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CWU Faculty Senate Minutes - 04/14/1982

Esther Peterson

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MINUTES: Special Faculty Senate Meeting, 14 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, Roger Fouts, Tom Kerr, Clair Lillard, and Kathleen Morris.

Visitors Present: Phil Backlund, Jimmie Applegate, Frank Carlson, Dale Comstock, Larry Danton, Peter Burkholder, Don Schliesman, Charles McGehee, Phyllis Lellman and Betty Putnam.

CHANGES TO AGENDA

There were no changes to the Agenda.

OLD BUSINESS

Continued discussion on Academic Plan--

1) Motion No. 2109 on Foreign Language Requirement--

Mr. Tolman noted this special meeting is being held to continue discussion on the Academic Plan. Motion No. 2109, as amended on the Foreign Language requirement, was tabled at this meeting, and was as follows:

"... that the Senate approve the section on 'Foreign Language requirement for the Bachelor of Arts Degree' as stated in the Academic Plan, and also to include the words 'B.A. in Education or B.S. Degree.'"

The floor was opened for further discussion.

Motion No. 2109, as amended, was voted on and failed by a majority nay hand vote.

MOTION NO. 2116: Mr. Pratz moved on behalf of the Executive Committee, seconded by Mr. Thurston, that the recommendation of the Academic Affairs Committee-- "that the Senate approve the section on 'Foreign Language Requirement for the Bachelor of Arts Degree' as stated in the Academic Plan"-- be accepted as originally presented. Passed by a majority voice vote.

2) The Definition of Degrees and Certificates (B.A. in Education), pages 11 and 12--

Mr. King presented a report from the Academic Affairs Committee on their recommendation on "Degrees and Certificates" in the Academic Plan. He noted there are two points of concern in this section: (1) Restriction of majors for the B.A. Degree to 60 quarter credits. Currently there are some B.A. majors of more than 60 credits. These would presumably be changed to B.S. (or other) majors if the section is approved. (2) Elimination of the B.A. Ed Degree for all but three majors in Education (Early Childhood Education, Elementary Education, and Special Education). Currently, there are several majors in other departments and programs which are designated B.A. Ed. These would presumably be changed to B.A., B.S., or other majors if the section is approved.

The committee has met with the various administrators who would be responsible for overseeing and coping with the proposals if they are accepted, and have contacted department chairs as to their opinions, which were varied. The committee itself is generally in favor of both proposals. There are good philosophical reasons for limiting the B.A. Degree to 60 credits, and any problems departments might face could be handled by redesignating degrees as B.S. or others. There are good reasons for restricting the use of the B.A. Ed Degree (specifically the distinction between "academic" and "professional" education), and any problems departments might be faced with could be handled by careful review of the B.A. Ed curriculum.

MOTION NO. 2117: Mr. King, on behalf of the Academic Affairs Committee, moved, seconded by Mr. Klemm, that the Senate approve in principle the recommendations on "Definition of Degrees and Certificates" printed on pp. 11-12 of the Academic Plan, and that an ad hoc committee representative of faculty and administration be appointed to develop a timely plan for implementation involving established faculty committees and procedures.

There was considerable discussion on the committee's recommendation.
MOTION NO. 2118: Mr. Gries moved, seconded by Mr. Hinathorne, to divide the question and vote on the two proposals separately. Passed by a majority voice vote.

Discussion began on the first issue: restriction of majors for the B.A. Degree to 60 quarter credits.

MOTION NO. 2117, as to restricting majors for the B.A. Degree to 60 quarter credits voted on and failed by a majority nay vote.

Discussion resumed on the second issue of the motion: that an ad hoc committee representative of faculty and administration be appointed to develop a timely plan for implementation involving established faculty committees and procedures.

MOTION NO. 2117, as to the appointment of an ad hoc committee to develop a plan for implementation voted on and passed by a majority voice vote.

3) Section in the Academic Plan on faculty, pages 34-38.

