only to solving problems, but also to examining the basic principles of reasoning itself, drawing attention to the formal, systematic, and rational characteristics of thinking. In these courses, students develop the ability to analyze formal and informal arguments, distinguish deductive from inductive arguments, recognize the formal and informal fallacies of thought and language, distinguish between the form and content of an argument (validity and soundness), and recognize the basic elements of reasoning (rules of inference).

In short, Critical Reasoning courses provide students with a set of tools necessary for living an examined life.

Objectives for Critical Reasoning

The student will be able to:

1. Exhibit mastery of the symbolic notation, language, and operations of a formal logic system.
2. Construct solutions to problems in the given system.
3. Apply the most appropriate problem-solving techniques in the given system for the problem at hand.
4. Demonstrate the importance and utility of the given system.
5. Use the formal system to evaluate arguments in human language.
6. Recognize the limitations of the formal system, specifically with respect to problems arising in natural language.

BASIC SKILLS -UNIVERSITY 100

The following are the course objectives that all students will be expected to have

accomplished upon completion of this course:

1. Describe and use effective classroom etiquette and college survival skills examples include study skills, time management etc.;
2. Discuss academic life and University sponsored activities in general, including such things as the meaning of a university education, faculty expectations, student responsibilities and rights, and how to become more involved in the academic community,
3. Discuss and use the library and its resources;
4. Describe General Education and University requirements;
5. Discuss and describe resources for academic advising and career planning;
6. Describe and discuss the academic advising process;
7. Prepare a written, personal, first-year academic plan.

BASIC SKILLS -COMPUTER PROFICIENCY

To pass the computer proficiency exam the student must be able to:

1. Identify and explain the function of the basic components of a computer;
2. Explain the difference between software and hardware.
3. Perform the basic operating system functions:
 - a. Format a disk.
 - b. Copy files to and from a floppy disk.
 - c. Create directories in a logical fashion.
 - d. Delete files.
 - e. Print a file.
4. Perform basic spreadsheet operations:
 - a. Create a spreadsheet.
 - b. Add labels.
 - c. Simple functions using arithmetic operator
 - d. Generate graphs.
5. Perform basic word processing operations:
 - a. Create a document.
 - b. Select fonts.
 - c. Set margins
 - d. Activate the spelling checker.
 - e. Print a document.
6. Access the library's on-line catalog.
7. Perform basic Internet operations:
 - a. E-mail
 - i. Send a message.
 - ii. Send a file.
 - iii. Read a message.
 - iv. Extract and save a message as a file.
 - b. Discussion lists
 - i. Join a list.
 - ii. Communicate with a list.
 - c. Read a Usenet article.
 - d. World Wide Web
 - i. Understand the form of Uniform Resource Locators.
 1. http
 2. ftp
 3. telnet
 4. news
 5. gopher
 - ii. Use a Web browser
8. Understand ethical and legal issues:
 - a. Privacy. Electronic Communications Privacy Act of 1986.
 - b. Offensive messages.
 - c. Intellectual property.
 - d. Security

BASIC SKILLS - FOREIGN LANGUAGES

Students should be able to:

1. Converse in a foreign language on a basic level.
2. Write basic compositions in the target language.
3. Translate selected basic foreign language texts.
4. Summarize the main ideas of a lecture conducted in the target language.
5. Demonstrate knowledge of the contemporary culture of at least one country in which the target language is spoken.

BREADTH REQUIREMENTS - THE NATURAL SCIENCES

Students will be able to:

1. Demonstrate an appreciation of the natural worlds, and understand how natural science discovery and research contribute to our lives.
2. Rigorously analyze, describe, and comprehend the processes, components, and interrelationships of the natural world.
3. Understand and apply the scientific method to natural science problem solving.
4. Recognize the natural sciences as a system in which observations and measurements must ultimately verify theories that explain and predict natural phenomena.
5. Distinguish between data and interpretation.
6. Understand the role and limitations of qualitative analysis.
7. Recognize mathematics and quantitative skills as fundamental problem solving tools in the natural sciences.

BREADTH REQUIREMENTS - SOCIAL AND BEHAVIORAL SCIENCES

Students will be able to:

1. Distinguish between data and interpretation.
2. Show the influence of the past on the present.
3. Understand the individual's relationship to the community and political system.
4. Understand the individual's relationships with other individuals within families and other social groups.
5. Discuss the values and ethical assumptions underlying social, political and economic organizations.
6. Analyze methods of inquiry appropriate to the study of human behavior.
7. Understand those patterns of thought, feeling, and behavior which distinguish particular cultures.
8. Understand the social, economic and political processes, issues and events of the United States and the world as a context for informed decision-making and citizenship.
9. Demonstrate knowledge of human cultures in a global perspective, including their diversity and similarity, and apply this knowledge to local, national and international issues.

BREADTH REQUIREMENTS - ARTS AND HUMANITIES

Students will be able to:

1. Discuss the problematic character of distinguishing between fact and value.
2. Examine and discuss historical and cultural differences and how these differences affect human behavior.
3. Explore comparative and cross-cultural perspectives.
4. Demonstrate a knowledge of major works and traditions that have shaped our world.
5. Understand the cultural, historical and personal context and framework for literature, and artistic works.
6. Critically analyze creative works from the viewpoints of form, style and meaning.
7. Demonstrate the ability to make informed, sensitive aesthetic responses.
8. Understand and appreciate the aesthetic experience.
9. Demonstrate an understanding of human experiences and the ability to relate them to the present.

