

11-3-2010

## CWU Faculty Senate Minutes - 11/03/10

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**REGULAR MEETING**  
**Wednesday, November 3, 2010, 3:10 p.m.**  
**BARGE 412**  
**Minutes**

**Senators:** All senators or their alternates were present except: Kelly Benson, Jonathan Fassett, Ralf Greenwald, Ronald Tidd, Steve Wagner and Matthew Wilson.

**Visitors:** Sheryl Grunden, Teresa Sloan, Natalie Crump, Wendy Ritteriser and Dennis Defa

**CHANGES TO AND APPROVAL OF AGENDA** – Agenda approved.

**MOTION NO. 10-05(Approved): APPROVAL OF MINUTES** of October 6, 2010

**Faculty Retirement Plan** – Wendy Ritteriser gave a short presentation on some of the changes that are happening with the faculty and exempt employee retirement programs. The changes are being done because of changes in federal regulations. The proposal is being vetted through different groups. Next fall faculty will receive information on the changes and will make their investment decisions. There is additional information on the Human Resources website. It currently can only be accessed on campus.

**COMMUNICATIONS** - none

**FACULTY ISSUES:** Senator Gray reported that students in English 101 have been complaining about having difficulties studying because of the amount of drinking and noise on campus. She mentioned that students distinguish between wet and dry dorms. Provost Quirk explained that anyone under 21 is not allowed to have alcohol on campus. The University has banned alcohol energy drinks on campus. President Gaudino will be this situation up with the resident dorm advisors.

Senator Glasby asked the President to confirm or deny that athletics base budget was increased by \$225,000 this year. This is more than was provided for faculty merit or faculty salary compression. President Gaudino explained that the athletic budget has been under funded for a number of years and money has been backfilled by the President each year. Increasing athletics base budget just reflects more clearly what is actually being spent and not hiding those expenses. President Gaudino, after looking at athletics budget, realized that students and coaches were being put in unsafe situations when traveling and players were not receiving their full meal per diem in some cases. Senator Kovalerchuk asked if departments like the Purchasing office could be asked to come and speak at a Senate meeting.

**PRESIDENT:** President Gaudino reported two new hires on campus. The first is George Clark who has accepted the Vice President of Business and Financial Affairs/Chief Financial Officer who will arrive on campus on January 10<sup>th</sup>. Mr. Clark will be on campus between now and then attending some meetings. The Foundation board has hired Forest Rogers as their Executive Director. This position is fully funded by the Foundation. Mr. Rogers started the job on Monday. Student Affairs is getting close to issuing the bonds for the Barto reconstruction. The Board of Trustees should give the go ahead tomorrow. Assuming everything is approved; demolition should start in December with construction starting in the spring. President Gaudino thanked the individuals who have agreed to be on the Strategic plan steering committee. Amy Hoover and Tracy Pellett will serve as co-chairs of the committee. The President stressed that this is not a trivial exercise and asked that the university committee participate in the process. The new strategic plan will have ties to the NWCCU accreditation, budgeting and assessment. The committee hopes to have the main vision and goals by the end of this year. Next year individual departments will work on putting their plans together.

**PROVOST:** Provost Quirk commented that the committee felt it did not have enough faculty representation, so he is working on fixing that. The results from the election will have an impact on state level budgets. The failure of the income tax proposal and the repeal of other taxes will be noticed during the legislative session in regards to budgets. The next state economic forecast is due out November 18<sup>th</sup>. Senator Jackson asked when departments might know about tuition waivers. The Provost indicated that the committee has been reconfigured and is meeting for the first time this month. They are working to get the information out to the deans as soon as possible. Senator Gray asked about enrollment data information the Provost indicated would be sent out after the last Senate meeting. That information will be forwarded by the Faculty Senate office.

**OLD BUSINESS** - None

## REPORTS/ACTION ITEMS

### SENATE COMMITTEES:

#### Executive Committee:

**Motion No. 10-06(Approved):** "Ratification of the appointment of Ian Loverro and Therese Young to the Bylaw & Academic Code Committee."