Mr. King Distributed copies of the report from the Academic Affairs Committee and presented background information on their recommendation on the "Faculty" Section of the Academic Plan. The committee recommended acceptance of this section with the following modifications:

Page 35 -- Add new entry on "Teaching."

(Boldface) EDUCATION IS THE PRIMARY MISSION OF CENTRAL WASHINGTON UNIVERSITY. BECAUSE OF THIS, INSTRUCTIONAL ACTIVITIES ARE PREDOMINANT IN DEMANDING THE RESOURCES AND ENERGY OF FACULTY TO CREATE, DELIVER, AND ASSESS THE EDUCATIONAL EXPERIENCES PROVIDED TO STUDENTS. AS FACULTY ARE THE ESSENTIAL ELEMENT IN THE INSTRUCTIONAL PROCESS, THE UNIVERSITY IS PREDOMINANTLY ORGANIZED TO SUPPORT FACULTY IN THIS ROLE.

The University seeks to continue and expand its support of faculty teaching in a number of ways. First, by promoting the intellectual growth of faculty through financial and scheduling assistance for leaves of absence, participation in further education, and scholarly and creative endeavors. Second, by promoting the instructional competence of faculty through provision of adequate library and audiovisual materials, physical facilities and equipment, and auxiliary services such as testing and evaluation of student academic skills. Third, by regular consideration of faculty teaching as an important basis for determinations of tenure, promotion, and merit. For further discussion, see "Faculty Development" and Appendix #9.

Rationale: Though teaching is "alluded to" at various points in the Plan (e.g., "Instruction" on p. 17), there is no specific mention of it as a faculty objective. This entry is intended to compliment the discussion of other faculty objectives, specifically "Scholarly Activity" and "Public Service." It aims to make clear that the University places high value on teaching, regards it as a critical faculty task, and is committed to supporting it.

Page 37 -- "Scholarly Activities." Change paragraph 6, combine with paragraph 7, as also changed.

"Public, evaluated, contributory scholarship is a continuing activity expected of all faculty; consequently, deficiency-in-productive-scholarship-automatically-blocks-promotion-and-tenure. Scholarship will be encouraged in a number of ways. First, scholarly productivity is an absolute-requirement (consideration) in the recruitment and promotion of the faculty."

Rationale: In the original, this statement suggests that scholarly activity is the most important faculty objective. As changed, the statement suggests that it is an important objective, along with teaching, etc.

MOTION NO. 2119: Mr. King moved, seconded by Mr. Pratz, that the committee's recommendation, with the modifications outlined above, be accepted. Passed by a majority voice vote.

4) Freshman-Senior Seminars, pages 14 and 15.

At the April 7th meeting, the paragraph regarding seminars on page 16 was removed in Motion No. 2115. However, no action was taken upon the deferred entry and exit seminar as discussed on pages 14 and 15.
MOTION NO. 2120: Mr. Lawrence moved, seconded by Ms. Sands, to approve pages 14 and 15, as amended. Passed by a unanimous voice vote.

REPORTS

A. Chairman--Mr. Tolman reported briefly on the following matters:

1) Curriculum Guide--The Curriculum Committee has completed work on the Curriculum Guide. The final draft will be distributed to Senators, curriculum committees and the academic deans in the next day or two. Senators are urged to review their copy of the draft and be prepared to express any concerns they might have at the April 21st meeting.

2) Change of location for April 21st meeting--The April 21 Senate meeting will be held in the Psychology Building, Room 471.

3) Budget Highlights--Mr. Tolman reviewed the budget situation as it stands at the present time. One important question is what should be done about the merit pool. The Budget Committee has been asked to review the matter and be prepared to bring a recommendation to the Senate at the April 21st meeting for discussion.

4) Board of Trustees--The Board of Trustees requested some time ago for the Senate to review the possibility to provide greater flexibility for program need in the layoff plan. The Code Committee is working on a recommendation to present to the Board of Trustees at their April 16th meeting.

ADJOURNMENT

The meeting adjourned at 4:45 p.m.

