

4-7-1982

## CWU Faculty Senate Minutes - 04/07/1982

Esther Peterson

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MINUTES: Regular Faculty Senate Meeting, 7 April 1982  
Presiding Officer: Rosco Tolman, Chairman  
Recording Secretary: Esther Peterson

The meeting was called to order at 3:10 p.m.

#### ROLL CALL

Senators Present: All Senators or their Alternates were present except Fran Bovos and Clair Lillard.

Visitors Present: Ed Harrington, Burton Williams, Don Schliesman, Dale Comstock, Dave Lygre, Greg Trujillo, Ken Harsha, Malcolm Alexander, Frank Carlson and Phyllis Lellman.

#### CHANGES TO AGENDA

- 1) Add to "Communications"  
F. Letter from Jim Nylander, dated April 1, 1982
- 2) Delete from "New Business" under "Academic Plan"
  1. Faculty, pp. 34-38
- 3) Consider at the beginning of the Agenda, under "New Business," "Academic Plan"
  2. Foreign Language requirement for the B.A. Degree, page 12.

#### NEW BUSINESS

2. Foreign Language Requirement for the B.A. Degree--

A Recommendation on A Foreign Language Requirement for the B.A. Degree from the Senate Academic Affairs Committee was distributed at the meeting.

MOTION NO. 2109: Mr. King moved, seconded by Ms. Sands, that the Senate approve the section on "Foreign Language Requirement for the Bachelor of Arts Degree" as stated in the Academic Plan.

Discussion began.

MOTION NO. 2110: Mr. Vifian moved to amend, seconded by Mr. Lawrence, to add the words "BA or BA in Education." Passed by a majority hand vote.

MOTION NO. 2111: Mr. Duncan moved to amend, seconded by Mr. Hinthorne, to include the BS Degree. Passed by a unanimous voice vote and two abstentions.

Discussion resumed on the main motion, as amended. The point was brought out that the motion, as amended, needs to be discussed by the Senate representatives with their departments before voting on the issue as it is a substantial change.

MOTION NO. 2112: Ms. Canzler moved, seconded by Mr. Brunner, to table Motion No. 2109, as amended. Passed by a majority hand vote.

Mr. Tolman noted that the motion will be considered at a special meeting next week on April 14.

#### APPROVAL OF MINUTES

Without objection, the minutes of the meeting of March 10, 1982 were approved as distributed.

#### COMMUNICATIONS

- A. Letter from Edward J. Harrington, dated March 5, requesting that the Senate Executive Committee review the question of size and membership of the Teacher Education Committee while reviewing the campus committee structure for 1982-83. He recommends talking to Dean Applegate regarding this matter since the committee reports to him.

- B. Letter from Edward J. Harrington, dated March 15, requesting the Senate Executive Committee to designate the screening committee to review candidates for the Distinguished Professor awards. Gail Jones will suggest alumni members to serve on the committee.
- C. Letter from Helmi Habib, Chairman of the Teacher Education Council, dated March 12, requesting that the Faculty Senate consider points he outlines in the deliberations with respect to the addition of the Foreign Language requirement for the B.A. degree.

This has been referred to the Senate Academic Affairs Committee.

- D. Letter from Helmi Habib, Chairman of the Teacher Education Council, dated March 12, requesting that the Faculty Senate consider outlined points in the deliberations with respect to elimination of the B.A. (Ed) degree for all programs except Elementary Education, Special Education, and Early Childhood Education. The Teacher Education Council members at this time neither support nor oppose the proposed change, but feel that considerable study is needed before such a change is seriously considered.

This has been referred to the Senate Academic Affairs Committee.

- E. Letter from President Donald Garrity, dated March 17, noting that the problem outlined in a previous letter to the Senate requesting the assistance of the Senate remains before us. It is the case that the organization of the university into departments is not coterminous with necessary and legitimate academic program distinctions. He requests that the Faculty Senate address this problem and propose language which would modify the Code in such a way that reasonable and necessary distinctions can be made. He proposes the addition of the following words to Section 3.78-G-(1) of the Faculty Code: ". . . or sub-program where appropriate."

