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CWU Faculty Senate Minutes - 11/18/1981

Esther Peterson

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MINUTES: Regular Faculty Senate Meeting, 18 November 1981
Presiding Officer: Rosco Tolman, Chairman
Recording Secretary: Cherry Peterson

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

ROLL CALL

Senators Present: All Senators or their Alternates were present except Peter Gries, Kenneth Briggs, Frank Carlson, Kathleen Morris, James Peterson, John Savage and Eric Thurston.

Visitors Present: Greg Trujillo, Phil Backlund and Ken Harsha.

CHANGES TO AGENDA

1) Under "Communications" add
   C. Letter from Burton Williams, dated November 13.
   D. Letter from Burton Williams, dated November 13.
   E. Memo from Don Guy, dated November 13.
   F. Letter from Don Schliesman, dated November 13.

APPROVAL OF MINUTES

MOTION NO. 2072: Mr. Lillard moved, seconded by Mr. Lawrence, that the minutes of October 21, 1981, be approved. Passed by a unanimous voice vote and no abstentions.

COMMUNICATIONS

A. Letter from Roger Garrett, dated October 29, 1981, expressing concern regarding proposed statement of policy for the General Education requirements at Central that has been referred to the Senate Academic Affairs Committee. The Communications Department believes that some oral communication competencies can and should be included as part of any new General Education Program at Central. They suggest that a revision of the proposed policy to include speaking and listening skills by 1983 be considered by the Academic Affairs Committee while they are considering the current proposal from the General Education Committee.

B. Letter from Ed Harrington, dated November 3, 1981, noting he is accepting the Faculty Senate's recommendation of May 6, 1981, on the Withdrawal and Incomplete Policies. The policies will become effective Winter Quarter, 1982. He asks that the Faculty Senate Executive Committee and he establish a small ad hoc committee to make recommendations on the use of "grading symbols" at Central.

C. Letter from Burton J. Williams, dated November 13, 1981, noting that following a meeting with the chairpeople and program directors of CLAS he proposes the following: that the B.A. in Education be eliminated except for Elementary Education, Special Education and Early Childhood Education. This proposal conforms to the recommendation included in the Academic Plan under the section entitled "Definition of Degrees and Certificates."

This is being referred to the Academic Affairs Committee.

D. Letter from Burton J. Williams, dated November 13, 1981, enclosing his recommendation for a foreign language requirement for all those seeking a B.A. degree here at CWU.

This has been referred to the Academic Affairs Committee.

E. Memorandum from Don Guy, Dean of Students, dated November 13, 1981, regarding course withdrawal statements in the draft revision of the Guide to Curriculum Change Policies and Procedures. He suggests the proposal seems confusing and that a motion be made to table the changes until a committee can be given time to draft something that the Senate could consider implementing in the fall of 1982.

Chairman Tolman is in the process of writing Dean Guy a letter.
F. Letter from Don Schliesman, dated November 13, 1981, forwarding new CFE Policy recommendations containing supplemental statements to be considered for adoption by the Faculty Senate.

G. Letter from Representative Delores Teutsch, dated November 13, 1981, responding to Chairman Tolman's letter to her regarding the financial crises the state is currently facing.

Mr. Tolman noted that although the new Withdrawal and Incomplete Policies will be in effect Winter Quarter 1982, they will not be in the current class schedule; however, memorandums will be sent out to every faculty member and handouts will be given to each student at registration by the Admissions Office on the new policy.

Chairman Tolman explained that the Curriculum Guide is in the process of being revised, and copies of the draft have been sent to all of the Deans and they have been requested to report to the Faculty Senate office any recommendations for changes that they might have. Recommendations for changes are being received and will be considered by the Senate Curriculum Committee. Mr. Tolman will be sending a letter to Dean Guy assuring him that further work will be done to revise the Curriculum Guide before it is finalized, and his concerns will be clarified.

CURRICULUM PROPOSALS

A. University Curriculum Committee proposals, pages 601 through 605--Deferred until the Senate meeting of December 2nd.

REPORTS

A. Chairman--

1) Budget Reduction-- The Executive Committee of the Senate and Vice President Harrington have formulated a plan to handle budget reductions. Representatives from CWU are in Olympia to speak on behalf of higher education and until the legislature has decided on a budget, no action will be taken.