AGENDA

FACULTY SENATE REGULAR MEETING

3:10 p.m., Wednesday, April 14, 1999

BARGE 412

INTERACTIVE CONNECTION: SEATAC

- I. ROLL CALL**
- II. Motion: CHANGES TO AND APPROVAL OF AGENDA**
- III. APPROVAL OF MINUTES**
- IV. COMMUNICATIONS**

V. REPORTS/ACTION ITEMS

Code Committee (Beverly Heckart, Chair):

Proposed Faculty Code Changes:

Motion: 12.10 - The Faculty Grievance Committee (below)

Curriculum Committee:

- 1. Tabled Motion: To revise the Mission Statement and Learning Objectives of the General Education Program at Central Washington University (attached to 3/3/99 agenda: viewable at Senate Home Page)**
- 2. Motion: Program Deletions: BA Video Communication Studies
BS Vocational Technical Trade & Industrial Education**

VI. REPORTS/DISCUSSION ITEMS

- 1. CHAIR (10 min.)**
- 2. CHAIR ELECT (10 min.)**
- 3. PRESIDENT (10 min.)**
- 4. Richard Corona, Associate VP Business & Financial Affairs & Carolyn Wells, Registrar & Associate Enrollment Management Officer
Business Continuity Plan (Winter Quarter 2000 Start-Up Schedule Scenarios)**
- 5. SENATE CONCERNS (10 min.)**
- 6. STUDENT REPORT (10 min.)**
- 7. SENATE COMMITTEES (35 min.)**
 - Academic Affairs Committee: Charles McGehee**
 - Budget Committee: Barney Erickson**
 - Code Committee: Beverly Heckart**
 - Curriculum Committee: Luetta Monson**
 - Personnel Committee: Robert Perkins**
 - Public Affairs Committee: Linda Beath**
- 8. Ad Hoc Equity Committee: Russ Schultz, Chair
Preliminary Report**

VII. NEW BUSINESS

VIII. OLD BUSINESS

IX. ADJOURNMENT

*****NEXT REGULAR SENATE MEETING: May 5, 1999*****

BARGE 412

GRIEVANCE

12.10 **The Faculty Grievance Committee**

. . . Members of this committee shall be appointed by the Senate Executive Committee and ratified by the senate at the last regular meeting of each academic year. Members and alternates shall serve terms of three (3) calendar years beginning October 15. Members and alternates may be reappointed and serve any number of successive terms. Terms shall be staggered so that only one position will need to be filled in any one year for both member and alternate. When the original appointee is unable to complete the full term of office, an alternate shall complete the remainder of that three-year term, at which time a new member and alternate will be appointed in the normal way. When an alternate replaces an original appointee to the Faculty Grievance Committee, a replacement alternate shall be appointed and ratified immediately to complete the remainder of the original appointee's and alternate's term.

Rationale:

The situation arose this year that it was necessary to replace two members of the Grievance Committee, and the Code provided for no immediate replacement. Already in October, 1998, the Code Committee rendered a code interpretation that allowed for the immediate replacement of regular and alternate members of the Grievance Committee. This proposed amendment regularizes the interpretation.

**MISSION STATEMENT AND LEARNING OBJECTIVES
OF THE
GENERAL EDUCATION PROGRAM
AT
CENTRAL WASHINGTON UNIVERSITY**

The university is devoted to helping students become aware of the wide range and variety and interconnectedness of human knowledge. Students will pursue courses that encompass the arts and humanities, natural sciences and mathematics and the social and behavioral sciences. These courses foster the development of a critical awareness of the content and methods of inquiry in these broad areas of study.

To these ends our general education program holds our students responsible for a high level of competency in the basic skills of reading, writing, speaking and reasoning; and exposes them to a broad sampling of the range of human knowledge and ways of knowing. It attempts to instill a critical awareness of human knowledge and of its relationship to the human condition.

OUTCOMES FOR GENERAL EDUCATION

Students will be able to:

10. Demonstrate a basic competency in critical reasoning, reading, writing, and communication.
2. Develop an awareness of the breadth and depth of human knowledge, scientific, humanistic and artistic.
3. Foster a sense of interconnectedness of knowledge.
4. Become aware of the ways in which knowledge is discovered and created.
5. Develop a sense of the ways in which knowledge must and does evolve.

BASIC SKILLS

Writing

Students will be able to write clear expository prose for a variety of audiences and to assess the reasonableness and rhetorical effectiveness of print and non-print texts. - Page 3

Speaking

Students will be able to speak effectively in a variety of settings and to understand the communication process and its impact on society. - Page 4

Critical Reasoning

Students will be able to use a system of logic or reasoning, and to discuss its applications and its limitations. - Page 4

University 100

Students will develop the skills necessary to successfully navigate a college career. - Page 5

Computer Proficiency

Students will be able to use the computer as a research, writing and computational tool. - Page 6

Foreign Language

Students will be able to demonstrate basic proficiency in a foreign language and knowledge of the culture of at least one country in which the target language is spoken. - Page 7

BREADTH REQUIREMENTS - THE NATURAL SCIENCES

Students will explore the natural world, and demonstrate an appreciation and an understanding of its

complexity. - Page 7

BREADTH REQUIREMENTS - SOCIAL AND BEHAVIORAL SCIENCES

Students will demonstrate knowledge of human cultures and societies in global perspective and understanding of the methods used to study social, economic and political processes in various contexts. - Page 7

BREADTH REQUIREMENTS - ARTS AND HUMANITIES

Students will develop an appreciation for human thought and expression through the arts and philosophy. - Page 8

GOALS AND LEARNING OBJECTIVES

BASIC SKILLS - WRITING

Students will be able to:

Evaluations

1. Identify assumptions and criteria used for judgments in the writing of others.
2. Evaluate all significant assertions and/or manner of expressing the assertions in the writing of others.
3. Write evaluations or critiques of source material which summarizes accurately all passages used, identify and analyze assumptions, evaluate assertions, discuss credibility, respond to the ideas, and justify the response.

Analytical Synthesis

1. Perceive and relate various perspectives on a question at issue and formulate generalizations about those relationships.
2. Write analytical synthesis which draw upon multiple sources, identify logical relationships and varying perspectives among the sources, and arrive at independent conclusions in response to a question at issue.
3. Use at least one style of citation and documentation and describe its appropriate application.

Position Papers

1. Identify the logical progression of arguments, both in your own writing and that of others.
2. Demonstrate a familiarity with how style influences meaning by making effective choices of word order, sentence pattern, arrangement of material, and use of conventions.
3. Write focused position papers which:
 - a. Address a question at issue.
 - b. Develop a focused assertion based on a shared assumption.
 - c. Present evidence, documented when necessary, in support of the line of reasoning.
4. Use a variety of appeals while avoiding rhetorical fallacies.
5. Integrate and address divergent views in ways that show an awareness of audience.