President Garrity also suggests, in a separate procedural action, the question of process be addressed. He understands the necessity for such distinctions to be made rationally and that there be protection against capricious, arbitrary and unfair divisions. He believes that such protections can be devised particularly within the schools and college of the university with general university-wide oversight.

This communication has been referred to the Senate Code Committee.

- F. Letter from James Nylander, dated April 1, submitting his resignation as an at-large representative for his department on the Faculty Senate, effective at the end of this year. He will be on professional leave next year.

#### CURRICULUM PROPOSALS

- A. University Curriculum Committee proposals, page 616--deferred until the April 21 Senate meeting.

#### REPORTS

- A. Chairman--Mr. Tolman reviewed the following items:
  - 1) Communications have been received in the Senate office indicating that Vice President Harrington has been making every effort in meeting with both local people and with the Superintendent of the Educational Service District in Yakima in an effort to help secure employment for those faculty who are being laid off due to financial problems.
  - 2) The promotion and merit recommendations will be delayed in being presented to the Board of Trustees and will not go to them this month. They will be considered, along with tenure, by the Board at their June meeting.
  - 3) Reports are being made on the Academic Plan to the Board of Trustees on actions taken by the Faculty Senate. A report has to be made to the Council on Postsecondary Education on May 1, and the Academic Plan provides the bulk of kinds of information they are asking for.
- B. Executive Committee--Mr. Pratz presented the following report:
  - 1) The screening committee for the University Distinguished Professorship has been appointed by the Senate Executive Committee and members are:

Faculty: Betty Hileman  
Eva Marie Carne  
Karen Martinis  
Ken Calhoun  
Charles McGehee

Alumni: Betty Sprouse  
Molly Morrow

- 2) Appointments to campus committees that have been recommended by the Executive Committee and accepted are:

Ross Byrd, Teacher Education Council  
Fred Lister, Library Advisory Committee

C. Standing Committees

1. Academic Affairs--Mr. King reported the committee has been working on two other matters relating to the Academic Plan which will be presented at the next meeting, either with or without a recommendation.
  2. Budget Committee--No report.
  3. Code Committee--No report.
  4. Curriculum Committee--No report.
  5. Personnel Committee--No report.
- D. CFR--Ken Harsha presented a brief report on the CFR meeting he attended in Olympia on April 2nd. He reviewed bills passed by the legislature pertaining to higher education.
- E. President's Report--President Garrity reviewed the budget picture as it pertains to CWU.

OLD BUSINESS

- A. Motion No. 2107--tabled from March 10 meeting.

Discussion resumed on Motion No. 2107 concerning adoption of the report of the Academic Affairs Committee on the Proposed Policy and Procedure for Review of Academic Programs. Motion No. 2107 stated as follows:

"Mr. King moved, seconded by Mr. Gries, for the adoption of the report, which excludes any reference to a schedule. The schedule would be the responsibility of the committee and should not be a part of the Academic Plan."

MOTION NO. 2113: Mr. Kaatz moved to amend, seconded by Mr. Vifian, to add an Item (11) to the list of areas on page 4 of the report, which would address itself to the contributions a department makes to other departments or programs on campus. Passed by a unanimous voice vote.

Discussion on Motion 2107, as amended, resumed.

MOTION NO. 2114: Mr. Vifian moved to amend, seconded by Mr. Hinthorne, for Item (4) to say "facilities and staffing (description of facilities, existing as well as needed to adequately serve the academic program;" Passed by a majority voice vote.

Motion No. 2107, as amended, was voted on and passed by a unanimous voice vote and no abstentions.

- B. Deferral of action upon the entry and exit seminars on pages 14 and 15 of the Academic Plan--

Mr. Tolman referred to the minutes of February 24, regarding Motion 2100, which stated as follows:

"Mr. Lawrence moved, seconded by Mr. Vifian, that action be deferred upon the entry and exit seminars as discussed on pages 14 and 15 until clarification is received from the Dean of Undergraduate Studies."

Mr. Schliesman was present to address the subject and answer any questions that might arise.

Mr. Lawrence suggested that the entire paragraph regarding seminars on page 16 be removed.

MOTION NO. 2115: Mr. Lawrence moved, seconded by Mr. Hinthorne, that the second paragraph on page 16 be deleted. Passed by a unanimous voice vote.

ADJOURNMENT

The meeting adjourned at 4:45 p.m.