2) Summer Session--The four-quarter plan for summer session, which was proposed in 1978 is again being considered to help the university absorb some positions. At this point, it doesn't appear likely that the university will be going to an eight-week summer school.

3) Board of Trustees meeting--Some items to be presented for consideration by the Board of Trustees at their November 20 meeting are:
   a) Proposed transcript fees--a $3 transcript fee be charged for the first copy and $2 fee for each additional copy requested at the same time and a $2 fee be charged for all transcripts delivered over the counter.
   b) Proposed Music Department Instrument Use Fee--funds received are to be used to repair, maintain, replace, and tune, as necessary, instruments.

4) COAD--Some of the University Schools have established Boards of Visitors (Advisory Boards) consisting of people from outside the institution. The School of Professional Studies and the School of Business both have Boards of Visitors. The College of Letters, Arts & Sciences, at this point, has not established any as yet.

B. Executive Committee--

MOTION NO. 2073: Owen Pratz moved, on behalf of the Executive Committee, that the Senate ratify the appointment of Wolfgang Franz to replace Otto Jakubek on the Senate Curriculum Committee. Passed by a unanimous voice vote and no abstentions.

C. Standing Committees--

1. Academic Affairs Committee--no report.

2. Budget Committee--no report.

3. Code Committee--Mr. Lawrence noted the new Faculty Code should be available next week.
4. Curriculum Committee--no report.

5. Personnel Committee--no report.

D. CFR--Ken Harsha presented a report on the CFR meeting held November 13th in Olympia. While they were there they saw several separate figures on the budget cuts, all the way from 4.7% to 9%--the figures change rapidly. He talked with Dan McDonald, chairman of the House Appropriations (Education) Committee, who was very complimentary about the way in which merit monies were distributed, at least at some of the institutions. So far, they have not cut the 3.1% that was budgeted for the second year of the biennium.

Mr. Harsha noted that the CFR did take action on some kind of an organization that faculty can funnel money into through CFR to help support a full-time lobbyist in Olympia during the legislative session. They are asking that the Faculty Senate of each institution give CFR some kind of direction on whether they would be willing to go along with such an organization. He will present a resolution for feedback at the next Senate meeting.

Chairman Tolman noted this will be an item under New Business at the next Senate meeting.

OLD BUSINESS

There was no Old Business.

NEW BUSINESS

There was no New Business.

ADJOURNMENT

The meeting adjourned at 3:55 p.m.

The next Senate meeting will be December 2, 1981, at 3:10 p.m. in SUB 204-205.
AGENDA

REGULAR FACULTY SENATE MEETING
3:10 p.m., Wednesday, November 18, 1981
SUB 204-205

I. ROLL CALL

II. CHANGES TO AGENDA

III. APPROVAL OF MINUTES of October 21, 1981

IV. COMMUNICATIONS
   A. Letter from Roger Garrett, dated October 29, 1981
   B. Letter from Ed Harrington, dated November 3, 1981

V. CURRICULUM PROPOSALS
   A. University Curriculum Committee proposals,
      pages 601 through 605

VI. REPORTS
   A. Chairman
   B. Executive Committee
   C. Standing Committees
      1. Academic Affairs
      2. Budget
      3. Code
      4. Curriculum
      5. Personnel
   D. CFR

VII. OLD BUSINESS

VIII. NEW BUSINESS

IX. ADJOURNMENT
VISITORS PLEASE SIGN

Gregory Ferguson
Phil Backlund
Kent Harshu

PLEASE RETURN TO THE FACULTY SENATE SECRETARY
October 29, 1981

Dr. Rosco Tolman, Chairman
Faculty Senate
Campus

Dear Dr. Tolman:

I am writing a letter of inquiry concerning a proposed statement of policy for the General Education requirements at Central that I believe has been referred to the Senate Academic Affairs Committee. The policy states:

Beginning fall, 1981, new freshmen must demonstrate proficiency in the basic academic skill areas of English usage, spelling, reading comprehension and applied mathematics to a competency level established by the faculty. Those showing deficiencies, must meet the required standard prior to being admitted to a major program.

