

2-2-1994

CWU Faculty Senate Minutes - 02/02/1994

Sue Tirota

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

Recommended Citation

Tirota, Sue, "CWU Faculty Senate Minutes - 02/02/1994" (1994). *Faculty Senate Minutes*. 595.
<http://digitalcommons.cwu.edu/fsminutes/595>

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.

Presiding Officer: Sidney Nesselroad
 Recording Secretary: Sue Tirotta

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

ROLL CALL

Senators: All Senators or their Alternates were present except: Olivero, Olson, Perkins, Sahlstrand, Spall, Taylor, Thelen and Uebelacker.
 Visitors: Gerry Stacy, Connie Roberts, Jim Haskett, Agnes Canedo, Anne Denman and Carolyn Wells.

CHANGES TO AGENDA

Agenda addendum distributed at meeting; move report of Public Affairs Committee to report #6.

APPROVAL OF MINUTES

***MOTION NO. 2935** Eric Roth moved and Ken Gamon seconded a motion to approve the minutes of the January 12, 1994, Faculty Senate meeting as distributed. Motion passed.

COMMUNICATIONS

- 1/6/94 letter from Thomas Moore, Provost, regarding Director of Admissions serving on Senate Curriculum Committee; referred to Curriculum Committee.
- 1/11/94 letter from Thomas Moore, Provost, regarding proposed changes to faculty unit assignments; referred to Executive Committee.
- 1/14/94 letter from Beverly Heckart, History, regarding Faculty Activity Analysis and collection of university statistics; referred to Executive Committee.
- 1/19/94 memo from Linda Murphy, Dean of School of Professional Studies, regarding vacancy on University Professional Education Council; referred to Executive Committee.
- 1/25/94 letter from Beverly Heckart, Chair - Faculty Senate Code Committee, regarding minority tenure and promotion; referred to Executive Committee.

REPORTS

1. **CHAIR**
 ***MOTION NO. 2936** Ken Gamon moved and Mark Zetterberg seconded a motion to approve the 1994-95 Faculty Senate meeting dates, as follows:

1994-95 FACULTY SENATE MEETING DATES

<u>FALL 1994</u>	<u>WINTER 1995</u>	<u>SPRING 1995</u>
October 12, 1994	January 11, 1995	April 5, 1995
November 2, 1994	February 1, 1995	April 26, 1995
November 30, 1994	February 22, 1995	May 17, 1995
	March 8, 1995	May 31, 1995

Senator John Brangwin recommended an earlier initial Senate meeting date; Chair Nesselroad stated that it was not known if the meeting room was available on an earlier date. MOTION NO. 2936 passed.

-Chair Nesselroad reported on recent agenda items from Deans' Council: Policy on Centers and Institutes; Program Review and Evaluation; Honors Week; Auxiliary Services briefing; Cooperative Education Reporting and Linkage; Cultural Pluralism Team (5 finalists will be selected from among 12 applicants); Ad Hoc Committee on Speaking and Writing Across the Curriculum (SWAC).

2. **PRESIDENT**
 President Ivory Nelson reported that legislative bills (with the exception of those concerning finance) must leave their house of origin by the end of this week. He stated that the University of Washington and Washington State University have asked to be removed from a bill that would enable faculty collective bargaining. The Governor's budget recommendation included a 1.25% proposed reduction in higher education funding, and the Senate is expected to produce its budget within the next two weeks.

A bill has been introduced by Senator Dan MacDonald that would grant a 3% salary increase to K-12 teachers and community college faculty, the proposed increase to be largely funded from reductions in travel and equipment allocations. Representatives from the Office of Financial

2. PRESIDENT, continued

Management testified that higher education would be disproportionately affected by this bill, since colleges and universities expend a larger percentage of their budgets on travel and equipment.

The President stated that a "1993-98 Strategic Plan Executive Summary" will be presented to the Board of Trustees at its February 11, 1994, meeting. The "Summary" as well as all other Strategic Planning materials are available for review in the Faculty Senate Office. He emphasized that the Strategic Plan is a "living document" which is undergoing constant revision. President Nelson directed the Faculty Senate Chair to prepare a Senate budget, discuss it with the Senate membership, and present it to him by the March 18, 1994, Budget Call deadline. The President stated that any increase in Senate funding would come directly from the Provost/Academic Vice President's area of the budget [see page 1, Strategic Planning Guide, Annual Budget-1994/95 section, for budget detail].

Department chairs' budgets are due to their deans by March 18, 1994, and open budget hearings will be scheduled in April and May. Principal budget administrators will be expected to clearly report how and why budget decisions have been made. President Nelson urged all faculty to participate in developing capital budget requests through involvement at the department level. Senate Budget Committee Chair Barry Donahue, Computer Science, recommended that faculty who may not have been invited to participate in the budget process at the department level talk with their chairs about how they can become involved.

3. SPECIAL ASSISTANT TO THE PROVOST FOR INSTITUTIONAL RESEARCH AND ASSESSMENT

Connie Roberts, Special Assistant to the Provost for Institutional Research and Assessment, stated that Assessment is a major component of the strategic planning process. Assessment of student outcomes will be based on the model presented by James Nichols and outlined in the guide distributed to each academic department with the strategic planning packet. The Assessment Committee, which includes 12 faculty members, is developing a checklist which will assist departments in developing their student outcomes, and the Committee is currently available to offer peer review to any department requesting it. The legislature has for several years allocated a significant amount of special funding in direct support of assessment, and the Higher Education Coordinating (HEC) Board now requests a detailed biannual report regarding how those monies have been utilized and what improvements have been made as a result of assessment. Most grant requests for development of assessment (due this year in the Assessment Office by March 19, 1994) will this year be processed on an annual basis, although some monies will be held in reserve to fund some requests throughout the year.

Dr. Roberts distributed a proposal titled "Assessment of Intended Student Outcomes at Central Washington University." The proposal included a flow chart illustrating all components of student assessment from prospective students through end of major assessment to graduation. She pointed out that some recent changes have been made in the program, especially concerning intermediate assessment, which is now more closely linked with declaration of a major. The standardized Computerized Placement Test (CPT) for intermediate assessment has been replaced by strategies that are tailored to the needs of individual departments and will enhance student advising. Dr. Roberts reported that, despite an index of minimum standards and test scores, about one-third of students being admitted to Central require remediation in Math or English. The need for remediation is a problem at universities nationwide, and Central is conducting a stratified study that will provide feedback information to the school districts regarding the remedial needs of their students. Dr. Roberts stated that faculty within the C.W.U. academic system have the provision and perhaps a professional responsibility to refer students who lack basic academic proficiencies to the Academic Skills Center. She noted that such a referral creates an automatic "hold" on the student's file, and graduation will not be allowed until the student can demonstrate proficiency in basic skills.

Dr. Roberts expressed appreciation to the faculty for completing the first phase of the Faculty Workload Study, as mandated by the HEC Board. The Fall quarter 1993 reports are being assembled into a data base, and spreadsheets will be distributed to all departments this month so that information can be reviewed for accuracy. The form will be modified and redistributed in both Winter and Spring quarters, and then a three-quarter summary will be submitted to the departments.

4. DIRECTOR OF INFORMATION RESOURCES AND SPECIAL ASSISTANT TO THE PRESIDENT

Jim Haskett, Director of Information Resources, reported that changes are taking place rapidly regarding the availability of computing information systems, especially concerning INTERNET, which became available to all C.W.U. computer users with VAXcluster accounts on November 1, 1993. The INTERNET environment offers several basic services, including TELNET, E-MAIL, FILE

2. PRESIDENT, continued

Management testified that higher education would be disproportionately affected by this bill, since colleges and universities expend a larger percentage of their budgets on travel and equipment.

The President stated that a "1993-98 Strategic Plan Executive Summary" will be presented to the Board of Trustees at its February 11, 1994, meeting. The "Summary" as well as all other Strategic Planning materials are available for review in the Faculty Senate Office. He emphasized that the Strategic Plan is a "living document" which is undergoing constant revision. President Nelson directed the Faculty Senate Chair to prepare a Senate budget, discuss it with the Senate membership, and present it to him by the March 18, 1994, Budget Call deadline. The President stated that any increase in Senate funding would come directly from the Provost/Academic Vice President's area of the budget [see page 1, Strategic Planning Guide, Annual Budget-1994/95 section, for budget detail].