The next meeting will be a Special Meeting on April 14, at 3:10 p.m., in SUB 204-205.

## A G E N D A

REGULAR FACULTY SENATE MEETING  
3:10 p.m., Wednesday, April 7, 1982  
SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES of March 10, 1982
- IV. COMMUNICATIONS
  - A. Letter from Edward J. Harrington, dated March 5
  - B. Letter from Edward J. Harrington, dated March 15
  - C. Letter from Helmi Habib, dated March 12
  - D. Letter from Helmi Habib, dated March 12
  - E. Letter from Donald L. Garrity, dated March 17
- V. CURRICULUM PROPOSALS
  - A. University Curriculum Committee proposals, page 616
- VI. REPORTS
  - A. Chairman
  - B. Executive Committee
  - C. Standing Committees
    - 1. Academic Affairs
    - 2. Budget Committee
    - 3. Code Committee
    - 4. Curriculum Committee
    - 5. Personnel Committee
  - D. CFR
  - E. President's Report
- VII. OLD BUSINESS
  - A. Motion No. 2107--tabled from March 10 th Senate Meeting.
- VIII. NEW BUSINESS
  - A. Academic Plan
    - 1. Faculty, pp. 34-38
    - 2. Foreign Language requirement for the B.A. Degree, p. 12
- IX. ADJOURNMENT



## FACULTY SENATE MEETING OF

*April 7, 1982*

## ROLL CALL

SENATORALTERNATE

Bovos, Fran

✓ Briggs, Kenneth

✓ Brunner, Gerald

✓ Black, Don

✓ Canzler, Lillian

✓ Day, Chris

✓ Dean, Robert

✓ Dugan, John

✓ Duncan, Clint

Eickhoff, Henry

✓ Evans, Betty

Fouts, Roger

✓ *Gries, Peter*

✓ Gries, Peter

✓ Grossman, George

✓ Hinthorne, James

✓ Jones, Robert

✓ Kaatz, Martin

✓ Kerr, Tom

✓ King, Corwin

✓ Klemin, V. Wayne

✓ Lapen, Robert

✓ Lawrence, Larry

Lillard, Clair

✓ Morris, Kathleen

✓ Nylander, Jim

✓ Pratz, Owen

✓ Ramsdell, Daniel

✓ Sands, Catherine

✓ Schactler, Carolyn

✓ Stillman, George

✓ Thurston, Eric

✓ Tolman, Rosco

✓ Utzinger, John

✓ Vifian, John

Vlcek, Charles

Worsley, Stephen

Trudy Rodine Pederson

Karen Jenison

Galer Beed

Calvin Greatsinger

Larry Wald

Barney Erickson

David Kaufman

Don Dietrich

✓ Ray Wheeler

Jim Hawkins

✓ Larry Sparks

Sidney Nesselroad

Jan Reinhartsen

Don Ringe

Makiko Doi

Ken Hammond

Robert Jacobs

Roger Garrett

Charles Guatney

John Carr

Keith Rinehart

Richard Mack

Wells McInelly

Stan Sorenson

Max Zwanziger

Larry Lowther

Marco Bicchieri

David Gee

Kenneth Cory

Patrick O'Shaughnessy

Nancy Lester

✓ Peter Burkholder

Thomas Blanton

✓ William Craig

✓ Ed Golden

Central  
Washington  
University



Office of Academic Affairs  
Central Washington University  
P.O. Box 16200  
Ellensburg, WA 98926  
(509) 855-4100

March 5, 1982

Dr. Rosco Tolman  
Chairman, Faculty Senate  
CWU, Campus

Dear Rosco:

As you review our committee structure for next year (1982-83) I would appreciate it if you and the Faculty Senate Executive Committee would review the question of size and membership of the Teacher Education Committee. Some questions have been brought to me regarding these matters.

I would recommend that you talk to Dean Applegate on this matter since the committee reports to him.

Sincerely,

A handwritten signature in dark ink, appearing to be "E. Harrington".