Writing Qualities:

Write expository prose with the following characteristics according to the evaluation criteria used in the course:

1. Purpose indicates clear relationship between writer, subject, and audience.
2. Development specific, credible and purposeful.
3. Arrangement supports paper's purpose

4. Sentences clear, correct, concise and varied.
5. Conventions of standard academic English used consistently.
6. Tone demonstrates an awareness of effective audience engagement.

BASIC SKILLS -SPEAKING

Effective Communication.

Competent communicators demonstrate knowledge and understanding of:

1. The influence of the individual, relationship, and situation on communication.
2. The role of communication in creating meaning, influencing thought, and making decisions.
3. Evaluate communication styles, strategies, and content based on their aesthetic and functional worth.
4. Show sensitivity to the ethical issues associated with communication in a democratic society.

Speaking

Competent speakers demonstrate:

1. Knowledge and understanding of the speaking process.
2. The ability to adapt communication strategies appropriately and effectively according to the needs of the situation and setting.
3. The ability to use language that clarifies, persuades, and/or inspires while respecting differences in listeners' backgrounds.
4. The ability to manage or overcome communication anxiety

BASIC SKILLS - CRITICAL REASONING

Critical reasoning courses are "critical" in the sense that the reasoning they cultivate entails reflective evaluation based upon rigorously established rational criteria. The "reasoning" addressed in Critical Reasoning courses refers not only to solving problems, but also to examining the basic principles of reasoning itself, drawing attention to the formal, systematic, and rational characteristics of thinking. In these courses, students develop the ability to analyze formal and informal arguments, distinguish deductive from inductive arguments, recognize the formal and informal fallacies of thought and language, distinguish between the form and content of an argument (validity and soundness), and recognize the basic elements of reasoning (rules of inference).

In short, Critical Reasoning courses provide students with a set of tools necessary for living an examined life.

Objectives for Critical Reasoning

The student will be able to:

1. Exhibit mastery of the symbolic notation, language, and operations of a formal logic system.
2. Construct solutions to problems in the given system.
3. Apply the most appropriate problem-solving techniques in the given system for the problem at hand.
4. Demonstrate the importance and utility of the given system.
5. Use the formal system to evaluate arguments in human language.
6. Recognize the limitations of the formal system, specifically with respect to problems arising in natural language.

BASIC SKILLS -UNIVERSITY 100

The following are the course objectives that all students will be expected to have accomplished upon completion of this course:

1. Describe and use effective classroom etiquette and college survival skills examples include study skills, time management etc.;
2. Discuss academic life and University sponsored activities in general, including such things as the

meaning of a university education, faculty expectations, student responsibilities and rights, and how to become more involved in the academic community,

3. Discuss and use the library and its resources;
4. Describe General Education and University requirements;
5. Discuss and describe resources for academic advising and career planning;
6. Describe and discuss the academic advising process;
7. Prepare a written, personal, first-year academic plan.

BASIC SKILLS -COMPUTER PROFICIENCY

To pass the computer proficiency exam the student must be able to:

1. Identify and explain the function of the basic components of a computer;
2. Explain the difference between software and hardware.
3. Perform the basic operating system functions:
 - a. Format a disk.
 - b. Copy files to and from a floppy disk.
 - c. Create directories in a logical fashion.
 - d. Delete files.
 - e. Print a file.
4. Perform basic spreadsheet operations:
 - a. Create a spreadsheet.
 - b. Add labels.
 - c. Simple functions using arithmetic operator
 - d. Generate graphs.
5. Perform basic word processing operations:
 - a. Create a document.
 - b. Select fonts.
 - c. Set margins
 - d. Activate the spelling checker.
 - e. Print a document.
6. Access the library's on-line catalog.
7. Perform basic Internet operations:
 - a. E-mail
 - i. Send a message.
 - ii. Send a file.
 - iii. Read a message.
 - iv. Extract and save a message as a file.
 - b. Discussion lists
 - i. Join a list.
 - ii. Communicate with a list.
 - c. Read a Usenet article.
 - d. World Wide Web
 - i. Understand the form of Uniform Resource Locators.
 1. http
 2. ftp
 3. telnet
 4. news
 5. gopher
 - ii. Use a Web browser
8. Understand ethical and legal issues:
 - a. Privacy. Electronic Communications Privacy Act of 1986.
 - b. Offensive messages.

- c. Intellectual property.
- d. Security

BASIC SKILLS - FOREIGN LANGUAGES

Students should be able to:

1. Converse in a foreign language on a basic level.
2. Write basic compositions in the target language.
3. Translate selected basic foreign language texts.
4. Summarize the main ideas of a lecture conducted in the target language.
5. Demonstrate knowledge of the contemporary culture of at least one country in which the target language is spoken.

BREADTH REQUIREMENTS - THE NATURAL SCIENCES

Students will be able to:

- X. Demonstrate an appreciation of the natural worlds, and understand how natural science discovery and research contribute to our lives.
 - XI. Rigorously analyze, describe, and comprehend the processes, components, and interrelationships of the natural world.
3. Understand and apply the scientific method to natural science problem solving.
 4. Recognize the natural sciences as a system in which observations and measurements must ultimately verify theories that explain and predict natural phenomena.
 5. Distinguish between data and interpretation.
 6. Understand the role and limitations of qualitative analysis.
 7. Recognize mathematics and quantitative skills as fundamental problem solving tools in the natural sciences.

BREADTH REQUIREMENTS - SOCIAL AND BEHAVIORAL SCIENCES

Students will be able to:

1. Distinguish between data and interpretation.
2. Show the influence of the past on the present.
3. Understand the individual's relationship to the community and political system.
4. Understand the individual's relationships with other individuals within families and other social groups.
5. Discuss the values and ethical assumptions underlying social, political and economic organizations.
6. Analyze methods of inquiry appropriate to the study of human behavior.
7. Understand those patterns of thought, feeling, and behavior which distinguish particular cultures.
8. Understand the social, economic and political processes, issues and events of the United States and the world as a context for informed decision-making and citizenship.
9. Demonstrate knowledge of human cultures in a global perspective, including their diversity and similarity, and apply this knowledge to local, national and international issues.