The above policy appears an excellent one and could have quite beneficial effects following its implementation. However, while the proposed policy recognizes the importance of basic proficiency in English and mathematics, it ignores the widely recognized importance of competency in oral communication for today's college graduate. For example a recent issue of the Chronicle of Higher Education titled "Academic Competencies as Defined in New Project of College Board" (Sept. 30, 1981) listed the following competencies as those students need to do college work:

1) reading competencies
2) writing competencies
3) speaking and listening competencies
4) mathematical competencies
5) reasoning competencies
6) studying competencies

As can be seen, speaking and listening competencies rank ahead of the mathematical competencies that are included in the proposed policy statement. (It is also of interest to note that recent surveys of employers have shown that oral communication skills received a rank of first, ahead of job training and writing skills among criteria employers considered important in choosing among job applicants.) Speaking and listening competencies in the Chronicle article are identified as:

a) The ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors;
b) The ability to answer and ask question coherently and concisely, and to follow spoken instructions;

c) The ability to identify and comprehend the main and subordinate ideas in lectures and discussions, and to report accurately what others have said;

d) The ability to conceive and develop ideas about a topic for the purposes of speaking to a group; to choose and organize related ideas; to present them clearly in standard English, and to evaluate similar presentations by others; and

e) The ability to vary one's use of spoken language to suit different situations.

Prior to the appearance of the article in the Chronicle, we in the Department of Communication developed a course, COM 110, Oral Communication Skills, that would accomplish the above objectives. Through the efforts of Dr. Philip Backlund a screening test has also been developed to identify students needing remedial work in oral communication.

We have sought and are still seeking to have oral communication skills instruction included as part of Central's General Education Program. Obviously with our current staff a general requirement for all students is not feasible. However we do believe that some oral communication competencies can and should be included as part of any new General Education Program at Central. Consistent with such a goal, we would suggest a revision of the proposed policy to include speaking and listening skills by 1983 as follows (changes underlined):

Beginning fall, 1983, new freshmen must demonstrate proficiency in the basic academic skill areas of English usage, spelling, reading comprehension, speaking and listening, and applied mathematics to a competency level established by the faculty. Those showing deficiencies, must meet the required standard prior to being admitted to a major program.

The Senate Academic Affairs Committee should be aware of our concerns and proposals while they are considering the current proposal from the General Education Committee. Please forward this letter and whatever instructions you deem appropriate to the committee for their attention.

Thank you for your attention to this matter. If there is any information desired that would be of assistance we would be happy to furnish it.

Sincerely yours,

Roger L. Garrett

C: Dean Williams
Dean Schliesman
November 3, 1981

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

Dear Dr. Tolman:

After careful consideration, I am pleased to inform you that I am accepting the Faculty Senate’s recommendation of May 6, 1981, on the Withdrawal and Incomplete Policies. The policies will become effective Winter Quarter, 1982.

My concern with the Withdrawal Policy was not with the "policy" per se (dates, offices and individuals involved) but, rather, with the symbols used in our withdrawal process (W's and E's).

As per our discussion, I would ask that the Faculty Senate Executive Committee and I establish a small ad hoc committee to make recommendations on the use of "grading symbols" at Central.

Thank you for your cooperation in this matter.

Sincerely,

Edward J. Harrington
Vice President for Academic Affairs

jm

cc: Dr. Garrity
    COAD
November 13, 1981

Professor Rosco Tolman
Chairman, Faculty Senate
Campus

Dear Professor Tolman:

Following a meeting yesterday with the chairpeople and program directors of CLAS and as a result of their encouragement I propose the following: that the B.A. in Education be eliminated except for Elementary Education, Special Education and Early Childhood Education. This proposal conforms to the recommendation included in the Academic Plan under the section entitled "Definition of Degrees and Certificates." The B.A. in Education is appropriate for those who major in Education. It is not an appropriate degree title for those who have majored in an academic discipline. I think you will find that we are about twenty years behind the times in continuing to offer a B.A. in Education to students who major in an academic discipline. These students should receive a B.A. degree.

I am submitting this recommendation directly to the Senate as it is difficult, even after extensive inquiries, to learn just where I should introduce this proposal. I trust you will forward my recommendation to the appropriate parties for their consideration.

Sincerely,

Burton J. Williams
Professor of History
and Dean

cc: President Garrity
Dr. Harrington
Dean Schliesman
Dean Applegate
Dean Frye
November 13, 1981

Professor Rosco Tolman, Chairman
Faculty Senate
Campus

Dear Professor Tolman:

Enclosed is my recommendation for a foreign language requirement for all those seeking a B.A. degree here at CWU. This proposal is presently incorporated in our academic plan, however, I would like to amend it by including provision number 2 as recommended by the ad hoc committee which was charged by the Undergraduate Council to review and make recommendations regarding the President's Commission on Foreign Language and International Studies. I oppose provisions 3 and 4 of this committee's report as it now reads, for in my opinion, there is no substitute for foreign language study. Provisions 3 and 4 are fine in and of themselves and I will support them if they are made additional requirements to foreign language study. As for provision number 1 it appears to me that the proficiency is a sufficient option for satisfying the foreign language requirement.