Edward J. Harrington  
Vice President for Academic Affairs

jm

cc: Dr. Applegate



Central  
Washington  
University



Office of Academic Affairs  
20834 Bonallion  
Ellensburg, Washington 98926  
(509) 963-1401

March 15, 1982

RECEIVED  
MAR 16 1982  
FACULTY SENATE

Dr. Rosco Tolman  
Chairman, Faculty Senate  
CWU, Campus

Dear Dr. Tolman:

The nominations for the Distinguished Professor awards are now closed. As per our procedures (attached) would you and the rest of the Executive Committee of the Senate please designate the screening committee to review the candidates. Mrs. Gail Jones will, I am sure, be willing to meet with you to suggest the alumni members.

Would you please check with me prior to the final decision on the committee to make certain that none of the nominees are on the committee.

Also, it would be handy if the chair of the committee were to be a former member of one of the previous committees so that we may have some procedural "carry forward".

Thank you for your cooperation in this matter.

Sincerely,

A handwritten signature in dark ink, appearing to be "EJC", written over the typed name.

Edward J. Harrington  
Vice President for Academic Affairs

jm

cc: Mrs. Gail Jones



# CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

Affirmative Action/Equal Employment Opportunity/Title IX

ACADEMIC ADVISEMENT CENTER

March 12, 1982

Dr. Rosco Tolman, Chairman  
Faculty Senate  
Campus

RECEIVED

MAR 12 1982

FACULTY SENATE

Dear Dr. Tolman:

The members of the Teacher Education Council request that the Faculty Senate consider the following points in the deliberations with respect to the addition of the Foreign Language requirement for the B.A. degree:

1. What would be the impact on staffing for the entire University?
2. In the present circumstances, without the consequences of changing to a B. A. degree for Teacher Education students, the following would be a typical credit scenario for secondary teachers if the requirement is adopted:

Major	45 credits
Minor	20-30 credits
General Education	65 credits
Professional Sequence	40 credits
Foreign Language	<u>15 credits</u>
Total	185-195 credits

Again, absolutely no free electives would be available to these students, and more than 180 credits would be required for graduation.

3. One way that students could satisfy this new requirement would be to undertake the Foreign Language option to satisfy the Basic requirements. I would expect that many students would choose this option, since they would have to take 15 credits of Foreign Language anyway. What impact would this have on the rest of the campus and on the students' general education?

The members of the Teacher Education Council feel that the academic advantages gained by the imposition of this requirement should be examined carefully to determine whether the problems created outweigh the advantages.

Yours sincerely,

H.S. Habib, Chairman  
Teacher Education Council

cc: Members of the Teacher Education Council



# CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

Affirmative Action/Equal Employment Opportunity/Title IX

ACADEMIC ADVISEMENT CENTER

March 12, 1982

Dr. Rosco Tolman, Chairman  
Faculty Senate  
Campus

RECEIVED  
MAR 12 1982  
FACULTY SENATE

Dear Dr. Tolman:

The members of the Teacher Education Council request that the Faculty Senate consider the following points in the deliberations with respect to elimination of the B.A. (Ed) degree for all programs except Elementary Education, Special Education, and Early Childhood Education:

1. How is it proposed to differentiate between degree programs? If the assumption is made that the majors will remain as described presently in the University Bulletin, will students who pursue the Arts and Sciences major receive the same degree as students who pursue the Teacher Education major? Can this be done within the bounds of "truth in packaging"? If the major title will be different, will we indicate the difference, and will the difference be a change from the current B.A. (Ed) in History, for example, to B.A. in History (Ed)? If so, what would be the purpose of the change, except to change?

If the assumption is made that all secondary Teacher Education majors will be identical to the Arts and Sciences majors, then other problems arise that must be considered. Virtually every B.A. degree major program in the present University Bulletin consists of 60 to 75 credits in the academic area. Majors consisting of less than 60 credits are allowed if accompanied by a minor, however as mentioned before, virtually all B.A. major programs consist of 60 credits or more. Students in the secondary level Teacher Education program, to prepare themselves for the realities of their professional careers, need to have expertise in more than one area and thus invariably include at least one minor in their programs. Under this assumption, then, students in Teacher Education (secondary level) would be required to complete the following:

Major:	60-75 credits
Minor:	20-30 credits
General Ed:	65 credits
Professional Sequence:	<u>40 credits</u>
Total:	185-210 credits

Please note that not only would we be requiring more credits of these students than other students, we would be allowing no free electives whatever. This problem must be addressed.