**Motion No. 10-07(Approved):** "Endorsement of the Student Evaluation of Instruction (SEOI) forms as presented in Exhibit A."

**Motion No. 10-08(Approved):** "Approval of the 2011-12 regular Faculty Senate meetings as follows: Fall Quarter - October 5, November 2, November 30; Winter Quarter - January 11, February 8, March 7; Spring Quarter - April 4, May 2, May 30."

**Academic Affairs Committee:** No report

**Bylaw and Academic Code Committee:** No report

**Curriculum Committee:** Senator Lori Braunstein reported that the Curriculum Committee is looking at the catalog from the student's perspective. One issue is helping the students know how many total credits they have to take and that it is consistent from major to major. If a degree requires the student to take the professional education sequence, that needs to be listed in a consistent manner. The committee is also looking at a policy that was approved last spring. The policy is too vague and would be more confusing than it would help. The committee is looking at making changes to that. The committee is also looking at the departments that are going for program review and looking at their catalog copy for their department to make sure everything is up-to-date. The committee is currently beta testing a new online curriculum form process.

**Evaluation and Assessment:** Senator Snedeker reported that the committee is waiting for a charge.

**General Education:** Senator Čuljak reported that the committee has met twice. There has been mixed feedback on the draft proposal from last year. Toni is looking at the various iterations of the program proposals over the past 7 years and looking at learner outcomes. The committee is hoping to have a proposal for beta testing by the end of the academic year.

**Faculty Legislative Representative:** No report

**CHAIR:** The Shared Governance Task Force is completing their final report to the President. Hope to articulate better shared governance and redefine the role of the Faculty Senate. One of the main pushes is getting more faculty/administration collaboration at various levels. Chair Bransdorfer asked the Senators if they would be willing to invite some of the vice presidents and deans to the Faculty Senate meetings. They would be ex-officio, non-voting members. A straw poll was taken and it was agreed to invite administrators to the Faculty Senate meetings. The Provost search is progressing. The committee has narrowed down the field to four candidates. The forums will probably be the week before and the week after Thanksgiving. Please make sure you participate in these forum opportunities. The Distinguished Faculty award nominations are due to the Faculty Senate office by 5:00 p.m. December 1<sup>st</sup>.

**CHAIR-ELECT:** Thanks to the committee that has been working on the provost search. There have been many applicant materials to go through.

**STUDENT REPORT:** Cam Garlock gave a report for the students. The Student Academic Senate is trying to be more proactive and not just a group to allocate money. There are a number of departments that still need senators if you know students who would be interested. One of the issues they are looking at this year is the time to degree. It is hard for a lot of students to graduate in four years because of required course overlaps. The Student Academic Senate is in need of two faculty advisors if any Senator is interested. Steven Robison, Art department, volunteered. Still need one more volunteer.

## NEW BUSINESS - None

Meeting was adjourned at 4:52 p.m.

# Exhibit A

**CENTRAL  
WASHINGTON UNVIERSITY**

**STUDENT EVALAUTION  
OF INSTRUCTION**

**Form D 2010 Lab  
Instruction**

• Use a #2 pencil to make dark, solid marks • For each question mark ONE answer only and erase errors completely

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_ Time of day: \_\_\_\_\_

## 1. STUDENT LEARNING ENVIRONMENT. To what extent do you agree or disagree that the...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. instructor fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. instructor seemed genuinely concerned with whether students learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. standards of classroom behavior were clearly communicated and enforced?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. instructor met class at scheduled times unless otherwise arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No
e. Did you seek help from the instructor outside of class during the course?	<input type="radio"/>	<input type="radio"/>

  

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
f. If <b>YES</b> , was the instructor available to provide help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. Please provide additional comments on the areas addressed in #1.

## 2. TEACHING FOR STUDENT LEARNING. To what extent do you agree or disagree that the...

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. objectives for each lab were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. lab instructor used a variety of methods, as needed, to make content clear?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. lab instructor was prepared for lab sessions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. answers to student questions were meaningful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. lab instructor provided useful feedback on student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. lab instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. lab sessions applied material taught in lecture (when applicable)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. equipment and supplies were appropriate for assigned laboratory exercises?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. safety procedures were communicated and enforced (when appropriate)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. out-of-class work was useful in understanding course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. instructor encouraged students to connect lab content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. lab activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

o. Please provide additional comments for the areas addressed in #2.