BREADTH REQUIREMENTS - ARTS AND HUMANITIES

Students will be able to:

1. Discuss the problematic character of distinguishing between fact and value.
2. Examine and discuss historical and cultural differences and how these differences affect human behavior.
3. Explore comparative and cross-cultural perspectives.
4. Demonstrate a knowledge of major works and traditions that have shaped our world.
5. Understand the cultural, historical and personal context and framework for literature, and artistic

works.

6. Critically analyze creative works from the viewpoints of form, style and meaning.
7. Demonstrate the ability to make informed, sensitive aesthetic responses.
8. Understand and appreciate the aesthetic experience.
9. Demonstrate an understanding of human experiences and the ability to relate them to the present.

ROLL CALL 1998-99 (Print 3)
FACULTY SENATE MEETING: 4/14/99

- ADAMSON, Karen
- ALSOSZATAI-PETHEO, John
- BAXTER, Louise
- BEAGHAN, Jim
- BENSON, William
- BLACKETT, Robert
- BRAUNSTEIN, Michael
- ~~_____ BRODERSEN, Bret~~
- BULLOCK, John
- COCHEBA, Don
- D'ACQUISTO, Leo
- DeVIETTI, Terry
- ELY, Lisa
- EMMANS, Cindy
- FORDAN, Robert
- GAMON, Ken
- GRAY, Loretta
- GUNN, Gerald
- HAWKINS, Jim
- HOOD, Webster
- KAMINSKI, Walter
- LEWIS, Keith
- MICHEL, John
- MONSON, Luetta
- MUSTAIN, Wendy
- NELSON, Joshua
- NGALAMULUME, Kalala
- OWENS, Patrick
- PRIGGE, Debra (50% PT)
- RICHMOND, Lynn
- SALCEDO, Bill
- SCHAEFER, Todd
- SCHWING, James
- SOLIZ, Jean
- SPENCER, Andrew
- STACY, Gerald
- THYFAULT, Alberta
- UBELACKER, Morris
- WILLIAMS, Wendy
- WILSON, Blaine
- WYATT, Marla

- HOLTFRETER, Robert
- HACKENBERGER, Steven
- RAUBESON, Linda
- ^{Raubeson}vacant
- DUGAN, Jack
- PALMQUIST, Bruce
- KURTZ, Martha
- GHOSH, Koushik
- COLLINS, James
- GAZIS, Carey
- BEATH, Linda
- GARRETT, Roger
- HARPER, James
- POWELL, Joe
- FAIRBURN, Wayne
- VASEK, Cheri
- BURKHOLDER, Peter
- HOLDEN, Lad
- BACH, Glen
- GAUSE, Tom
- WOODCOCK, Don
- JEFFERIES, Stephen
- LEFKOWITZ, Natalie
- HECKART, Beverly
- CANNASCATO, Daniel
- CAPLES, Minerva
- BRADLEY, James
- WIRTH, Rex
- DONAHUE, Barry
- OLIVERO, Michael
- SNEDEKER, Jeff
- ABDALLA, Laila
- MADLEY, Susan
- ALWIN, John
- WEYANDT, Lisa
- BERTELSON, Cathy
- SCHACTLER, Carolyn

Holtfreter

Kilen, Josh
Keaten

Schactler

Count 41
Quorum 21

Date: April 14, 1999

VISITOR SIGN-IN SHEET

✓ Susan DeLoach
✓ Mike Gilt
✓ B Radke
✓ John Kasick

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting.
Thank you.



CENTRAL WASHINGTON UNIVERSITY

MEMORANDUM

TO: David Dauwalder, Provost
John Alszozatai-Petheo, Chair, Faculty Senate

FROM: General Education Committee:

Joan Amby, Family and Consumer Studies

James Bailey, Accounting

Lois Breedlove, Communication

James Cadello, Philosophy

Bobby Cummings, English

Loren Cutsinger (Chair), Anthropology

Barry Donahue, Computer Science

Karl Lillquist, Geography

Joan Amby

James A. Bailey

Lois Breedlove

Bobby Cummings

Loren Cutsinger

Karl Lillquist

DATE: April 2, 1999

RE: General Education Committee as a Faculty Senate committee

On February 19, 1999 the General Education Committee voted 8-0 to recommend that the status of the Committee be changed from a University committee to a Faculty Senate committee. We are recommending this change to bring practices with respect to general education in line with generally accepted notions of faculty responsibility regarding the curriculum.

Curricular authority is expressly given to the faculty. University policy states:

The teaching faculty collectively is the major force governing the curriculum of the university.
(CWU Policies, 5-1.0)

Furthermore, The Faculty Code states that the Faculty Senate has the power to initiate, review and approve changes to educational policy, curricula, academic programs, and academic regulations and standards. (3.10)

The distinction between University and Faculty Senate committees may seem subtle, but it is in reality an important one. Under the University committee model, the Provost has the authority to appoint members to the committee. This effectively allows the Provost to control which voices among the faculty will be heard. If those who hold views contrary to those of the administration were excluded from serving, the power and responsibility of the faculty as a whole would be frustrated. Under the Faculty Senate model, the faculty would make the decisions regarding who would be its representatives.




CENTRAL WASHINGTON UNIVERSITY
Department of Human Resources

RECEIVED
APR 7 1999
CWU FACULTY SENATE

Memo

DATE: April 2, 1999

TO: John Alsoszatai-Petheo
Faculty Senate

FROM: Ona Youmans 
Human Resources

SUBJECT: Proposed change in eligibility rules for the CWU Retirement Plan

The Board of Trustees will be considering a change to the CWU Retirement Plan for Faculty and Exempt Administrators, which was proposed by the CWU Retirement and Insurance Committee. The Committee is made up of active and retired faculty, administrators, and civil service staff. There will be an information item on the Board's April agenda, with a possible action item on the May agenda.

Currently, the Retirement Plan is mandatory for faculty and administrators who hold contracts for a full academic or calendar year for at least 50% of full time. Faculty and Administrators with contracts for less than a full academic or calendar year and those who work less than 50% of full time are not eligible to participate in the Retirement Plan.