Department chairs' budgets are due to their deans by March 18, 1994, and open budget hearings will be scheduled in April and May. Principal budget administrators will be expected to clearly report how and why budget decisions have been made. President Nelson urged all faculty to participate in developing capital budget requests through involvement at the department level. Senate Budget Committee Chair Barry Donahue, Computer Science, recommended that faculty who may not have been invited to participate in the budget process at the department level talk with their chairs about how they can become involved.

3. SPECIAL ASSISTANT TO THE PROVOST FOR INSTITUTIONAL RESEARCH AND ASSESSMENT

Connie Roberts, Special Assistant to the Provost for Institutional Research and Assessment, stated that Assessment is a major component of the strategic planning process. Assessment of student outcomes will be based on the model presented by James Nichols and outlined in the guide distributed to each academic department with the strategic planning packet. The Assessment Committee, which includes 12 faculty members, is developing a checklist which will assist departments in developing their student outcomes, and the Committee is currently available to offer peer review to any department requesting it. The legislature has for several years allocated a significant amount of special funding in direct support of assessment, and the Higher Education Coordinating (HEC) Board now requests a detailed biannual report regarding how those monies have been utilized and what improvements have been made as a result of assessment. Most grant requests for development of assessment (due this year in the Assessment Office by March 19, 1994) will this year be processed on an annual basis, although some monies will be held in reserve to fund some requests throughout the year.

Dr. Roberts distributed a proposal titled "Assessment of Intended Student Outcomes at Central Washington University." The proposal included a flow chart illustrating all components of student assessment from prospective students through end of major assessment to graduation. She pointed out that some recent changes have been made in the program, especially concerning intermediate assessment, which is now more closely linked with declaration of a major. The standardized Computerized Placement Test (CPT) for intermediate assessment has been replaced by strategies that are tailored to the needs of individual departments and will enhance student advising. Dr. Roberts reported that, despite an index of minimum standards and test scores, about one-third of students being admitted to Central require remediation in Math or English. The need for remediation is a problem at universities nationwide, and Central is conducting a stratified study that will provide feedback information to the school districts regarding the remedial needs of their students. Dr. Roberts stated that faculty within the C.W.U. academic system have the provision and perhaps a professional responsibility to refer students who lack basic academic proficiencies to the Academic Skills Center. She noted that such a referral creates an automatic "hold" on the student's file, and graduation will not be allowed until the student can demonstrate proficiency in basic skills.

Dr. Roberts expressed appreciation to the faculty for completing the first phase of the Faculty Workload Study, as mandated by the HEC Board. The Fall quarter 1993 reports are being assembled into a data base, and spreadsheets will be distributed to all departments this month so that information can be reviewed for accuracy. The form will be modified and redistributed in both Winter and Spring quarters, and then a three-quarter summary will be submitted to the departments.

4. DIRECTOR OF INFORMATION RESOURCES AND SPECIAL ASSISTANT TO THE PRESIDENT

Jim Haskett, Director of Information Resources, reported that changes are taking place rapidly regarding the availability of computing information systems, especially concerning INTERNET, which became available to all C.W.U. computer users with VAXcluster accounts on November 1, 1993. The INTERNET environment offers several basic services, including TELNET, E-MAIL, FILE

4. DIRECTOR OF INFORMATION RESOURCES AND SPECIAL ASSISTANT TO THE PRESIDENT

TRANSFER and access to the approximately 4800 GOPHERS available worldwide. INTERNET will effectively replace BITNET, which is in use here now.

Mr. Haskett explained that C.W.U. is building its own GOPHER server, and a prototype of the internal GOPHER is now available for review on the VAXs (logon VAX; \$@users:sftwr_symbols; \$gopher). General GOPHER access is available through: VAX logon; \$@users:sftwr_symbols; \$gopher. C.W.U.'s GOPHER will facilitate internal communications as well as provide a Management Information System (MIS) data base. It will make available a wide range of university information, including the undergraduate/graduate catalog, library catalog, and budget data. Information areas on the GOPHER will be assigned by a campus-wide committee and will be owned and controlled by the people responsible for updating and correcting their particular information area. Mr. Haskett stated that GOPHER is extremely easy to use, even by novice and infrequent users, and the main obstacle to using INTERNET and GOPHER is user fear. He pointed out that several excellent books on navigating the INTERNET are available in the library and bookstore. Mr. Haskett offered the assistance of Information Resources staff to teach students in faculty's classes the basics of using INTERNET, and he detailed some of the information available on the system (e.g., free software, "The Chronicle of Higher Education," etc.).

Mr. Haskett stated that the swift expansion of the computing environment means that Information Resources can no longer maintain close control and support of all university computing, although safeguarding student and financial data and access will continue. A Title III federal grant of \$350,000/year for five years will hopefully support instructional technology at Central and strengthen the institution. Mr. Haskett pointed out that the initial 56KB digital circuit linking C.W.U. to the INTERNET may not provide a fast enough linkage for the expected demand on the system, and Information Resources' budget request will reflect this need.

A Senator remarked that some faculty need computer terminals and/or VAX accounts as well as training to use the equipment. President Nelson replied that the university is purchasing computer equipment as quickly as it can with the limited resources available. The university received \$600,000 of electronic equipment in the last six weeks of the 1991-93 biennium. Mr. Haskett pointed out that use of the INTERNET requires only a "smart" terminal, and faculty should contact his office if they need a VAX account. Information Resources has provided the Provost with suitable hardware for distribution. A Senator stated that the revised curriculum approval process requires certain search capabilities associated with the electronic catalog, but this option has not been available. Mr. Haskett replied that the software previously required to support a catalog text search was prohibitively expensive, but a new version will be available free in the next few weeks, and the university has already ordered it.

Agnes Canedo, Special Assistant to the President, distributed a January 20, 1994, memo from President Nelson on "Location of MIS Information." She stated that the MIS Committee [Members: Joe Antonich, Controller; Ross Byrd, BEAM; Barry Donahue, Computer Science; Jim Haskett, Information Resources; Joan Mosebar, Continuing Education; Barbara Radke, University Advancement; Connie Roberts, Provost's Office; Warren Street, Psychology; Greg Trujillo, Vice President for Student Affairs; Carolyn Wells, Registrar; Ona Youmans, Personnel; Agnes Canedo, President's Office and CHAIR] is working to assign Central's first version of a Management Information System. The GOPHER is low cost, available immediately and allows for a distributed and integrated information system. The MIS section of Central's GOPHER will include information on students, courses, employees, budgets, expenditures, and programs from various perspectives including those of the institution, vice presidents, deans and departments.

5. COUNCIL OF FACULTY REPRESENTATIVES (CFR)

CFR member Ken Gamon, Math, summarized several legislative bills that would affect higher education:

- SB 5894-Student Progression Agreements (sponsor: Senator Kevin Quigley) would require institutions to enter a signed agreement with students guaranteeing them access to courses required for receiving a degree in an order that would allow the student to finish the degree in a timely manner (4 years for most degrees).

-HB 2605-Higher Education "Emancipation" (sponsor: Representative Ken Jacobsen) is a large and complex bill that would allow institutions to carry-forward tuition money at the end of a biennium rather than returning savings to the state, remove salary restrictions set by the state to allow institutions to offer merit pay with money saved on projects or retained at the end of a biennium, eliminate bid limits for contracting jobs within institutions and allow institutions to contract out for

5. COUNCIL OF FACULTY REPRESENTATIVES (CFR), continued
 services, give institutional governing boards control over tuition rate-setting authority with an upper limit based on a calculation of putting the institution in the 90th percentile (using HEC Board peers as a guide) in quality funding in the nation by the year 2002, remove HEC Board authority for new program review, etc.
 -SHB 1468/SB 6361-Faculty Collective Bargaining (sponsor: Representative Mike Heavey) would enable faculty to bargain collectively, but the University of Washington and Washington State University have asked to be written out of the bill.
 -SHB 1005-Students on Governing Boards (sponsor: Representative Ken Jacobsen) would require regional universities and TESC to have one student on their Board of Trustees, and research universities would be required to have two students on their Board of Regents (1 undergraduate, 1 graduate).
 -a bill supporting incentives to Faculty Early Retirement would mitigate the effects of the recent removal of a mandatory retirement age.