Furthermore, some T/Ed majors require extensive supporting background in more than one area or in the completion of a second major (Eg, Anthropology, Black Studies, Chicano Studies, Indian Studies, Ethnic Studies, Geography, Political Science, Psychology, and Sociology.) Such students would be required to complete:

Major 1	60-75 credits
Major 2	60-75 credits
General Ed	65 credits
Professional Sequence	<u>40 credits</u>
Total:	225-255 credits

This is obviously unacceptable, hence provision needs to be made for these students under the proposed new degree program.

2. If the change to a B.A. degree program will result in changes in major, in administrative alignment, or in the role of the Teacher Education council, such changes may affect our compliance with state regulations and/or with NCATE accreditation rules. This must be settled prior to the change, since loss of accreditation for our Teacher Education programs would be disastrous.
3. There are some disparities that will arise in the Elementary Education program. Under the proposed guidelines, Elementary Education majors would receive B.A. (Ed.) degrees, yet students who select Program II or III would complete an academic major. How is it proposed to differentiate between students who complete an academic major and receive a B.A. degree and others who complete an academic major and receive a B.A. (Ed.) degree? Program III is especially troublesome, since students do not complete an academic major when they receive the B.A. (Ed.) degree, but do complete an academic major by the end of the Fifth Year. Do they then also receive the B.A. degree? The same problems arise in Program IV.
4. How will students who fall under the requirements of previous catalogs be affected? Are we to have students with identical programs graduate with different degrees?

5. Some Broad Area majors will possibly create some difficulties. For example, would the Broad Area Science Major (Junior High) be acceptable as an Arts and Sciences major? These majors must be scrupulously examined with respect to their appropriateness as majors in an Arts and Sciences degree program. Removal of these majors would not be a solution, since their usefulness in the teaching profession is well established. Miscellaneous other interdepartmental majors, such as Bilingual Studies (English-Spanish) fall in this category.
6. Currently, many departments and programs list different minors for Arts and Sciences and Teacher Education. What is proposed for these?
7. Has any study been conducted relative to the effect such a change would have on enrollment at Central in the Teacher Education Program? All the other public institutions, with the exception of the University of Washington, grant B.A. (Ed.) degrees or equivalent specific degrees to their Teacher Education students. Would our change be regarded as a de-emphasis of Teacher Education at Central by prospective students? How would such a change affect our recruitment efforts?

The Teacher Education Council members at this time neither support nor oppose the proposed change. We feel that considerable study is needed before such a change is seriously considered.

Yours sincerely,



H.S. Habib, Chairman  
Teacher Education Council

cc: Members of the Teacher Education Council

Central  
Washington  
University



Office of the President

Bouillon 208  
Ellensburg, Washington 98926

(509) 963-2111

March 17, 1982

RECEIVED  
MAR 18 1982  
FACULTY SENATE

Dr. Rosco Tolman, Chairman  
Faculty Senate  
Central Washington University  
Campus

Dear Rosco:

Although I have not seen the report, it is my understanding that the Code Committee has reported that it is their interpretation that the language of the Faculty Code would not permit making any programmatic division within a department in the case of layoff.

Unfortunately, the problem which I outlined in my letter to you requesting the assistance of the Senate remains before us. It is the case that the organization of the university into departments is not coterminous with necessary and legitimate academic program distinctions.

It is possible under this language for this university when faced with the necessity of layoff to become involved in a process which makes little if any sense in terms of the stated mission and our publicly stated rationale for our various teaching activities. Further, the kinds of data we use to provide a rational basis for the judgments could be seriously at variance with the actions proposed.

As an organization which presents itself as having the capability of dealing rationally with problems, I think it is incumbent on us to address the problem which has been identified in the current language of the Code. No one with whom I have spoken denies that a problem exists.

I request that the Faculty Senate address this problem and propose language which would modify the Code in such a way that reasonable and necessary distinctions can be made. After discussion with knowledgeable colleagues, I propose for consideration the addition of the following words to Section 3.78-G-(1) of the Faculty Code: ". . .or sub-program where appropriate." The sentence would then read, "Where it is necessary to lay off one or more members of the faculty within a particular department or sub-program where appropriate, program or other academic unit. . . ." I am not wed to this



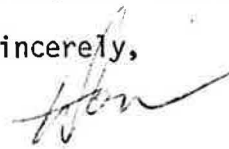
Rosco Tolman  
March 17, 1982  
Page 2

or any particular language. What I do suggest is that we must be able to make program distinctions in some instances.