The proposed change is to include in the Retirement Plan adjunct faculty who work at least 50% of full time for two or more consecutive quarters, and administrators who work at least 50% of full time for more than six consecutive months. Those who meet these new eligibility requirements would have the opportunity to make a one time, irrevocable election to join the Retirement Plan, or to waive eligibility based on their temporary status. Individuals who waive eligibility would not have another opportunity to join the plan unless they were to receive a full year contract of 50% or more.

We will appreciate the Faculty Senate's support of the proposed change.

C: VP Nasser



CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

March 15, 1999

Mr. David Dauwalder, Provost
Office of Academic Affairs
Campus--7503

Dear David:

Attached please find the copy of the code interpretation the Faculty Senate Code Committee has sent to Margaret Smith, Auditor, regarding the accumulation and application of individual study credits. The members of the Code Committee would appreciate your sharing this interpretation with the school and college deans since it gives them a way to regularize the grant of released time to faculty members who did not receive load credit for individual studies at the time they instructed them. The deans already possess the authority to reassign faculty members; the Code Committee is really suggesting a way to be consistent in the grant of credit for individual studies. Attached also find the interpretation rendered to Dean Lin Douglas concerning the relationship between summer school load for individual study and the payment of "bonuses" for the completion of theses during summer. The two interpretations are consistent with one another and with the proposed regularization of granting credit to faculty members for individual studies or all kinds.

Inasmuch as proposed code amendments will be distributed to all faculty no later than March 29, 1999, we want to inform you why we did not agree with all your recommendations this year.

1. We found that the revisions suggested for Sections 8.70. C. 3 and 8.75. B. 2 are simply unnecessary, indeed overkill. The lack of a promotion or of a merit award should be enough of a signal to a faculty member to improve, if necessary. Moreover the lack of promotion or a merit award does not mean a faculty member is not improving or is substandard. It usually means that, given limited resources, there were others more worthy.

2. We did not adopt the suggested additions to Section 8.80 because methods already exist for disciplining or dismissing incompetent faculty members.

3. We will not propose a new Section 8.41 or 8.43 because the joint Code and Budget Committees decided by overwhelming majority vote that such provision exists elsewhere in writing and is sufficient.

Other than that, we have followed almost all your recommendations either in toto or in modified form. We look forward to our future discussions.

Sincerely,



Beverly Heckart, Chair
Faculty/Senate Code Committee

cc. John Alsoszatai-Petheo, Chair
Faculty Senate

**CENTRAL WASHINGTON UNIVERSITY**

Faculty Senate

MEMORANDUM**TO:** Margaret Smith, Director
Auditing and Control**FROM:** Beverly Heckart, Chair
Faculty Senate Code Committee**DATE:** March 15, 1999

Please forgive our tardy response to your request for a Code interpretation dated October 23, 1998. We had submitted our solution for the problem you enunciate to the provost in the hopes of gaining some affirmation for what is clearly a policy problem. As he has not yet responded to our submission, we are writing to you with the understanding that our suggestion represents only a provisional solution to the desire of faculty members to accumulate individual study credits and apply them to released time in some quarter subsequent to that in which the credit was earned.

We propose that a faculty member be allowed to accumulate not more individual study credits than is equal to the credits for one lecture/demonstration course. Because of variations among departments, such accumulation may fluctuate between three and six credits. Faculty members can then apply for released time or adjustment in their average quarterly credit/contact hour load in the form of a delayed assignment. Only one such delayed assignment/adjustment can occur in any one academic year. The individual department shall be responsible for recording the number of accumulated credits. Moreover we envision that faculty members can only apply for such delayed assignment provided that they continue to be employed by the university at the time they complete the accumulation.

It will be possible for you and others to apply this delayed assignment formula under the provisions of Faculty Code Section 7.20. B. 1. c. We hope to insert this formula into the Code by the end of this academic year. Such insertion would be doubly helpful to all of us.

cc. David Dauwalder, Provost
John Alsoszatai-Petheo



CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

MEMORANDUM

TO: Lin Douglas, Dean
College of Education and Professional Studies

FROM: Beverly Heckart, Chair
Faculty Senate Code Committee

BH

RE: Faculty Code Section 14.30

DATE: March 15, 1999

Rms { After several weeks of deliberation, the majority of the Code Committee, on the basis of Faculty Code Sections 2.10. A., 2.20 and 14.30. A., has decided that both Professor Gary Frederick and Associate Professor Gary Smith, both have the right to participate in all votes taken in the Department of Physical Education, Health and Leisure Services.

{ According to Faculty Code Section 2.10. A., both Mr. Frederick and Mr. Smith are faculty members in the above-named department, both could lose their positions in the Athletic Department at any time and have rights of retreat to the same department. Therefore, according to Section 2.20, both Mr. Frederick and Mr. Smith retain voting rights in the departments of their original appointments. Thus, no matter what their current assignment, they are fully-fledged members of the Department of Physical Education, Health and Leisure Services and are eligible to vote in the election of the chair.

On the basis of Sections 2.10 A and 2.20, the budgetary arrangements concerning the assignments of Mssrs. Frederick and Smith are not determinative. The determining factors are their continuing status as faculty members with a home in the Department of Physical Education, Health, and Leisure Services.

cc. John Alsoszatai-Petheo, Chair, Faculty Senate

**CENTRAL WASHINGTON UNIVERSITY**

Faculty Senate

MEMORANDUM

TO: Lin Douglas, Dean
College of Education and Professional Studies

FROM: Beverly Heckart, Chair
Faculty Senate Code Committee

RE: Summer payment for theses

DATE: March 16, 1999

✓
Through the Faculty Senate Executive Committee, we have received your request to review the payments of \$300.00-500.00 to faculty members for theses completed during summer session. The Code Committee found no provision for such payments in Section 15.40 of the Faculty Code. Rather that section provides for the award of credit to faculty members for service related to theses per Section 7.20. We therefore advise the discontinuation of such payments.

✓
Although Section 7.20 already makes provision for overload payment or reassignment as a means of granting credit to faculty members for such payments, we suggest regularizing such credit through the means of delayed assignment per the recommendations in the attached interpretation requested by the auditor. Also please consult the upcoming proposed code amendments concerning faculty load to be distributed to all faculty no later than March 29, 1999.