**GENERAL INFORMATION****3. How would you compare this course with all other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...?**

	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. level of engagement/active learning IN class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. intellectual challenge presented to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Please provide additional comments for the areas addressed in #3.

**4. For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities?**

- 0 (no) hrs/wk     
 1-3 hrs/wk     
 4-6 hrs/wk     
 7-10 hrs/wk  
 11-15 hrs/wk     
 16-20 hrs/wk     
 21+ hrs/wk

**5. Why did you take this course? Please mark all that apply.**

- Major requirement     
 Minor requirement  
 Certificate requirement     
 Fulfills General Education requirement  
 Reputation of instructor     
 Time of day  
 General interest     
 Other? \_\_\_\_\_

**6. What is your class standing?**

- First year (0 - 44 credits)     
 Sophomore (45 - 89 credits)     
 Junior (90 - 134 credits)  
 Senior (135 or more credits)     
 Graduate     
 Other (e.g. post-baccalaureate)

**7. What grade do you expect to earn in this class?**

- A   
 B   
 C   
 D   
 F   
 Other (Pass/Fail, etc.)

**8. Please provide any additional comments about the course or instructor (e.g., instructor's teaching effectiveness, course materials, classroom facilities, etc.).**

**1. STUDENT LEARNING ENVIRONMENT. To what extent do you agree or disagree that the...**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. instructor fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. instructor seemed genuinely concerned with whether students learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. standards of online behavior were clearly communicated and enforced?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. the organization and design of the online environment were conducive to learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. instructor was actively engaged in the class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No			
f. Did you seek help from the instructor during the course?	<input type="radio"/>	<input type="radio"/>			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
g. If <b>YES</b> , did the instructor provide help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. Please provide any additional comments on the areas addressed in #1.

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**2. TEACHING FOR STUDENT LEARNING. To what extent do you agree or disagree that the...**

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. overall course content was presented in an understandable sequence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. instructor used a variety of methods, as needed, to make content clear?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. the instructor used online technologies to facilitate interaction among students and with instructor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. assignments and tests were connected to course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. instructions for class activities were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. instructor provided useful feedback on student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. online activities were well organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. work completed off-line was useful in understanding course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. instructor encouraged students to connect course content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. course activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

n. Please provide any additional comments for the areas addressed in #2.

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**3. INFORMATION ON ONLINE CLASS TECHNOLOGY**

**a. How many online courses have you taken before this course?**

- None
- 1 to 2
- 3 to 4
- More than 4

**b. How strongly do you agree that the technologies used in this course were reliable?**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**c. Which online technologies used in this class were most useful for your learning?**

**GENERAL INFORMATION**

**4. How would you compare this course with all other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...?**

	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of online environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. level of engagement/active learning while IN the online environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. intellectual challenge presented to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Please provide additional comments for the areas addressed in #4.

**5. For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities and participating online?**

- (no) hrs/wk
- 1-3 hrs/wk
- 4-6 hrs/wk
- 7-10 hrs/wk
- 11-15 hrs/wk
- 16-20 hrs/wk
- 21+ hrs/wk

**6. Why did you take this course? Please mark all that apply.**

- Major requirement
  - Minor requirement
  - Certificate requirement
  - Fulfills General Education requirement
  - Reputation of instructor
  - Offered Online
  - General interest
  - Other?
- 

**7. What is your class standing?**

- First year (0 - 44 credits)
- Sophomore (45 - 89 credits)
- Junior (90 - 134 credits)
- Senior (135 or more credits)
- Graduate
- Other (e.g. post-baccalaureate)

**8. What grade do you expect to earn in this class?**

- A
- B
- C
- D
- F
- Other (Pass/Fail, etc.)

**9. Please provide any additional comments about the course or instructor (e.g., instructor's teaching effectiveness, course materials, online technologies, etc.).**