Thank you for your consideration.

Sincerely,

Burton J. Williams
Professor of History
and Dean

BJW:mm

Enclosure

cc: President Garrity
    Dr. Harrington
    Dean Schliesman
    Professor Bilyeu
FOREIGN LANGUAGE REQUIREMENT
FOR THE BACHELOR OF ARTS DEGREE

All students seeking the Bachelor of Arts Degree are required to satisfy a foreign language requirement in the following manner. At least two years of a foreign language study at the high school level or one year of a foreign language at the college or university level. In cases where a student has had less than two years of foreign language at the high school level the deficiency will be remedied by taking an appropriate number of college level foreign language courses as determined by the Dean of the College of Letters, Arts and Sciences. Also, subject to approval by the Dean of the College of Letters, Arts and Sciences, the foreign language requirement may be met by passing a competency examination at the 153 level to be administered by the Department of Foreign Languages.

A foreign language requirement for the Bachelor of Arts degree at Central Washington University is required for the following reasons: Inasmuch as the United States is essentially monolingual a foreign language requirement is a step towards remedying our language parochialism. Further, such a requirement will sharpen cultural awareness. Additionally a foreign language requirement is based on the undisputed value of language skills of any kind and moreover foreign language study will assist in developing greater proficiency in the use of the English language. And finally, the requirement of a foreign language for the Bachelor of Arts degree is in keeping with the time honored traditions associated with that degree. "They who understand no other tongue do not understand their own."
MEMORANDUM

TO: Rosco Tolman, Chairman
    Faculty Senate

FROM: Don Guy
      Dean of Students

DATE: November 13, 1981


I read the 10/20/81 draft of the Guide to Curriculum Change Policies and Procedures with particular interest on the course withdrawal and university withdrawal statements on pages 26 and 27. The statement about course withdrawal apparently allows the instructor the prerogative of giving either the "E" or a "W" between the third and fifth week. There are no conditions stipulated in the proposed policy under which an "E" or a "W" would be given. However, conditions are stipulated in the current policy. It seems to me that an absence of what constitutes conditions for a "W" will invite challenges from students.

I also have some questions with regard to the paragraph dealing with total withdrawal from the university. At the present time, a student wishing to withdraw from the university initiates the procedure in the Office of the Dean of Students. As a matter of fact, the Dean of Students has a great deal of latitude in determining who will and who will not be allowed full withdrawal. The proposed language of paragraph C on page 27, is confusing. For example, will the office of the Dean of Students be charged with handling university withdrawals for the first five weeks and the office of Admissions and Records after the fifth week? Is it the explicit intention of the Curriculum Committee to assign university withdrawals specifically to the Dean of Admissions and Records? What was the intent of the Faculty Senate when the office of the Dean of Students was placed in charge of withdrawals from the university when the current policy was formulated?

This memorandum was not written to defend established territory. If the senate believes that the office of the Dean of Admissions and Records should make the decisions noted on pages 26 and 27, perhaps that office should make the exit interviews too. It will give us some additional time to concentrate on other matters that should be done. I submit these questions because the proposal seems confusing. Moreover, I don't recall having any input when these proposed changes were drafted. It would seem to me that a motion to table these particular changes until next fall quarter would be in order. At least that would give a committee time to draft something coherent that the senate could consider implementing in the fall of 1982. I would be pleased to assign someone from my office to participate on such a committee.
November 13, 1981

Dr. Rosco Tolman  
Associate Professor of Spanish  
Foreign Languages  
CWU Campus  

Dear Dr. Tolman:

During the past year Central's academic policies governing its Cooperative Education program have been reviewed and several supplemental statements have been considered for adoption. Attached please find a copy of those new statements along with some background information provided by Dr. V. Gerald Reed.

The review of the policies was carried out by a task force described by Dr. Reed and the original suggestions for policy revision came from it to the Council of Academic Deans. After discussion and modification by the COAD, the policies were considered, amended and approved by the Undergraduate Council. They are herewith being forwarded to the Faculty Senate for its consideration and approval. I recommend the Senate approve these statements.