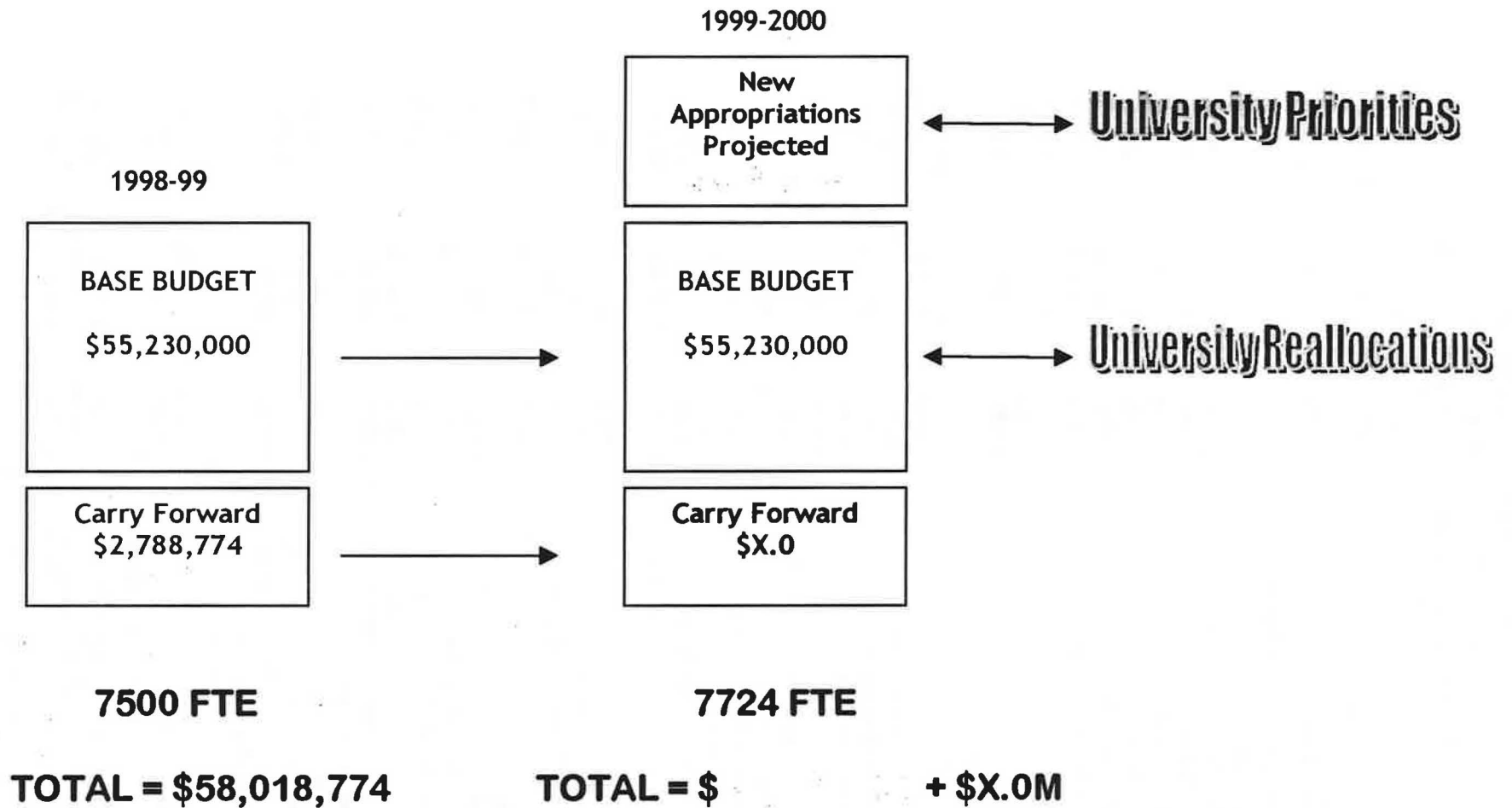
cc. David Dauwalder, Provost
John Alsoszatai-Petheo, Chair, Faculty Senate