Senator Gamon reported that all legislative bills are now available for review at the Ellensburg Public Library. In response to questions concerning the collective bargaining legislation, he explained that the faculties of UW and WSU support collective bargaining in principle but believe this bill is a bad vehicle because: 1) agreements reached under collective bargaining could override faculty code; 2) tenure track faculty are in one bargaining unit and other faculty in another; 3) it is not clear what would be subject to bargaining. The removal of UW and WSU from the bill would moderate the fiscal note attached to last year's bill, which indicated that collective bargaining would cost state universities \$2.4 million in the first biennium of its implementation, as institutions prepare for a more litigious approach to university governance.

Regarding Students on Governing Boards, Senator Gamon stated that the principle at issue is whether governing boards should be "disinterested" or "representative." 31 states have student representation on governing boards, and although these boards are generally larger and more inclusive than "disinterested" boards, only a few states include faculty among their board membership.

6. PUBLIC AFFAIRS COMMITTEE

Faculty Senate Public Affairs Committee chair Dan Ramsdell, History, stated that at its meeting on January 27, 1994, the Committee reached a consensus that the following should be presented to the Faculty Senate at its next plenary meeting:

With respect to the recently released "Central Washington University 1994 Legislative Agenda," we wish to have the Faculty Senate discuss and then conduct a straw vote on whether or not it supports the concept (regardless of individual bill) of each of the following issues:

1. Students on governing boards;
2. Incentives for faculty early retirement;
3. Faculty collective bargaining.

Senator Ramsdell explained that the Public Affairs Committee has taken no position on proposed legislation concerning higher education but requests guidance from the Senate.

STUDENTS ON GOVERNING BOARDS

Senator John Brangwin, ASCWU/BOD, stated that because the Public Affairs Committee report was delivered as an addendum to the agenda, the BOD had not had sufficient time to respond to the issue of "students on governing boards." He encouraged the Senate to refrain from taking a position on this item, stating that the administration has not taken a stand on this issue and no benefit could accrue to the faculty by taking a strong position. Senator Ken Gamon, Math, stated that it may be because faculty have not taken a unified position on the issue of students on governing boards that it has reached the stage of proposed legislation. Other Senators advocated that the Senate limit its debate to issues that affect faculty directly. Senator Ramsdell withdrew discussion concerning "students on governing boards" until the next Faculty Senate meeting.

INCENTIVES FOR FACULTY EARLY RETIREMENT

Straw Vote: 22 Senators supported the concept, 0 opposed the concept, and 2 abstained from voting.

FACULTY COLLECTIVE BARGAINING

Senator Charles McGehee, Sociology, pointed out that the "C.W.U. 1994 Legislative Agenda"

6. PUBLIC AFFAIRS COMMITTEE, continued

distributed by President Nelson at the January 12, 1994, Faculty Senate meeting contains an inaccuracy. The "Legislative Agenda" states "Central's Preliminary Position: As in the past, Central opposes collective bargaining for faculty...", although the C.W.U. faculty have consistently and strongly supported the concept of enabling legislation for faculty collective bargaining. President Nelson conceded that Central's faculty support enabling legislation for collective bargaining but stated that the Board of Trustees opposes it.

***MOTION NO. 2937** Charles McGehee moved and Walter Arlt seconded a motion to reaffirm the Faculty Senate's MOTION NO. 2891, which was passed unanimously by Faculty Senate on February 24, 1993: The Faculty Senate of Central Washington University supports enabling legislation for collective bargaining by faculty of four year institutions of higher education in the State of Washington, such enabling legislation to become effective for all of the four year institutions immediately upon its passage into law. [The Senate Chair is instructed to send this resolution to appropriate legislative committees (House Appropriations, Commerce and Labor, and Higher Education Committees; Senate Higher Education, Labor and Commerce, and Ways and Means Committees)].

MOTION NO. 2937 passed (22 yes, 0 no, 2 abstentions).

NEW BUSINESSPROPOSED FACULTY SENATE BYLAWS SUSPENSION AND AMENDMENT -- Discussion only

NOTE: The following amendments to the Faculty Senate Bylaws will be voted on at the next Senate meeting: February 23, 1994. Amendments of the Senate's Bylaws require a two-thirds majority of those present and voting.

- #1:** Suspend the following portion of Faculty Senate Bylaws section X to allow the amendments in motion #2 (below), if approved, to go into effect with the election of the 1994-95 Faculty Senate Executive Committee:
- X. ...Amendments will go into effect immediately upon approval.

Rationale: The Faculty Senate will vote for its 1994-95 officers at the last meeting of Winter quarter: March 9, 1994. The change to the Bylaws presented below should be based on principle alone and should not be associated with a particular slate of candidates nominated for election to the Senate Executive Committee. If the amendment on the chairship (below) is approved, the vice chair elected on March 9, 1994 would serve as vice chair from June 15, 1994 to June 14, 1995 and automatically succeed to the chairship on June 15, 1995.

- #2:** Amend the Senate's Bylaws as follows:

III.Officers of the Senate**B. Powers and Duties****1. Chair**

The Faculty Senate shall elect annually, from among its membership, a vice chair, secretary, and two at large officers chair and such other principal officers, with their powers and duties, as established in its Bylaws. The vice chair of the Senate will automatically succeed to the chairship on an annual basis. The immediate past Senate chair (or most recent past Senate Chair available, as outlined in section IV.A.1. of these Bylaws) will serve on the Executive Committee. The chair shall be the presiding officer at all meetings of the Senate, at any Faculty Forum, and at general faculty meetings upon request by the President of the university. The Chair shall serve as official representative and spokesman of the faculty and Senate in communication with the faculty, and in this capacity shall have ex officio membership upon all major administrative committees. As chief executive officer of the Senate, the Chair shall coordinate and expedite the business of the Senate and its committees (Faculty Code Section 3.20). The chair of the Faculty Senate shall receive 50% released time from regular duties during the term of office (Faculty Code section 7.25);[BYLAWS CHANGE EFFECTIVE WITH ELECTION OF 1994-95 FACULTY SENATE EXECUTIVE COMMITTEE]

Rationale: The Faculty Senate has indicated support for strengthening the continuity of its leadership. A change should minimize the impact on departments of releasing a faculty member half-time while maximizing utilization of limited resources. The proposed amendment to the Bylaws ensures a three year commitment to the Senate Executive Committee -- as vice chair, chair and past chair. This should optimize information exchange as well as provide time for departments to plan for the careful replacement of faculty who will be released to the Senate chairship in the year following their election as vice chair.

***** NEXT REGULAR FACULTY SENATE MEETING: February 23, 1994 *****

FACULTY SENATE REGULAR MEETING
3:10 p.m., Wednesday, February 2, 1994
SUB 204-205

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES: January 12, 1994

IV. COMMUNICATIONS

-1/6/94 letter from Thomas Moore, Provost, re. Director of Admissions serving on Senate Curriculum Committee; referred to Curriculum Committee.

-1/11/94 letter from Thomas Moore, Provost, re. proposed changes to faculty unit assignments; referred to Executive Committee.

-1/14/94 letter from Beverly Heckart, History, re. Faculty Activity Analysis and collection of university statistics; referred to Executive Committee.

-1/19/94 memo from Linda Murphy, Dean of School of Professional Studies, re. vacancy on University Professional Education Council; referred to Executive Committee.

-1/25/94 letter from Beverly Heckart, Chair - Faculty Senate Code Committee, re. minority tenure and promotion; referred to Executive Committee.

V. REPORTS

1. CHAIR

-MOTION: 1994-95 Faculty Senate meeting dates

-Deans' Council Update

2. PRESIDENT

3. SPECIAL ASST. TO THE PROVOST FOR INSTITUTIONAL RESEARCH AND ASSESSMENT [Connie Roberts]

-Assessment

-Faculty Activity Analysis

**4. DIRECTOR OF INFORMATION RESOURCES [Jim Haskett] and
MANAGEMENT INFORMATION SYSTEM (MIS) [Agnes Canedo, Special Assistant to
the President]**

5. COUNCIL OF FACULTY REPRESENTATIVES [Ken Gamon]

6. ACADEMIC AFFAIRS COMMITTEE

-Policy re. dropping students from classes

7. BUDGET COMMITTEE

8. CODE COMMITTEE

9. CURRICULUM COMMITTEE

10. PERSONNEL COMMITTEE

11. PUBLIC AFFAIRS COMMITTEE

VI. OLD BUSINESS

VII. NEW BUSINESS

-Proposed Faculty Senate Bylaws change (attached)

***** NEXT REGULAR FACULTY SENATE MEETING: February 23, 1994 *****

CHAIR

MOTION: PROPOSED 1994-95 FACULTY SENATE MEETING DATES
[All meetings scheduled for 3:10 p.m. in SUB 204-205]

FALL 1994

October 12, 1994
November 2, 1994
November 30, 1994

WINTER 1995

January 11, 1995
February 1, 1995
February 22, 1995
March 8, 1995

SPRING 1995

April 5, 1995
April 26, 1995
May 17, 1995
May 31, 1995

* * * * *

NEW BUSINESS

PROPOSED FACULTY SENATE BYLAWS SUSPENSION AND AMENDMENT -- Discussion only

NOTE: The following amendments to the Faculty Senate Bylaws will be voted on at the next Senate meeting: **February 23, 1994**. Amendments of the Senate's Bylaws require a two-thirds majority of those present and voting.

