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CWU Faculty Senate Minutes - 11/04/09

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CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE

REGULAR MEETING
Wednesday, November 4, 2009, 3:10 p.m.
BARGE 412
Minutes

Senators: All senators or their alternates were present except: Jason Burroughs, Ruthi Erdman, Jonathan Fassett, Lila Harper, Nadine Pederson, Robert Pritchett, Paul Sellars, Ronald Tidd, Michael Whelan, Kathy Whitcomb and Dale Wilson.

Visitors: James Pappas, Martha Kurtz and Mark Oursland.

CHANGES TO AND APPROVAL OF AGENDA – Agenda approved as read.

MOTION NO. 09-06(Appealed) APPROVAL OF MINUTES of October 7, 2009

COMMUNICATIONS – Combined Fund Drive letter and Curriculum Committee catalog deadline letter. (Communications are available for review in the Faculty Senate Office.)

FACULTY ISSUES: Senator Donahoe expressed a concern for writing on campus. While some things have been done to help students with their writing ability, Central still has students graduating that cannot write a paper without grammar and spelling errors. A number of these students will be teaching in the school system. Writing is a part of communication and as a university we need to work on fixing course work to help the students meet the writing standards that are expected.

Senator Wellock brought forward some concerns about the College of Education and Professional Studies split. Some faculty have indicated they have requested to see the report on what the additional costs will be and are being told “no”. There have been many different numbers given at various times on what the additional costs will be, but nothing specific. Senator Wellock expressed concern that this information is not being released until November 19th and it is set for BOT approval on December 4th. Provost Quirk indicated that the plan to split CEPS has been in the works for 18 months. Department splits occurred last year as part of that plan to move forward with the college split. The budget has been worked on quite a bit and will be made available to the department chairs. The Deans plan will be released to the faculty of CEPS on November 19th. The split will help offset some problems that have occurred with NCATE accreditation.

PRESIDENT: President reported that he received some reports this morning on hiring numbers. The President has given Chair Custinger a copy of some of the reports he has just received. The President indicated he will sit down with Chair Custinger and discuss them in person. These reports will be made public in the near future. The President thanked those who worked with the NWCCU accreditation. He gave a special thanks to Phil Backlund who headed up the accreditation team on campus. Homecoming was a success and had the biggest crowd ever. The President thanked those who helped with homecoming and well as those who have worked on the Presidential Inauguration set for Friday. The President has received a burn rate analysis on where the university is going to end up financially at the end of the fiscal year. Last year the BOT authorized a \$91 million budget. At the current rate of spending, it is projected that the university will spend \$94 million. The university intentionally held out \$3.5 million dollars in a contingency pool. If this money was not needed, it would be put back in reserves. On the upside, because of increased enrollment, it is targeted we will have \$1.5 million in additional unbudgeted money. The President indicated that it is possible that the legislature could ask for additional budget cuts for higher education this year. It is possible that Central may take \$8 million in additional cuts. The President indicated we need to find a way to throttle down spending this year so we can utilize some of the unbudgeted funds to cover the potential shortfall for next fiscal year.

PROVOST: The Provost reported that the CEPS faculty had a college wide meeting that was followed up by a vote with very few opposition votes. The faculty had workshops during the summer to develop goals and a mission for the colleges. Departments came up with their plans and those were sent to the college level for the dean to develop the college plans. The college plan will come out on November 19th and the request for approval for the split is on the December 4th BOT agenda. The Academic Task Force will have met 43 times between when they were convened and Thanksgiving. The committee has developed sub groups that have been meeting as well. As this task force brings this information forward, the university is looking at the bigger plan on how we conduct similar exercises in the other divisions. It is a way to set priorities and criteria for decision making.

Senator Wellock asked for clarification on the CEPS split and accreditation. The college received a good review in 2000 with the college structured in its current format. Senator Wellock asked what has changed that requires a change now?

Provost Quirk indicated that the college has gotten big enough that NCATE accreditation was not receiving enough attention. Also the college has been missing the voice from professional studies.