**Central Washington University
1999-2000 Operating Budget
Three Budget Scenarios and Planning Priorities**

| | <u>Governor's Proposal</u> | <u>House Republicans</u> | <u>House Democrats</u> |
|---|--------------------------------|------------------------------|----------------------------|
| <u>Revenues</u> | | | |
| <u>Fiscal Year 2000 - New Funding</u> | 2,188,000 | 3,350,000 | 3,658,000 |
| <u>Preliminary Expenditure Estimates</u> | | | |
| 1) University Issues | | | |
| Hope & Lifetime Learning Tax Credit | 27,000 | 27,000 | 27,000 |
| Enrollment Reserve 100 FTE | 231,000 | 231,000 | 231,000 |
| Postage Increase (3.125%) | 5,000 | 5,000 | 5,000 |
| Utility Rate Increase | 150,000 | 150,000 | 150,000 |
| Disability Support Services | 90,000 | 90,000 | 90,000 |
| Fund Employee Benefits Deficit | 250,000 | 250,000 | 250,000 |
| Non IT Y2K (Imbedded Chip) | 100,000 | 100,000 | 100,000 |
| Marketing | <u>50,000</u> | <u>50,000</u> | <u>50,000</u> |
| Subtotal: | 903,000 | 903,000 | 903,000 |
| 2) Employee Issues | | | |
| <i>Faculty Issues</i> | 2% | 3% | 3% |
| Salary Increase | 434,000 | 647,000 | 647,000 |
| Salary Bowwave(Incl. Benefits) | 12,400 | 12,400 | 12,400 |
| Faculty Equity Study (including benefits) | 250,000 | 250,000 | 250,000 |
| Faculty Promotions (includes benefits) | 250,000 | 250,000 | 250,000 |
| Faculty Settlement | 86,085 | 86,085 | 86,085 |
| Recruitment & Retention plus Tuition Mat | 250,000 | | |
| Recruitment & Retention Fac/Exempt | | 365,496 | 194,000 |
| Addnl Faculty Eligible for Retirement | 50,000 | 50,000 | 50,000 |
| Employee Advisory Service | 8,000 | 8,000 | 8,000 |
| Funding for Targeted Enrollments | <u>125,000</u> | <u>125,000</u> | <u>125,000</u> |
| Subtotal: | 1,465,485 | 1,793,981 | 1,622,485 |
| <i>Classified Issues</i> | | | |
| Salary Increase | 200,000 | 200,000 | 300,000 |
| Classified Staff Range/Step | 100,000 | 100,000 | 100,000 |
| Negotiations - Trades Bargaining Unit I | <u>30,000</u> | <u>30,000</u> | <u>30,000</u> |
| Subtotal: | 330,000 | 330,000 | 430,000 |
| <i>Exempt Issues</i> | | | |
| Salary Increase | 107,000 | 107,000 | 165,000 |
| Salary Bowwave(Incl. Benefits) | 3,600 | 3,600 | 3,600 |
| Recruitment & Retention Fac/Exempt | 0 | <u>105,504</u> | <u>56,000</u> |
| Subtotal: | 110,600 | 216,104 | 224,600 |
| Total Employee Issues: | 1,906,085 | 2,340,085 | 2,277,085 |
| 3) Vice President Priorities | | | |
| Financial Aid (EL 60 Total) | 58,000 | 58,000 | 58,000 |
| VP Priorities (University Centers/Distance Ed) | | <u>48,915</u> | <u>419,915</u> |
| Total VP Issues: | 58,000 | 106,915 | 477,915 |
| 4) Additional 1% Tuition Increase ** | | | |
| 4% Tuition (University Discretion) | (677,000) | | |
| Revenue | (175,000) | (175,000) | (175,000) |
| For Faculty Salary Equity | <u>175,000</u> | <u>175,000</u> | <u>175,000</u> |
| Total from 1% Tuition: | (677,000) | 0 | 0 |
| Total Anticipated Expenditures: | 2,190,085 | 3,350,000 | 3,658,000 |
| Net Funds Available for Allocation | (2,085) | 0 | 0 |

Governor's budget allows up to 5% UG Res. Increase
House Republican and Democratic budget allows an additional 2% tuition increase
Both proposals allow for a 2% tuition reduction

Graphic Presentation of Proposed 1999-2000 CWU Operating Budget From the General Fund and Tuition



**CENTRAL WASHINGTON UNIVERSITY
1999-2001 BUDGET REQUEST**

(000's of dollars)

State Buiding Construction/CWU Capital Projects Fund

Revised: April 9, 1999

| CAPITAL | CWU | HECB | | | | OFM Locke | CWU Counter | House | Senate | Conference | Difference W/ CWU |
|---------------------------------------|-----------------|-----------------|-------------|----------------|------------|-----------------|-----------------|-----------------|-----------------|------------|----------------------|
| | | Critical | Value Added | Essential | Other | | | | | | |
| Music Facility Design & Construction | 3,000.0 | 3,000.0 | | | | 100.0 | 3,000.0 | 2,300.0 | 2,300.0 | | (700) |
| CWU - Edmonds CC Center | 10,000.0 | 10,000.0 | | | | 700.0 | 700.0 | 2,000.0 | 5,000.0 | | (5,000) |
| CWU Highline CC Center | 2,500.0 | 2,500.0 | | | | | | 2,500.0 | | | (2,500) |
| CWU - Big Bend CC Center | | | | | | | | 500.0 | | | 0 |
| CWU - Yakima CC Center | 2,500.0 | 2,500.0 | | | | 1,900.0 | 1,900.0 | | | | (2,500) |
| Dean Hall Predesign & Remodel | 130.4 | 130.4 | | | | | 130.0 | | | | (130) |
| K-20 Campus DE Classrooms | 500.0 | 500.0 | | | | 500.0 | 500.0 | | | | (500) |
| Randall/Michaelsen Mechanical | 1,552.0 | 182.1 | | | | | | | | | (1,552) |
| McConnell Stage & Classroom | 2,000.0 | 248.2 | | | | | | | | | (2,000) |
| Electrical Utility Upgrades Phase 2-4 | 3,723.0 | 3,723.0 | | | | 3,700.0 | 3,700.0 | | 3,700.0 | | (23) |
| Steamline Replacement Phases 7-10 | 1,580.0 | 1,580.0 | | | | 1,500.0 | 1,500.0 | | 1,500.0 | | (80) |
| Omnibus Program | 3,322.0 | 3,322.0 | | | | 3,500.0 | 3,500.0 | | 3,000.0 | | (322) |
| Omnibus - Preservation | 3,077.0 | 3,077.0 | | | | 5,000.0 | 3,000.0 | 11,169.0 | 3,000.0 | | (77) |
| Fiber Optic Backbone Upgrade | 2,081.1 | | | 2,081.1 | | 2,000.0 | 970.0 | | 500.0 | | (1,581) |
| Desing/Construct Grounds Fac. | 200.0 | | | | | | | | | | (200) |
| Hebeler Hall Mechanical | 1,050.0 | | | | | | | | | | (1,050) |
| Psychology -Remodel/Tech | 3,425.0 | | | | | | | | | | (3,425) |
| Campus East Entry | | | | | | | | | | | 0 |
| Lind Hall Remodel/Tech | | | | | | | | | | | 0 |
| Hertz Hall Remodel | | | | | | | | | | | 0 |
| CWU - Wenatchee CC Center | | | | | | | | | | | 0 |
| Library Media Remodel/Addn | | | | | | | | | | | 0 |
| Nicholson Pavilion Phase III | | | | | | | | | | | 0 |
| Flight Technology Addition | | | | | | | | | | | 0 |
| Seismic Structural Safety | | | | | | | | | | | 0 |
| Life Safety/Infrastructure | | | | | | | | | | | 0 |
| NSIS Partnership | | | | | | | | | | | 0 |
| CWU - Steilacoom CC Center | | | | | | | | | | | 0 |
| Science Facility Phase 2 -Predesign | | | | | | | | | | | 0 |
| Hogue Tech Predesign/Rem/Addn | | | | | | | | | | | 0 |
| Infrastructure Savings | | | | | | | | | | | 0 |
| Total: 1999-2001 ONLY | 40,640.5 | 30,762.7 | 0.0 | 2,081.1 | 0.0 | 18,900.0 | 18,900.0 | 18,469.0 | 19,000.0 | | (21,641) |