MOTION #1: Suspend the following portion of Faculty Senate Bylaws section X to allow the amendments in motion #2 (below), if approved, to go into effect with the election of the 1994-95 Faculty Senate Executive Committee:
X. ...Amendments will go into effect immediately upon approval.

Rationale: The Faculty Senate will vote for its 1994-95 officers at the last meeting of Winter quarter: March 9, 1994. The change to the Bylaws presented below should be based on principle alone and should not be associated with a particular slate of candidates nominated for election to the Senate Executive Committee. If the amendment on the chairship (below) is approved, the vice chair elected on March 9, 1994 would serve as vice chair from June 15, 1994 to June 14, 1995 and automatically succeed to the chairship on June 15, 1995.

MOTION #2: Amend the Senate's Bylaws as follows:

- III. Officers of the Senate
B. Powers and Duties
1. Chair

The Faculty Senate shall elect annually, from among its membership, a vice chair, secretary, and two at large officers ~~chair and such other principal officers~~, with their powers and duties, as established in its Bylaws. The vice chair of the Senate will automatically succeed to the chairship on an annual basis. The immediate past Senate chair (or most recent past Senate Chair available, as outlined in section IV.A.1. of these Bylaws) will serve on the Executive Committee. The chair shall be the presiding officer at all meetings of the Senate, at any Faculty Forum, and at general faculty meetings upon request by the President of the university. The Chair shall serve as official representative and spokesman of the faculty and Senate in communication with the faculty, and in this capacity shall have ex officio membership upon all major administrative committees. As chief executive officer of the Senate, the Chair shall coordinate and expedite the business of the Senate and its committees (Faculty Code Section 3.20). The chair of the Faculty Senate shall receive 50% released time from regular duties during the term of office (Faculty Code section 7.25);[BYLAWS CHANGE EFFECTIVE WITH ELECTION OF 1994-95 FACULTY SENATE EXECUTIVE COMMITTEE]

**FACULTY SENATE REGULAR MEETING
ADDENDUM TO AGENDA - February 2, 1994**

PUBLIC AFFAIRS COMMITTEE

At its meeting on January 27, 1994, the Faculty Senate Public Affairs Committee reached a consensus that the following should be presented to the Faculty Senate at its next plenary meeting:

With respect to the recently released "Central Washington University 1994 Legislative Agenda," we wish to have the Faculty Senate discuss and then conduct a straw vote on each of these items:

1. Students on governing boards;
2. Incentives for faculty early retirement;
3. Faculty collective bargaining.

* * * * *

The following text is excerpted from the "Central Washington University 1994 Legislative Agenda:"

STUDENTS ON GOVERNING BOARDS The Washington Student Lobby is again expected to present a bill that would require that each institution of higher education have a student on its Board of Trustees or Board of Regents. Last year (and in several preceding years) a similar bill passed the State House by a large margin, but was stopped in the Senate Higher Education Committee. However, the Senate Higher Education Committee will have two new members this year, as Jim Jesernig and Peter Von Reichbauer have moved to other governmental positions.

Central's Preliminary Position: Central opposes the requirement of placing students on governing boards (as do all other public 4 year institutions), but will not testify against the legislation. The placing of students on governing boards is in direct conflict with the stated purpose of having an objective, removed citizen board rather than a board of interest groups. In many cases, students would have a conflict of interest if they were to serve on a board, particularly if institutions are given tuition rate-setting authority. In addition, it is likely that if students were given a guaranteed position on boards, other groups including faculty, civil service and administrative staff would also want a position on the board.

FACULTY EARLY RETIREMENT Several institutions, including Central, have discussed sponsoring legislation that would allow institutions to provide greater incentives for faculty early retirement.

Central's Preliminary Position: Central supports any legislation allowing for more incentive and flexibility in this area. However, it is not clear that enough work has been done in the interim to have a bill move through the short supplemental session.

FACULTY COLLECTIVE BARGAINING Representative Heave is again expected to sponsor a bill that would enable faculty to bargain collectively.

Central's Preliminary Position: As in the past, Central opposes collective bargaining for faculty. Collective bargaining more often than not creates an adversarial climate between faculty and administration, rather than reinforcing the process of shared governance. In addition, the fiscal note attached to last year's bill indicated that collective bargaining would cost state universities \$2.4 million in the first biennium of its implementation, as institutions prepare for a more litigious approach to university governance.

* * * * *

NOTE: ***MOTION NO. 2891** [passed unanimously by Faculty Senate on February 24, 1993]: The Faculty Senate of Central Washington University supports enabling legislation for collective bargaining by faculty of four year institutions of higher education in the State of Washington, such enabling legislation to become effective for all of the four year institutions immediately upon its passage into law. The Senate Chair is instructed to send this resolution to appropriate legislative committees [House Appropriations, Commerce and Labor, and Higher Education Committees; Senate Higher Education, Labor and Commerce, and Ways and Means Committees].

NEW BUSINESS, continued

Rationale:

The Faculty Senate has indicated support for strengthening the continuity of its leadership. A change should minimize the impact on departments of releasing a faculty member half-time while maximizing utilization of limited resources. The proposed amendment to the Bylaws ensures a three year commitment to the Senate Executive Committee -- as vice chair, chair and past chair. This should optimize information exchange as well as provide time for departments to plan for the careful replacement of faculty who will be released to the Senate chairship in the year following their election as vice chair.

ROLL CALL 1993-94

- Walter ARLT
- Linda BEATH
- Andrea BOWMAN
- John BRANGWIN
- Peter BURKHOLDER
- Minerva CAPLES
- Robert CARBAUGH
- David CARNS
- Bobby CUMMINGS
- Barry DONAHUE
- Ken GAMON
- Mary GOSSAGE
- Charles MCGEHEE
- Deborah MEDLAR
- Robert MYERS
- Ivory NELSON
- Connie NOTT
- Sidney NESSELROAD
- Vince NETHERY
- Michael OLIVERO
- Steve OLSON
- Rob PERKINS
- Dan RAMSDELL
- Dieter ROMBOY
- Sharon ROSELL
- Eric ROTH
- Charles RUBIN
- James SAHLSTRAND
- Carolyn SCHACTLER
- Hugh SPALL
- Kristan STARBUCK
- Stephanie STEIN
- Alan TAYLOR
- Thomas THELEN
- Morris UEBELACKER
- Lisa WEYANDT [pron. Y'-ANT]
- Rex WIRTH
- Thomas YEH
- Mark ZETTERBERG

FACULTY SENATE MEETING: February 2, 1994

- Stephen JEFFERIES
- Dan FENNERTY
- Madalon LALLEY
- Kris HENRY
- Jay BACHRACH
- Susan DONAHOE
- David HEDRICK
- Walt KAMINSKI
-
- George TOWN
- James HARPER
- Jeff OLSEN
- David KAUFMAN
- Gary HEESACKER
- Patrick OWENS
- Thomas MOORE
-
- Andrew SPENCER
- Robert GREGSON
-
- Cathy BERTELSON
- Beverly HECKART
- Stella MORENO
- Michael BRAUNSTEIN
- Geoffrey BOERS
- James HINTHORNE
- Margaret SAHLSTRAND
- Carolyn THOMAS
-
- Shawn CHRISTIE
- Stephen SCHEPMAN
- Robert GARRETT
- John CARR
- John ALWIN
- Roger FOUTS
-
- Jerry HOGAN
- Wesley VAN TASSEL

February 2, 1994

Date

VISITOR SIGN-IN SHEET

Hacy

Roberto

Hackett

Caredo

Romman

Wells

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



FACULTY SENATE

PLEASE ROUTE TO: Faculty Senate Curriculum Committee

NAME: All Members

DATE: January 19, 1994

REFERENCE: 1/6/94 note from Provost attached

MESSAGE: Please consider the Provost's recommendation as you consider whether or not to recommend a change in Curriculum Committee membership.