Jan Bowers indicated that the faculty did vote in May 2008 regarding the CEPS split and that faculty were in favor of the split. However, faculty have been given little idea of the cost. Jan also indicated that while things were put into place at that time, the split was stopped in January 2009. Faculty were surprised when they came back this fall to find out it was moving forward again.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee:

Motion No. 09-07(Approved): "Approval of the 2010-11 regular Faculty Senate meetings as follows: Fall Quarter - October 6, November 3, December 1; Winter Quarter - January 12, February 9, March 9; Spring Quarter - April 6, May 4, June 1."

Academic Affairs Committee: No report

Bylaw and Academic Code Committee: Received charges, but have not met.

Curriculum Committee:

Motion No. 09-08(Approved as amended): "Accept Curriculum Committees recommendation of new and revised curriculum forms as presented in Exhibit A."

09-08a(Approved) Senator Čuljak move that curriculum forms accepted as amended. Senator Ogden seconded and motion was approved.

Motion No 09-09(Approved, 3 Nay, 1 abstention): Recommendation to accept a new BA in Middle Level Mathematics and Science Teaching as outlined in Exhibit B."

Evaluation and Assessment: Senator Snedeker reported that the committee received their charge last week and met today. One charge is to look at the assessment instruments for Senate and the Executive Committee. The committee will start that process in late winter or early spring. The major charge the committee will be working on is to meet with administrators that were evaluated last spring to talk with them about the instrument and how the process worked.

SEOI Task Force— Senator Wellock reported that the committee developed a prototype last spring. Due to some miscommunication, some faculty who volunteered to help pilot the form did not receive it. Currently the committee does not have enough valid data. The task force would like to have more faculty participate in the process this fall. This SEOI prototype will be in addition to your regular SEOI. Senator Snedeker indicated that once the documents are finalized they will come before Senate for review. Senator Chase asked if there will be an online version of these forms. Senator Snedeker indicated that the committee's goal is to generate a comparable Form A. Once they have a handle on that form, then they will create others including the online version.

General Education: No report.

Faculty Legislative Representative: Dr. Pappas gave a review of what the Faculty Legislative Representative does. The Council of Faculty Representatives met this summer for a retreat and spoke with a legislator and legislative staff about higher education. Dr. Pappas indicated that this legislative session could be worse concerning the budget. The projection currently is that the state will have between 1.2 – 1.8 million budget shortfall as well as the federal stimulus money that will no longer be available. The vibrations in Olympia regarding higher education are not good. The Legislature has indicated that higher education is not transparent enough. Dr. Pappas urged that the universities need to have a response ready for this session regarding this as well as weathering the storm long term versus short term.

CHAIR: Chair Cutsinger and the Executive Committee have sent a letter to the President letting him know about the concerns with the changes to the policy manual and requesting that sections 5-9, 5-10, and 5-11 be restored back to their original format. Chair Cutsinger sent out an e-mail earlier today regarding a university policy on research and ethics policy. If faculty have any suggestions or comments, please contact Roger Fouts. The Executive Committee has sent a charge to the Curriculum Committee regarding the growing number of UNIV prefixed courses. Currently there are about 16 courses that appear in the catalog. The concern is that there is not a department connected with these courses. Chair Cutsinger reported there is a new CWU inclusiveness initiative. Lisa Garcia-Hanson and Staci Sleigh-Layman are working on awareness of inclusiveness on campus. The Academic Planning Task Force is continuing to gather data. Information will be made public once the committee has had the opportunity to review the information.

CHAIR-ELECT: No report

STUDENT REPORT: Megan reported that the ASCWU is working on getting students to lobby in Olympia this legislative session. The student academic senate currently has 13 senators out of 40 departments. Please contact Megan to see if your department has a senator. The time commitment for a student is approximately three hours per month.

NEW BUSINESS – None

Meeting was adjourned at 5:00 p.m.