Fund 063 Reappropriation Request: 4,750
Fund 057 Reappropriation Request: 6,300
Total Biennial Budget: 30,050

WINTER QUARTER 2000

In the event of power failure and the necessity to postpone the start of the quarter the scenarios below are being suggested as an alternative schedule for Winter 2000.

| | Current | Recommended Scenario One | Alternate Scenario Two |
|----------------------------|----------------|-------------------------------------|-----------------------------------|
| Registration | January 3 | January 5 | January 10 |
| Classes Begin | January 4 | January 6 | January 11 |
| Add/Drop Period | January 4-10 | January 6-12 | January 11-17 |
| Spring Degree Deadline | January 7 | January 7 | January 14 |
| Martin Luther King Holiday | January 17 | January 3 | January 3 |
| Uncontested Withdrawal | February 15 | February 17 | February 22 |
| President's Day Holiday | February 21 | January 4 | January 4 |
| Spring Pre-registration | Feb 22-Mar 3 | Feb 22-Mar 3 | Feb 22-Mar 3 |
| Final Exam Week | March 13-17 | March 13-17 | March 14-17 |
| Days of Instruction: | 52 | 52 | 51 |

Scenario One: Start of the quarter delayed by two days
 Re-schedule two days of classes
 Re-schedule current holidays

- **Two days of missed classes will be made up on currently scheduled Martin Luther King and President's Day holidays – January 17th and February 21st**
- **Reschedule current Martin Luther King and President's Day holidays to January 3rd and 4th, non-academic staff will not have days to make-up**

Scenario Two: Delay the start of the quarter by one week – 4 class days
 Re-schedule 2 holidays – Classes meet
 Shorten scheduled finals week to 4 days: Classes meet on Monday of scheduled finals week. Finals begin on Tuesday and end on Friday.

- **One less day of classes**
- **Grade submission by instructors, and the processing and mailing of grades will be delayed**

.....
Y2K Readiness Disclosure
March 29, 1999

April 14, 1999

Faculty Senate Resolution (Motion No. ?):

The Faculty Senate directs John A. Alsoszatai-Petheo, Faculty Senate Chair, to report to the Central Washington University Board of Trustees at its Friday, April 16, 1999 meeting that the Faculty Senate concurs, and supports the Resolution adopted by the Concerned Faculty of Central which states:

“The Concerned Faculty of Central Washington University do not wish the errors of the last Presidential search to be repeated in the upcoming Presidential search. To discuss these issues, we request a meeting with the Board of Trustees.

We ask for the courtesy and respect of a response to our request by Friday, April 23. Please respond to John Alsoszatai-Petheo, Faculty Senate Chair, with the date and place of a face-to-face meeting, whether in a formal or in an informal venue, at the earliest possible date.”



CENTRAL WASHINGTON UNIVERSITY

ELLENSBURG • LYNNWOOD • MOSES LAKE • SEATAC • STEILACOOM • WENATCHEE • YAKIMA

FACULTY SENATE

April 14, 1999

Central Washington University Board of Trustees:

Gwen Chaplin
Amy Gillespie
Frederic Glover
Leslie Jones
Jay Reich
Mike Sells
Wilfred Woods
Judy Yu

Dear Board Members:

It is my duty to inform you that the Faculty Senate, at its regular meeting of April 14, 1999, adopted the following resolution.

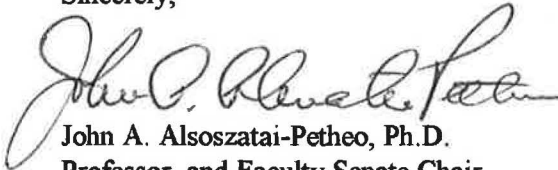
Faculty Senate Resolution (Motion No. 3215):

"The Faculty Senate directs John A. Alsoszatai-Petheo, Faculty Senate Chair, to report to the Central Washington University Board of Trustees at its Friday, April 16, 1999, meeting that the Faculty Senate concurs, and supports the Resolution adopted by the concerned Faculty of Central which states:

'The Concerned Faculty of Central Washington University do not wish the errors of the last Presidential search to be repeated in the upcoming Presidential search. To discuss these issues, we request a meeting with the Board of Trustees.'

We ask for the courtesy and respect of a response to our request by Friday, April 23. Please respond to John Alsoszatai-Petheo, Faculty Senate Chair, with the date and place of a face-to-face meeting, whether in a formal or in an informal venue, at the earliest possible date."

Sincerely,



John A. Alsoszatai-Petheo, Ph.D.
Professor, and Faculty Senate Chair

MOTION:

The Faculty Senate recommends that the General Education Committee be designated a Faculty Senate standing committee rather than a university committee. ~~The Chair of the Faculty Senate will work with the Provost to prepare such a recommendation to the President's Cabinet for review and recommendation to the president and to the Board of Trustees.~~

Report to Faculty Senate on the Salary Equity Committee
April 14, 1999 Dr. Susan Donahoe

The committee wishes to thank everyone for cooperation in completing the individual faculty data sheets. A very high number was completed and returned. All the data is complete and ready to run.

This committee's effort has been to have a report for the identification of the problems in the past and to provide recommendations for the future.

The committee has not seen any of the final numbers at this time. (We have a final meeting next Tuesday of reviewing the issues, which will become the variables. All the variables will come from the data sheets.)

Concerning the issue of compression, it has been included in the study by college. Recommendations will be included for salary compression in the final report.

The population for this first report includes full time tenured and tenured-track faculty. Data is complete for a separate study on full-time non tenure-track.

Two important dates: Dr. Nelle Moore will be coming to CWU and will report to the Faculty Senate at the May 5th meeting and will be present at a Faculty Forum on May 6th. It is the committee's goal to provide the Faculty Senate with the report prior to her arrival.

Further information may be obtained from the Salary Equity Committee Chair, Dr. Russ Schultz at 963-1216.