- | | |
|---|---|
| <input type="checkbox"/> PLEASE ANSWER | <input type="checkbox"/> LET'S DISCUSS |
| <input type="checkbox"/> Your signature | <input type="checkbox"/> Please phone me |
| <input type="checkbox"/> CC to me | <input type="checkbox"/> Let's meet. Time: _____ |
| <input type="checkbox"/> Prepare rough draft for me | <input type="checkbox"/> Please advise me on action to be taken |
| <input type="checkbox"/> Prepare answer for us to co-sign | <input type="checkbox"/> Please review for accuracy |
| <input type="checkbox"/> Prepare answer for my signature | <input type="checkbox"/> If inaccurate, report inaccuracies to: _____ |
| <input type="checkbox"/> FOR YOUR ACTION | _____ |
| <input type="checkbox"/> Please follow up | _____ |
| <input type="checkbox"/> Please keep me posted | <input checked="" type="checkbox"/> FOR YOUR INFORMATION |
| <input type="checkbox"/> Action requested by: _____ | <input type="checkbox"/> Please return to me |
| <input type="checkbox"/> For your approval | <input type="checkbox"/> Please return for filing |
| <input type="checkbox"/> Supply info and return | <input type="checkbox"/> Need not return |
| <input type="checkbox"/> Please return with your evaluation | <input type="checkbox"/> For your files. Send to: |
| <input type="checkbox"/> Refer or delegate to others | <input type="checkbox"/> Library |
| | <input type="checkbox"/> _____ |
| | <input type="checkbox"/> RETURNED WITH THANKS |

8A

Central
Washington
University



Office of the Provost
Bouillon 208A
Ellensburg, Washington 98926
(509) 963-1400

January 6, 1994

RECEIVED

Dr. Sidney Nesselroad
Faculty Senate Chair
Campus -- 7509

JAN 18 1993

CWU FACULTY SENATE

Dear Sid:

I am in receipt of a copy of your January 4, 1994 memorandum covering Dean Pappas' request to have the Director of Admissions serve on the Faculty Senate Curriculum Committee. Of course, this is a matter for review and determination by the Faculty Senate. My own view is that this is not a good idea; there are other individuals who by nature of their position might serve on the curriculum committee. I do believe it makes a great deal of sense to have Mr. Swain serve as a permanent consultant to the committee and attend its meetings.

Sincerely,

Tom

Thomas D. Moore
Provost/Vice President
for Academic Affairs

/kb

c: Dr. Pappas
Mr. Swain

8A



CENTRAL WASHINGTON UNIVERSITY

Faculty Senate

TO: Thomas Moore
Provost/Vice President for Academic Affairs

FROM: Sidney Nesselroad, Chair
Faculty Senate

DATE: January 24, 1994

RE: MEETING - PROPOSED CHANGES IN FACULTY UNIT ASSIGNMENTS

Per your January 11, 1994 request, I have arranged for the Faculty Senate Executive Committee to meet with you and President Nelson to review proposed changes in faculty unit assignments.

The next regularly scheduled Executive Committee meeting at which all of us are available to meet takes place at the end of March. I have scheduled our meeting for:

4:00 p.m.
Wednesday, March 30, 1994
BARGE HALL 409A (Faculty Senate Office)

If there is any reason why the review of these requests should be undertaken in a more timely manner, please notify me, and I will try to arrange an earlier meeting.

c: Ivory Nelson, President

sft

[c:\wpdocs\document\1-24-94.uni]

7

Central
Washington
University



Office of the Provost and
Vice President for Academic Affairs

208B Bouillon
Ellensburg, Washington 98926

(509) 963-1401

January 11, 1993⁴

Dr. Ivory V. Nelson, President
CWU - 7501

Dr. Sidney Nesselroad, Chair
Faculty Senate
CWU - 7509

Dear Dr. Nelson and Dr. Nesselroad:

We have received requests from several departments to revise the faculty assignment units which were approved last year. You will recall that the Faculty Code of Personnel Policy and Procedures, Section 6.25.B. (June 12, 1992), places the responsibility for approving units with the President, the Provost, and the Executive Committee of the Faculty Senate. Section 6.25.G. of the Code gives departments permission to request a review at any time and that's what the departments are doing at this time.

Two departments, Art and Theatre arts, have suggested units for their faculty different than those approved last year. Dean Brown has endorsed their requests (see attached letters).

Business Education and Administrative Management is requesting that a specific unit be established which is unique to faculty who teach courses required in programs outside the department. Dean Murphy endorses the request (see attached letters).

I propose that time be set aside during a regular Faculty Senate Executive Committee meeting when President Nelson and I can join to act on these requests.

Professor Nesselroad, I would appreciate it if you would make arrangements for that meeting.

Thank you.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Tom Moore'.

Dr. Thomas D. Moore
Provost & Vice President for Academic Affairs

Enc.
llm

CENTRAL WASHINGTON UNIVERSITY

1992-93 Academic Unit List

Approved by the Faculty Senate Executive Committee,
the Provost & Vice President for Academic Affairs and
the President, May 12, 1993

School/ College	Department/Program	Unit
CLAS	Anthropology	one unit
CLAS	Art	Art Education Art History Graphic Design Studio
CLAS	Biological Sciences	one unit
CLAS	Chemistry	one unit
CLAS	Communication	Mass Media Public Relations Speech Communication
CLAS	Computer Science	one unit
CLAS	Douglas Honors College	one unit
CLAS	English	one unit
CLAS	Environmental Science Program	one unit
CLAS	Foreign Languages	French German Japanese Spanish
CLAS	Geography	one unit
CLAS	Geology	one unit
CLAS	History	one unit
CLAS	Humanities Program	one unit
CLAS	Law & Justice	one unit
CLAS	Mathematics	one unit
CLAS	Medical Technology Program	one unit
CLAS	Music	Band Performance Brass Performance Chamber Ensembles Performance Choral Performance Instructional Methods, Instrumental Methods, Pedagogy Jazz Ensembles Performance Keyboard Performance Music History & Literature Orchestra Performance Percussion Performance Strings Performance Theory, Arranging, Orchestration & Composition Voice Performance Woodwinds Performance
CLAS	Philosophy	one unit
CLAS	Physics	one unit
CLAS	Political Science	one unit

CENTRAL WASHINGTON UNIVERSITY

1992-93 Academic Unit List

Approved by the Faculty Senate Executive Committee,
the Provost & Vice President for Academic Affairs and
the President, May 12, 1993

School/ College	Department/Program	Unit
CLAS	Psychology	one unit
CLAS	Science Education Program	one unit
CLAS	Sociology	one unit
CLAS	Theatre Arts	Children's/Educational Theatre Performance Technology

Central
Washington
University



Office of the Dean
College of Letters, Arts and Sciences

Ellensburg, Washington 98926-7500

(509) 963-1858

November 16, 1993

RECEIVED
NOV 17 1993

Dr. Thomas Moore, Provost
Central Washington University
Campus

Dear Provost Moore:

As part of the unit assignment process, the Departments of Art and the Department of Theatre Arts have requested arrangements that divide their departments into subgroups to which they apply unit status. The Dean's Council had earlier approved a similar plan for the Music Department. Other departments, e.g. Biology, with similar structural complexity have chosen to represent the department as a single unit. I'm not convinced, on the basis of what I have seen thus far, that either of these approaches is "the right answer" and see no compelling reason to reject either of them. If alternative schemes of unit structure are consistent with facts of seniority, faculty credentials and department functions each version should be valid although they may differ in complexity and the amount of information visible upon casual inspection.

I recommend that the unit plans of Departments and Art and Theatre Arts be accepted with the understanding that we will continue to work on the issues involved in describing units.

Sincerely,

Robert H. Brown
Acting Dean

c: president
faculty Senate
Connie Speth
Wes Van Tassel
c:\wpdocs\rhb.upa.ltr

Central
Washington
University



Art Department
Randall Fine Arts Building
Ellensburg, Washington 98926
(509) 963-2665

November 8, 1993

RECEIVED
NOV 8 1993

OFFICE OF THE PROVOST

Dr. Thomas Moore
Provost

Dear Dr. Moore:

The members of the Art Department unanimously object to the October 30 revision of the Art Department Unit Plan. The revision made by the office of the Dean of CLAS was received in the department on November 1. Our objection, as required, is submitted within one week of receipt.