Exhibit A

Curriculum Forms

Summary Page for all proposed Major, Minors, Specializations and Certificates

New major Specialization, Minor or Certificate

New Course Form

Learner Outcomes and Assessment Form

Program Change – Major, Specialization, Minor, or Certificate

Course Change or Conversion Form

Course or Program reserve Form

Program or Course Deletion Form

Exhibit B

NEW MAJOR:

B.A. Middle Level Mathematics and Science Teaching

This major is designed for students who wish to teach mathematics and science at the middle level (grades 5-8). The coursework provides experiences in math and science content and pedagogy including field experience and addresses the Washington State competencies for Middle Level Math Teachers and the Washington State competencies for Middle Level Science Teachers. Students must be accepted into the Teacher Preparation Program (47-52 credits) and successfully demonstrate competency equivalent to the completion of Math 154 prior to acceptance into this major. Students with strong high school mathematics preparation should take the Math Placement Exam. According to the results of the exam students may satisfy the MATH 153 or both MATH 153 and MATH 154 requirement. Students completing this major are required to demonstrate knowledge, skill, and disposition proficiencies through a program portfolio prior to student teaching. Students who complete this major and receive a passing score on the WEST-E exams for Middle Level Mathematics and Middle Level Science are eligible to receive both the Middle Level Math and Science Endorsements.

Required Courses:

Credits

Science

BIOL 101 – Fundamentals of Biology	5
CHEM 101 – Contemporary Chemistry and Contemporary Chemistry Lab	5
PHYS 106 – Physics by Inquiry	5
GEOL 101/101Lab – Physical Geology and Physical Geology Lab	5

OR

GEOL 102/101Lab – Geology of National Parks and Physical Geology Lab	
PHYS 101 – Introductory Astronomy	5
SCED 301 – Interdisciplinary K-8 Science Inquiry	5
SCED 354 – Science, Society, and the Teaching Community	3

Mathematics

MATH 130	Finite mathematics	5
MATH 164	Foundations of Arithmetic	5
MATH 250	Intuitive Geometry for Elementary Teachers	4
MATH 170	Intuitive Calculus	5
MATH 232	Discrete Modeling for Middle Level Teachers	4
MATH 486	Mathematics, Problem Solving, and Teaching	4

Integrated Math and Science

MATH/SCED 323	Teaching Middle School Mathematics and Science	3
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Education

EDEL 477	Middle School Students and Their Environment	4
EDEL 478	Developmentally Responsive Curriculum in Middle Grades	3
Advisors approved course (EDEL 323, SCED 322, MATH 324, or SCED 324)		3 or 4
Total Credits		73 or 74

Overview of the Need and Structure of the Proposed Major

The proposed bachelor of arts Middle Level Mathematics and Science (MLMS) Teaching major will build on the existing Middle Level Mathematics and Middle Level Science Teaching minors. Presently if a student came to Central Washington University with the desire to be a middle school mathematics and science teacher, they would be required to major in a secondary science education area (Biology, Chemistry, Physics, Earth Science), secondary mathematics, or elementary education and add one or both of the above minors. We were prompted to propose a new combined major program based on survey data showing many CWU students were interested in the program and our experience with the

strengths of an integrated middle level math and science program. Also, we believe that specific training at the middle level is highly desirable as a primary focus for training highly qualified teacher candidates. The MLMS major will prepare CWU students to teach middle school mathematics and science which are both high-need teaching areas regionally and across the United States. This interdisciplinary major will be the first major program in the state to specifically address the new middle level math and science teaching competencies for endorsement. Through exposure to a broad range of science issues and topics in mathematics, MLMS teacher candidates will gain the knowledge and skills necessary to be informed citizens and stewards of their environment and learn specific methods to encourage these values in their students.

The CWU faculty who created the proposed major carefully balanced the multitude of national and state standards that must be taught with a course load that is reasonable. First, the program prerequisites of MATH 153 and MATH 154 are preparation requirements that a student who is a prospective middle level mathematics teacher will bring from high school (sufficient Math Placement Exam scores to meet the MATH 153 and MATH 154 requirement), Community College as a part of their Associates of Arts degree, or CWU as their general education mathematics requirement. Second, the CWU faculty carefully chose mathematics and science courses that could also be used to meet CWU general education requirements or Community College AA requirements. A student who meets with an advisor their freshman year at CWU or transferred from a Community College will be complete many of the courses for this program before their junior year, which leaves them the option of taking a minor or double majoring.