The next Senate meeting will be April 21, 1982 in Psychology Building, Room 471, at 3:10 p.m.
RECOMMENDATION ON "DEGREES AND CERTIFICATES" IN THE ACADEMIC PLAN

TO: Faculty Senate

FROM: Academic Affairs Committee

DATE: April 14, 1982

In the recent Senate approval of the Academic Plan (Draft III), the section on "Definition of Degrees and Certificates" was suspended for further consideration. The committee was asked to review this section and make a separate recommendation to the Senate concerning its approval.

There are two points of concern in this section: (1) Restriction of majors for the B.A. Degree to 60 quarter credits. Currently, there are some B.A. majors of more than 60 credits. These would presumably be changed to B.S. (or other) majors if the section is approved. (2) Elimination of the B.A.Ed. Degree for all but three majors in Education (Early Childhood Education, Elementary Education, and Special Education). Currently, there are several majors in other departments and programs which are designated B.A.Ed. These would presumably be changed to B.A., B.S., or other majors if the section is approved.

The committee has met with the Vice President for Academic Affairs, the Dean of Undergraduate Studies, representatives from the Teacher Education Council and the School of Professional Studies, and others. We have also sought opinions from Department Chairs. The results of our investigation suggest a rather clear disagreement on the question of restricting the B.A. Degree to 60 credits. Though there is little administrative opposition to this proposal, departments are divided: those with majors of less than 60 credits are for it, those with majors of more than 60 credits are against it. The most common objections are that the 60+ credit majors are small enough as it is, and that limiting them to exactly 60 credits would cause problems in planning (i.e., getting a series of three, four, and five-credit courses to total 60). As for the question of eliminating the B.A.Ed. Degree for all but a few majors in Education, the results of our investigation suggest general support for the proposal. There is, however, a strong minority in opposition, mainly on grounds that fulfilling all requirements for the B.A. would impose a hardship on teacher education students.

The committee itself is generally in favor of both proposals. There are good philosophical reasons for limiting the B.A. Degree to 60 credits, and any problems departments might face could be handled by redesignating degrees as B.S. or others. There are good reasons for restricting the use of the B.A.Ed. Degree (specifically the distinction between "academic" and "professional" education), and any problems departments might face with that could be handled by careful review of the B.A.Ed. curriculum. The committee recommends, therefore, that the Senate approve in principle the recommendations on "Definition of Degrees and Certificates" printed on pp. 11-12 of the Academic Plan, and that an ad hoc committee representative of faculty and administration be appointed to develop a timely plan for implementation involving established faculty committees and procedures.
AGENDA
SPECIAL FACULTY SENATE MEETING
3:10 p.m., Wednesday, April 14, 1982
SUB 204-205

I. ROLL CALL

II. CHANGES TO AGENDA

III. OLD BUSINESS
   A. Continued discussion on Academic Plan, to include:
      1) Motion No. 2109 on Foreign Language requirement
      2) The definition of degrees and certificates (BA in Education), pages 11 and 12
      3) Section on faculty, pages 34-38
      4) Freshman-Senior Seminars, pages 14 and 15

IV. ADJOURNMENT
**FACULTY SENATE MEETING OF**  
**ROLL CALL**  

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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.
Professor Rosco Tolman  
Chairperson, Faculty Senate  
Campus  

Dear Rosco:  

Regarding the foreign language requirement as outlined in the academic plan I suggest the following for consideration by the Faculty Senate:  

Rather than acting on the amendments which were added to the original motion made at last Wednesday's meeting, I propose that the question be divided and that the original motion be voted upon, then the first amendment and finally the second amendment. The intent of the statement in the academic plan was to include a foreign language requirement for the Bachelor of Arts degree - period. Although I personally favor a foreign language requirement for all those pursuing a bachelor's degree my first priority is to see it required for the B.A. degree.  

Thank you for your consideration.  

Sincerely,  

Burton J. Williams  
Professor of History and Dean  

BJW:mm