We specifically object to having all members of this department listed by seniority under a single studio unit. The Art Department's Unit Plan included two studio units. The first unit includes foundation courses and essential breadth courses which fulfill curriculum that is common to all art degrees (art education, graphics, and studio arts). The second studio unit includes coursework which forms an elective studio emphasis within the art major. Our curriculum requires that a major in art have a 16-20 credit concentration within a single studio emphasis (such as metalsmithing or ceramics).

The one unit studio proposal does not recognize the difference between foundation curriculum and areas of concentration, nor does it recognize the specialized preparation required of studio faculty. The M.F.A. held by all studio faculty is not a generic studio degree. One earns an M.F.A. in a specific area, such as Drawing, Painting or Printmaking.

The Faculty Code supports two criteria for placement within a unit: Terminal Degree and Teaching Experience. Art faculty qualify for placement in a unit based on a specific studio concentration (painting, drawing, sculpture, ceramics, etcetera) which reflects the coursework and thesis emphasis of their graduate study. We do not accept the notion that we can teach other studio areas competently that do not closely relate to our specific studio concentration. (Examples of this statement: a metalsmith could not teach printmaking nor could a ceramicist teach photography.)

The second criteria for unit placement involves five years of recent teaching experience. As studio faculty our preparation of course content is directly related to our creative work and technical research. Since the Two Studio Unit Plan fulfills the directives of the Faculty Code, it is the one that must be supported. Since we must look at the plan annually, we should use this opportunity to create the most functional, fair, and descriptive unit plan possible.

In the Foreign Language Department the focus is upon a country and the cultural background that influences a particular language. In the Music Department the faculty focus their knowledge and experience upon a particular instrument within the orchestra.

We recognize that art is a language coming forth from a visual orchestra and we are not professionally prepared to randomly change instruments of expertise within the orchestra based upon the principal of seniority.

We urge you to reconsider our plan as adopted by all members of the art department.

Sincerely,

Constance W. Speth

Constance W. Speth
Chair

cc: Dr. Robert Brown
Dean of CLAS

CLAS UNIT LIST (BY SENIORITY)

Department/Program	Unit
Art	<p>Art Education Emme, Michael J.</p> <p>Art History Fitzgerald, Quentin J.</p> <p>Graphic Design None eligible</p> <p>Ceramics Studio Galbraith, Gary M.</p> <p>Design Studio Agars, John J. Galbraith, Gary M. Cory, Kenneth R.</p> <p>Drawing Studio Agars, John J. Speth, Constance H. Dunning, William V. Sahlstrand, Margaret A. Papadopoulos, Christos J. Krieble, Cynthia</p> <p>Metalsmithing Studio Sahlstrand, Margaret A.</p> <p>Painting Studio Dunning, William V. Krieble, Cynthia</p> <p>Photo Studio Sahlstrand, James M.</p> <p>Print Studio Agars, John J. Sahlstrand, Margaret A.</p> <p>Sculpture Studio Papadopoulos, Christos J.</p> <p>Wood Studio Galbraith, Gary M.</p>

Central
Washington
University



Department of Theatre Arts

McConnell 102
Ellensburg, Washington 98926-7500

(509) 963-1766

MEMORANDUM

TO: Bob Brown, Dean
CLAS

FROM: Wesley Van Tassel, Chair
Theatre Arts

DATE: November 9, 1993

RE: Unit lists

The faculty of the Department of Theatre Arts has reviewed the unit lists as submitted to the President. The following revised listing is requested:

Children's/Educational Theatre
Hawkins, A. James
Van Tassel, Wesley H.
Zetterberg, Mark C.

Performance
Leinaweaver, Richard E.
Evans, Betty E.
Hawkins, A. James
Van Tassel, Wesley H.
Hubbard, Brenda J.

Technology
Zetterberg, Mark C.
Huaixiang, Tan

History and Literature
Zetterberg, Mark C.
Van Tassel, Wesley H.
Hubbard, Brenda J.

The faculty believes this new listing -- where faculty are in more than one area -- more accurately represents their teaching and production assignments.

Thank you.

CLAS UNIT LIST (BY SENIORITY)

Department/Program	Unit
Theatre Arts	Children's/Educational Theatre Hawkins, James A. Zetterberg, Mark C. Van Tassel, Wesley H. Performance Leinaweaver, Richard D. Evans, Betty E. A. Hawkins, James A. Van Tassel, Wesley H. Hubbard, Brenda J. Technology Zetterberg, Mark C. Huaixiang, Tan Hubbard, Brenda J. History and Literature Zetterberg, Mark C. Van Tassel, Wesley H. Hubbard, Brenda J.

CENTRAL WASHINGTON UNIVERSITY
1992-93 Academic Unit List
Approved by the Faculty Senate Executive Committee,
the Provost & Vice President for Academic Affairs and
the President, May 12, 1993

School/ College	Department/Program	Unit
SPS	Business Education and Administrative Management	Administrative Office Management -- Office Administrative Office Management -- Administrative Assistant Administrative Office Management -- Retail Administrative Office Management -- Systems Business Education Fashion Merchandising Marketing Education Masters in Business and Marketing Education
SPS	Education	Bilingual/TESL Curriculum & Instruction Early Childhood Education Elementary Education Field Experience Reading School Administration Special Education
SPS	Home Economics	one unit
SPS	Industrial & Engineering Technology	Construction Management Electronics Engineering Technology Flight Technology Industrial Education (Voc Tech T&I) Industrial Technology Mechanical Engineering Technology Safety Management
SPS	Physical Education, Health Education and Leisure Services	Physical Education Health Education Leisure Services

Central
Washington
University



Office of the Dean
School of Professional Studies
Ellensburg, Washington 98926-7500
(509) 963-1411
TDD: (509) 963-3323

MEMORANDUM

D.S.

RECEIVED
NOV 24 1993
OFFICE OF THE PROVOST

TO: Thomas D. Moore, Provost and Vice President
for Academic Affairs

FROM: Linda B. Murphy, Dean *LBMurphy*

DATE: November 19, 1993

RE: Attached

The attached is self-explanatory.

I concur with Dr. Byrd that there exists a categorical unit of faculty members who teach courses for programs outside the Department of Business Education and Administrative Management (BEAM). I recommend that this body of BEAM faculty be officially recognized in the department's unit structure, possibly as an "essentiality" issue.

If you would like to discuss this, or require additional information, please advise.

Thank you.

c Dr. Byrd

Central
Washington
University



Department of Business Education
& Administrative Management

Hebeler 105
Ellensburg, Washington 98926

Office: (509) 963-2611
FAX: (509) 963-1721

November 10, 1993

RECEIVED

NOV 17 1993

DEAN OF
PROFESSIONAL STUDIES

Dr. Linda Murphy, Dean
School of Professional Studies
Campus

Dear Linda:

We are requesting that the university give serious consideration to the BEAM proposal regarding "departmental units." The proposal was included in our October 27 letter to you.

The recommendation is defensible, particularly given statements by various administrators regarding the importance of interdisciplinary cooperation, interdisciplinary programs, reduction of curriculum duplication, and the need to maximize resources.

Specifically, we propose that a category (unit) defined as "courses required in programs outside the department," or CRIPOD, be created.

Rationale: More than half the credits we generate are as a result of teaching classes that are required in programs outside the department. In our judgment, this deserves recognition just as "general education" deserves recognition, just as "department majors" deserves recognition. All our permanent faculty teach such courses (including Business Communications, Microcomputer Applications, Advertising, Philosophy of Vocational Education, and Educational Technology).

Positive administrative consideration of the recommendation will be appreciated.

Sincerely,

F. Ross Byrd
Chair

lm1110-5

Central
Washington
University



History Department

Language & Literature 100T
Ellensburg, Washington 98926-7500

(509) 963-1655
TDD: 963-3323

RECEIVED

JAN 26 1994

CWU FACULTY SENATE

January 14, 1994

Mr. Sidney Nesselroad, Chair
Faculty Senate
Campus

Dear Sid:

As you know, some consternation has arisen among the faculty as to the internal use to which the statistics currently being gathered will be put. The anxiety has arisen not only because of the current attention being paid to the Faculty Activity Analysis sheets but also because of the distribution to department chairs of the spread sheets showing credit hours generated by department and faculty member.