Dr. Reed and/or I would be happy to discuss the statements with the Senate or any of its committees.

Sincerely,

Donald M. Schliesman  
Dean of Undergraduate Studies
Background Information

A specially constituted CFE Task Force was appointed by deans or appropriate chairpersons during January 1981 to do an in-depth analysis of the CFE program. Members were:

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<tr>
<th>Member</th>
<th>Representing</th>
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<tr>
<td>James Brooks</td>
<td>Letters, Arts and Sciences</td>
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<td>Quentin Fitzgerald</td>
<td>Graduate Council</td>
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<td>Allen Gulezian</td>
<td>Business and Economics</td>
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<tr>
<td>Gerald Reed*</td>
<td>CFE Program</td>
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<tr>
<td>Catherine Sands</td>
<td>Faculty Senate</td>
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<tr>
<td>Donald Schliesman*</td>
<td>Undergraduate Studies</td>
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<tr>
<td>Greg Trujillo*</td>
<td>Student Services</td>
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<td>Blaine Wilson</td>
<td>Professional Studies</td>
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* These members discussed but did not vote on the final recommendations.

This group discussed the CFE program rather extensively in a series of seven two-hour sessions between February and April. After considering about twenty specific new policy proposals, they gave unanimous support to 13 specific statements, five of which (below) would require further internal institutional approval.

The academic deans, who had initially requested the Task Force study, accepted their report and supported all the policy statements with one exception, which has been deleted from the list of recommendations.

The five recommendations that required further institutional review were referred to the Undergraduate Council in May, 1981. This Council reviewed these five items, made several changes and approved them on June 10, 1981, in the following revised form:
1. The University shall recognize two primary forms of CFEs: "Intern" CFEs and "Co-op" CFEs. Internships are more intensively structured and more closely supervised for achieving learning objectives in a briefer time frame (30 hours per credit) and typically involve a single placement. Co-op CFE's seek equivalent learning benefits per credit but are designed to better accommodate employers' needs and require longer placements (50 hours or more per credit). The intent of the Co-op program is to involve students in a series of CFE's alternated with in-class course work starting as early as the end of the freshman year and including a total of 52 full-time equivalent weeks of work experience. However, individual students, such as transfer students, should be allowed to participate in a reduced portion of the full Co-op plan for a proportionately reduced number of credits. In addition, an internship may also be incorporated in a student's Co-op plan under these guidelines.

2. Credits for internship CFE's alone should be restricted to a maximum of fifteen (15) credits in a baccalaureate degree program. Any additional CFE credit should be allowed only by participating in a Co-op plan.

3. Lower division (290) CFE courses should be allowed on a 1-5 credit basis, with permission to re-enroll to a maximum total of ten (10) credits. This same guideline should apply to transfer of work experience credit from community colleges, except where other direct inter-institutional transfer agreements exist, and also to enrollment in Interdisciplinary Studies 290.

4. Because educational advantage occurs when CFE's are alternated with related course work, continuous involvement in full-time CFE's shall not exceed fifteen (15) credits in any case without being alternated with at least 12 credits of in-class coursework.

5. Generally students should plan CFE's to occur before the last quarter prior to graduation. Otherwise, the CFE conflicts with the premise that the CFE program is integrally incorporated into the University's academic program.
Rosco Tolman  
Chairman, Faculty Senate  
Central Washington University  
Ellensburg, WA 98926

Dear Mr. Tolman,

I received your letter expressing your concern with the financial crisis the state is currently facing.

As you know, the 1981 state revenue is less than had been anticipated when the 1981-83 budget was formulated. The predicted revenue shortfall is due to a decline in the real estate sales tax and a decline in retail sales tax revenue.

The state constitution mandates a balanced budget, and consequently we are faced with cutting budgets or raising revenues.

The original 10.1% budget cut eliminated or sharply reduced essential state services. The Legislature is now reviewing the state programs, streamlining where possible, eliminating duplication, and determining the essential level for state services. It is apparent to me that we must reduce the original 1981-83 budget but we must also temporarily increase taxes moderately, preferably the sales tax between 1 and 2 cents.

We are working to resolve this financial problem during the Special Legislative Session.

I appreciate your taking the time to write to express your concerns.

With best regards,

Delores E. Teutsch