I would suggest in a separate procedural action the question of process be addressed. I understand the necessity for such distinctions to be made rationally and that there be protection against capricious, arbitrary and unfair divisions. I firmly believe that such protections can be devised particularly within the schools and college of the university with general university-wide oversight.

Since this question is not new to the Senate and its committee, I request that the matter be addressed with dispatch.

Sincerely,



Donald L. Garrity  
President

gc

cc: Dr. Edward Harrington



# CENTRAL WASHINGTON UNIVERSITY

Ellensburg, Washington 98926

Affirmative Action/Equal Employment Opportunity/Title IX

DEPARTMENT OF PHYSICAL EDUCATION, HEALTH EDUCATION, AND LEISURE SERVICES

April 1, 1982

RECEIVED

APR 5 1982

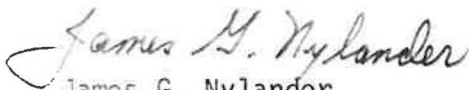
FACULTY SENATE

Dr. Roscoe Tolman, Chairman  
Faculty Senate  
Campus

Dear Dr. Tolman:

Because I will be on professional leave next year, I wish to submit my resignation from the Faculty Senate effective at the end of this year. I am the at-large member from my department and I am currently serving the first of a three year term.

Yours truly,

  
James G. Nylander  
Professor

xc: Everett Irish

RECOMMENDATION ON A FOREIGN LANGUAGE REQUIREMENT FOR THE B.A. DEGREE

TO: Faculty Senate

FROM: Academic Affairs Committee

DATE: April 7, 1982

In the recent Senate approval of the Academic Plan, the section on "Foreign Language Requirement for the Bachelor of Arts Degree" (pp. 12-13) was suspended for further consideration. As this section reflects a considerable change in present university policy, the committee was asked to review it and make a separate recommendation to the Senate regarding its approval.

The committee has met with the Deans of the CLAS and Undergraduate Studies, the chairman of the General Education Committee, a representative from the School of Professional Studies, a representative from the Ad Hoc Committee on Foreign Languages and International Studies (who originally proposed the requirement), and President Garrity. From these meetings, it appears that no one opposes the study of foreign languages per se, or its value to students of the B.A. Degree. It has been a traditional part of the B.A. Curriculum, and for reasons briefly stated in the Academic Plan (overcoming language parochialism, sharpening cultural awareness, etc.), it seems to be a fitting requirement for CWU students.

Concerns about the requirement center mainly on whether it should be broadened to include other "language forms," such as statistics or computer science, how it will be implemented in terms of staffing and integration with the General Education Program, and how it may affect the university's ability to attract and hold students. (Currently, only about 15% of American high school students study a foreign language.\*) As to the first concern, the committee believes that there is no proper substitute for foreign language study. While statistics and computer science are obviously valuable as "functional skills," they cannot replace foreign language for the purposes intended in the Academic Plan. As to the second concern, while details of staffing and integration with General Ed. have yet to be worked out, the committee has been assured that the requirement is feasible. As to the third concern, the committee recognizes (and the Senate should too) that the requirement may cause some short-term loss of students. (Currently, only about 40% of CWU's entering students have had foreign language in high school.\*\*) As the requirement would be either an entry or exit requirement, however, the loss may be minimized through on-campus instruction. In any event, the committee believes that in the long term the requirement will attract more students of higher quality, and so will be beneficial.

The committee recommends, therefore, that the Senate approve the section on "Foreign Language Requirement for the Bachelor of Arts Degree" as stated in the Academic Plan.

\*From the report of The President's Commission on Foreign Language and International Studies, November, 1979.

\*\* From preliminary figures compiled by the Dean of the CLAS, Spring, 1982.