Everyone understands that the productivity analysis demanded by the HEC Board at the behest of the legislature has provided the impetus for much of the gathering of statistics. That is an old story. An equally old story, now seeming to intensify, is the gathering of statistics in preparation for the cancellation of programs and reduction-in-force.

Therefore I suggest that the provost be invited soon to attend a Faculty Senate meeting to explain publicly, on the record, how he envisions the internal use of the statistics currently being gathered.

Sincerely,

Beverly Heckart
Beverly Heckart
Chair

4

Central
Washington
University



History Department

Language & Literature 100T
Ellensburg, Washington 98926-7500

(509) 963-1655
TDD: 963-3323

RECEIVED

JAN 26 1994

CRG FACULTY SENATE

January 25, 1994

Mr. Sidney Nesselroad, Chair
Faculty Senate
Campus

Dear Sid:

With reference to the charge from the Faculty Senate Executive Committee to review the Faculty Code to determine whether provisions exist making it more difficult for minority faculty to achieve tenure and promotion, the Senate Code Committee has found no discriminatory, written policies in these areas. The Code has been devised to attempt fairness and consistency for everyone when seeking tenure and promotion. The Code Committee does not dispute that the administration of the policies may be discriminatory in certain cases.

As for the requested survey of departments to determine whether hiring/promotion criteria and procedures discriminate against minority faculty, the Code Committee is unanimous in declaring that such a survey is not its job. The university maintains and pays for an Affirmative Action office as well as an Institutional Studies office. If the Board of Trustees and administration desire such a survey, those offices should be charged with the task. The Code Committee does suggest that minority faculty members should be contacted for their input if such a survey were to be conducted.

Sincerely,

Beverly Heckart
Beverly Heckart, Chair
Faculty Senate Code Committee

cc. Members of the Code Committee
Libby Street, Chair, Faculty Senate Personnel Committee

JB

Central
Washington
University



Office of the Dean
School of Professional Studies
Ellensburg, Washington 98926-7500
(509) 963-1411
TDD: (509) 963-3323

MEMORANDUM

RECEIVED

JAN 24 1994

ONU FACULTY SENATE

TO: Sydney Nesselroad, Chair
Faculty Senate

FROM: Linda B. Murphy, Dean *LBMurphy*

DATE: January 19, 1994

RE: Vacancy on University Professional Education Council

As you are aware, Dr. Bernie Martin has retired, effective the end of fall quarter, 1993. As his retirement has created a vacancy on the University Professional Education Council (UPEC), I request that a faculty replacement be made, effective winter quarter, 1994, and continuing through the academic year 1994-95.

Because Dr. Martin was a faculty member in the College of Letters, Arts and Sciences, I believe it would be most appropriate to draw his replacement from CLAS, if at all possible. I have attached a current list of Center faculty, with the names of professors who have been recommended by current UPEC members highlighted.

Please let me know if you would like to discuss this matter with me or with selected members of UPEC.

Thank you.

①

Center for the Preparation of School Personnel
1992-93 Faculty List

Abel, Jean
Abel, Frederick
Alawiye, Osman
Applegate, Jimmie
Babcock, Sharel
Backlund, Phil
Beath, Linda
Beilke, Margaret
Bertelson, Catherine
Bilyeu, Jim
Black, Don
Bourne, Patty
Bowman, Andrea
Briggs, Ken
Brown, Robert
*Burke, Robert
Byrd, F. Ross
Caples, Minerva
Carlson, Frank
Callaghan, Patsy
Chan, Gregory
Chan-Nui, Ernest
Corley, Sherie
Cummings, Bobby
Cummings, Donald
Donahoe, Susan
Douglas, Lin
Elaine, Sharon
Erion, Ginni
Emme, Michael
Erickson, Barney
Fennerty, Dan
Fouts, Roger
*Gann, Cory
Garrison, Phil
*Gray, Lori
Greatsinger, Calvin
Green, Jim
Gregor, John
Hales, Ron
Hawkins, James
Hultquist, Nancy
Jefferies, Stephen
Johns, Deloris
Johnson, Gene
Jurenka, Nancy
Killorn, Erlice
Klemin, V. Wayne
Kunz, Merle
Lalley, Madalon
LeFevre, Dale
Leonard, Elizabeth
Lewis, Scott

Licano, Jose
Lochrie, Mary
Lonborg, Susan
Madley, Susan
Madsen, Glenn
Majsterek, David
Martin, Terry
Martinen, Dennis
McPherson, Jack
Mitchell, Robert
Murphy, Linda B.
Nelson, Ivory (ex-officio)
Nethery, Vincent
Otto, Dale
Palmquist, Bruce
Pearson, John
Perkins, Robert
Potter, Mary Jean
Powell, Willa Dene
Pratz, Owen
Prigge, Debbie
Rizzuti, Jan
Roberts, Connie
Roberts, Neil
Schliesman, Donald (ex-officio)
Schmidt, William
Schomer, Joe
Schulhauser, Candace
Severn, Sylvia
Shorr, David
Silva, John
Stacy, Gerald (ex-officio)
Stein, Stephanie
Street, Libby
*Thyfault, Alberta
Tolin, Phil
Weyandt, Lisa
Wiekling, Robert
Williams, Henry
Wilson, Blaine
Wilson, Gail
Young, Tim

*Additions to Center List 93-94

1/15/94

ASSESSMENT OF INTENDED STUDENT OUTCOMES AT CENTRAL WASHINGTON UNIVERSITY

STATEMENT OF INSTITUTIONAL PURPOSE

"Central Washington University challenges students to address the ambiguities of an ever-changing world. Students are prepared not only for careers and independent, lifelong learning but are also asked to become conscious of themselves as members of a pluralistic society, to become skilled communicators, to develop their abilities to analyze and synthesize information, to make ethically-informed decisions, and to serve as responsible stewards of the earth. Through its multicultural, multiethnic, and multiracial student body, study abroad programs, and curricula, the university provides all students with the opportunity to learn about diverse cultures and peoples." (From CWU Mission Statement, Approved by Board of Trustees March 1993).

University Intended Outcomes/Objectives

Students entering CWU are expected to possess or acquire within their first year at CWU basic written communication and quantitative skills that are at or above the national average for new college freshmen.

Before their junior year, the average CWU student is expected to possess or through additional study acquire general education skills and knowledge that are above the national average. The students should also have developed an awareness of societal change, cultural, and environmental issues.

Assessment Criteria and Procedures

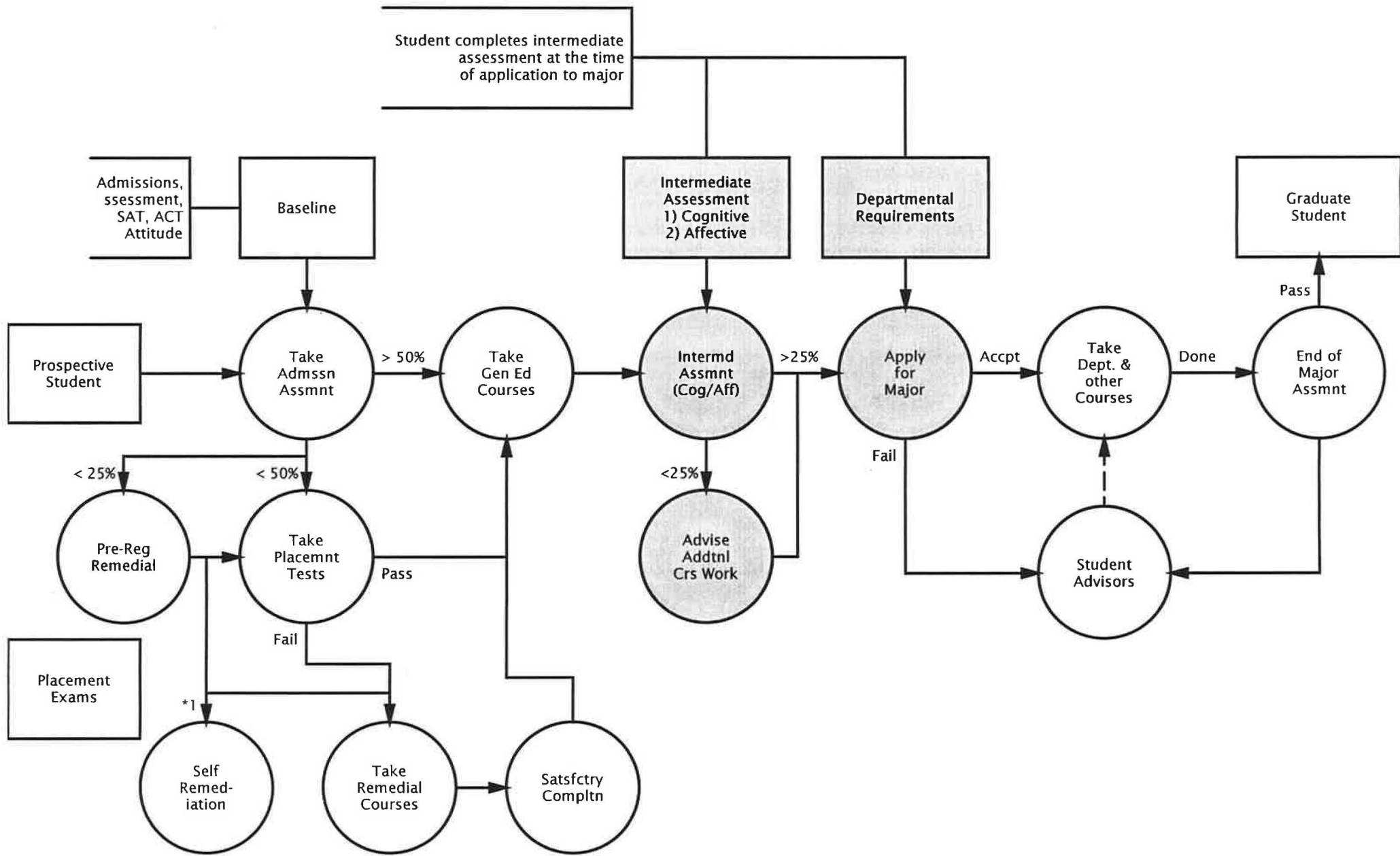
I. New Student Assessment

1. Student scores on the Admissions Test (SAT or ACT) will serve as the primary assessment measure of new students. Entering students scoring below the 25th percentile (national norms) on a section of the admission test will be advised to take remedial courses in that area before enrolling at CWU during the fall quarter.
2. Freshmen and transfer students scoring below the 50th percentile (national norms) on a section of the admission test will be required to take the placement test (Computerized Placement Test - CPT or other appropriate measures) at the beginning of their first quarter at CWU to assess need for remedial work at CWU.
3. Students who do not demonstrate basic skills proficiency on the placement tests, will be required to demonstrate proficiency during their first year at CWU. Students will be granted a conditional or unconditional admission. Students may demonstrate proficiency via 1 of 2 options during their first year at CWU: 1) Students may pursue individual (self-) remediation programs, and retake the placement test to demonstrate proficiency. Students will be limited to two retakes. 2) Students may be counseled to take CWU remedial courses to improve their proficiency. After satisfactory completion of the remedial courses, the student is ready to begin the general education courses. If remedial work is required, it must be satisfactorily completed during the student's first year at CWU. During the first year, students will be allowed to register for general education courses in addition to any required remedial courses. After the first year at CWU, students will not be allowed to register for non-remedial courses until the remedial work is satisfactorily completed.
4. Students will also complete an attitudinal/goals inventory such as the Cooperative Institutional Research Group (CIRP) Questionnaire as they enter the university.

- II. Intermediate Assessment
1. All students will be required to complete an Intermediate Assessment in cognitive and affective areas after completion of 90 but not more than 110 credits.
 2. The cognitive assessment should assess the intended student outcomes of the General Education curriculum. A nationally normed test (such as ACT College Assessment of Academic Proficiency (CAAP), ETS Academic Profile II, or College Base) or locally developed procedures, such as a writing portfolio and quantitative skills measure may be used.
 3. If a nationally normed measure is used, CWU students, on average, will be expected to score at or above the national average on the intermediate measure. Students scoring below the 25th percentile on any area of the measure will be advised to satisfactorily complete additional course work in the deficient area. As the assessment model is refined, students may be required to correct the deficiencies.

If locally developed measures are used, students will be expected to meet specified criterion standards.
 4. The Intermediate Assessment will cover the university's general education program and students understanding and awareness of multicultural, societal, and environmental issues. The measure should cover at least some of the same areas as the freshmen measure so that shifts in perceptions may be identified. A national survey such as the "CIRP Follow-up Survey" would provide information that could be compared to data from the "Freshman CIRP".
 5. Departments may establish additional requirements that students must meet before admission to the major. These requirements will be developed by the departments and will be considered secondary sources of intermediate assessment for the general university.
- III. End-of-Program Assessment:
1. Departments will establish end-of-program assessment criteria and procedures to assess the attainment of intended student outcomes. The intended student outcomes will be linked to the expanded statement of institutional purpose and program goal statements. Assessment results and proposed recommendations for program improvement will be implemented in a timely manner.
- IV. Assessment of Alumni Satisfaction
1. Alumni satisfaction will be assessed by the Graduating Student Questionnaire, alumni surveys conducted as part of Program Review and Evaluation, and 1-year follow-up of graduates on a schedule to be determined. Additional alumni information may be obtained by departments to meet departmental needs.
- V. Assessment of Employer Satisfaction
1. Several programs already incorporate advisory groups which include employers to provide information as to needs of the state and workforce from university graduates. Information from these groups will be more fully used. Employer surveys may be used for employers that employ identifiable groups of CWU graduates.
- VI. Program Review and Evaluation
1. Program Review will continue on a 5-year cycle when the new Program Review guidelines are available from the Higher Education Coordinating Board (HECB).

Student Assessment At CWU



% refers to percentile on Cognitive Assessment

*1 Retake Limit 2



CENTRAL WASHINGTON UNIVERSITY

Office of the President

RECEIVED

JAN 25 1994

OWU FACULTY SENATE

MEMORANDUM

DATE: January 20, 1994

TO: Members of the Management Information System Committee,
Provost, Deans, Directors, Vice Presidents, Department Chairs, Faculty,
Staff, and Students

SUBJECT: Location of MIS Information.

As you recall in my most recent memo on Data Management at the University, I asked Information Resources to find a way to put our Management Information System (MIS) data on the Vax Cluster. Initially, I thought this would take a long time and cost significant dollars. Fortunately, after a short period of research, a recommendation was brought forward to me on how we could begin immediately to store our MIS information on the Vax.

It is recommended that we make the "Gopher System" our initial choice for location of MIS information. I have concurred in this recommendation, and I have asked Information Resources to proceed with the establishment of the Gopher System.

There are several reasons why I have approved the use of the Gopher System as our first choice for the MIS information that we will deliver. First, Gopher is extremely easy to use even by novice and infrequent users. Second, free high-quality software is available from a number of universities and we therefore avoid much of the expense, time, and maintenance of developing our own software. This is very important as this will allow Information Resource programmers to concentrate their efforts on other projects that must be completed. Third, all information in the Gopher will be owned and controlled by the people responsible for that information. They will be able to update and correct it easily at their own convenience. Fourth, Information Resources will establish a campus-wide committee to plan the menus that will be the core of the Gopher. Thus, we will present MIS information in the same manner that we provide other information. PLEASE REMEMBER THAT THE MANAGEMENT INFORMATION SYSTEM COMMITTEE IS RESPONSIBLE FOR IDENTIFYING ALL OF THE TYPE OF INFORMATION WE SHOULD PROVIDE IN THE GOPHER. I urge you to proceed at the quickest pace so that we can have meaningful data available for the entire university community.

I also remind everyone that this is our first step and we may later discover there are better methods for distributing more complex information. But for now we will go this route.

Memorandum
January 20, 1994
Page 2

If you would like to see the internal prototype of our Gopher, login to the Vax and do the following:

The VAX types:

\$
\$

You type:

@users:sftwr_symbols
gopher gopher.cwu.edu

You will see a menu and instructions to lead you further.

If you would like to see what other institutions are doing with gopher, login to the VAXs and do the following:

The VAX types:

\$
\$

You type:

@users:sftwr_symbols
gopher

Again, you will see a menu and instructions to lead you further.

Your cooperation in assisting us to provide easily accessible information at Central Washington University is appreciated.



Ivory V. Nelson
President

gc