P\_R\_O\_P\_O\_S\_E\_D

CENTRAL WASHINGTON UNIVERSITY  
POLICY AND PROCEDURE FOR REVIEW OF ACADEMIC PROGRAMS

All academic areas are subject to review by the Program Review and Evaluation Committee every five years. The purpose of such reviews is three-fold: 1) to encourage and assist in the systematic assessment of programmatic success relative to identified academic goals; 2) to inform the University community of the results of such assessment efforts; and 3) to furnish corroborative support for state and national accreditation of departments and programs.

The reviews are under the jurisdiction of the Vice President for Academic Affairs and are administered by the Program Review and Evaluation Committee.

Procedures

The PREC, in consultation with the departments and academic deans, will create a schedule for the review of all academic programs and will notify departments and programs when reviews are to take place. The schedule for reviews will also be published as part of the Academic Plan. Upon notification of a review by the Academic Vice President, departments or programs should, within three months, prepare a self-review statement (6 to 8 pages) that is then submitted to the PREC. This draft document will then be made available by the PREC to both an Internal Review Committee (IRC) and one or more External Consultants. The External Consultants, selected by the PREC and appointed by Vice President for Academic Affairs with advice and approval by the department and academic deans, will provide broad, expert judgment on the quality of the program under review in the form of an independent report based upon the information in the self-review statement and their own opportunities to examine the program.

The External Consultant's report will go to the PREC, the IRC, the department and academic deans.

The Internal Review Committees are appointed by the PREC, subject to approval by the department and the academic deans. The IRC's are composed of tenured faculty members drawn from within Central Washington University other than the departments being reviewed. A member of the PREC will be appointed to serve as liaison between that committee and each IRC. Such liaison people will serve in an ex-officio capacity on the IRC for a department; they are not to serve as chairmen for an IRC.

The IRC is charged with the responsibility of determining that the self-review statement submitted by the department adequately meets the criteria for such documents. Where questions exist the IRC may consult with the faculty in the academic program or make use of such other sources of information as are readily at hand (e.g., the University Catalog, the Office of Institutional Studies, Academic Advising Center). It is the responsibility of the IRC to create a draft review document that incorporates the information in the department's review statement, the reports of the External Consultant(s) and the Survey of Recent Graduates (discussed below) that is then submitted to the PREC and circulated to the department and school dean(s) for comment. One month will be set aside for comments and other responses by the department and school dean(s) and revision of the draft document into a final document to be submitted to the Vice President for Academic Affairs for whatever formal action its recommendations might make appropriate for consideration. The final review document will also be made available to the faculty for their information and better understanding of the status and objectives of the university's academic programs.

Staff work for the Program Review and Evaluation Committee is provided by the Office of the Vice President for Academic Affairs. Funds necessary to cover expenses of the reviews, e.g., staff work, honoraria and expenses for External Consultants, postage and printing, etc., are provided by the Vice President for Academic Affairs.

#### The Survey of Recent Graduates

At the request of the PREC, a Survey of Recent Graduates will be accomplished by Testing and Evaluation Services, unless an appropriate survey has recently been completed. It should be undertaken as soon as possible after the time of notification of the start of the review process. A semi-standard format suitable for eliciting student opinion in various areas has been developed for use in such surveys. However, departments may wish to suggest particular questions or other modifications to more adequately survey their graduates. Survey results will be distributed in the same manner as the External Consultant reports.

#### The Self-Review Statement/Review Document

The Self-Review Statement/Review Document should set forth a statement of the purpose of the department (or program) as well as its goals and methods for achieving them. Judgments of the adequacy and merits of the academic program, with supporting documentation furnished in the areas indicated in parentheses, should be furnished for the following areas: (1) faculty (faculty vitae); (2) degree programs (degree requirements, admission policies, program options); (3) curriculum (course offerings with indication of frequency of scheduling, e.g., copies of recent quarterly schedules); (4) facilities (description of facilities, existing as well as needed to adequately serve the academic program); (5) special needs for research, performance, rehearsals, laboratories; (6) library holdings (brief listing of



holdings in various categories of books, journals, films, etc.); (7) budget to support both program and faculty needs (recent budget figures); (8) experience of students in the program (indications of student satisfaction with the program, placement records available, and Survey of Recent Graduates--2nd and final drafts only); (9) advising procedures; (10) comparisons with four or five other programs at comparable institutions for items one through seven above (comparison data received from other institutions).

Feb. 26, 1982