

REGULAR MEETING
Wednesday, December 3, 2008, 3:10 p.m.
BARGE 412
MINUTES

Senators: All senators or their alternates were present except: Michael Braunstein, Ralf Greenwald, Boris Kovalerchuk, Don Nixon, Paul Sellers, Ronald Tidd, Thomas Wellock, Kathy Whitcomb and Jennifer Winslow.

Visitors: Ethan Bergman, Sheryl Grunden, Rose Spodobalski-Brower

CHANGES TO AND APPROVAL OF AGENDA - President and Provost moved to first part of agenda.

MOTION NO. 08-10(Approved): APPROVAL OF MINUTES of November 5, 2008

COMMUNICATIONS - None

Athletic Representative – Ethan Bergman – Dr. Bergman serves as the Faculty Athletic Representative for the university. Dr. Bergman presented information on the university athletic programs. Dr. Bergman provided a handout that can be viewed in the Faculty Senate office.

FACULTY ISSUES: Senator Erdman asked to see if there is policy on instructors vacating classrooms when their class is done so the next class can enter and start on time. Senator Erdman expressed this is becoming a problem for some classes as well as instructors leaving writing on the boards or leaving the computer logged in. Chair Manweller indicated there is not a policy on the books regarding this, but is a subject that should be taken up with the department chairs organization.

PRESIDENT: President McIntyre wished the Senate good luck in its endeavors this year as this is her last Senate meeting as President. President McIntyre discussed the budget concerns. She has asked her cabinet members to begin scenario planning for different types of budget cuts. It is unclear currently what the cuts will be and when. It is still possible the Governor will ask for another mid-year cut after the first of the year. The Governor's budget is due out around December 17th. This will give a better indication what the next biennium cuts might be. The message higher education is trying to communicate to Olympia is "do no harm" when it comes to higher education. The Higher Education Coordinating Board is supportive of this message. President McIntyre indicated that for longer term cuts there needs to be discussion on campus of what that should look like. There are a number of ideas that are being suggested and this will give a framework for the discussion when they happen.

Motion No. 08-15(Approved unanimously): Chair Manweller proposed the following resolution:

Whereas Dr. McIntyre has served the friends, faculty and students of Central Washington University with distinction, vision, and wisdom for the past eight years

And Whereas Dr. McIntyre has overseen and led the creation of many valuable new programs at Central Washington University which include but are not limited to the Spheres of Distinction Grants, our first Comprehensive Fund Drive and Foundation, the Performing Arts and Presidential Speakers Series, the creation of the CWU Research Foundation, and many more

And Whereas Dr. McIntyre has led the University through times of unprecedented enrollment growth, extensive capital projects, and increasing diversity among students and professors

Be it RESOLVED that the Central Washington University Faculty Senate Hereby honors the service of Dr. Jerilyn S. McIntyre and bestows upon her lifetime honorary membership in the CWU Faculty Senate.

PROVOST: The Faculty Senate/United Faculty of Central and the Provost office have joined together to put together a reception and ceremony for faculty who received tenure and/or promoted as well as to honor those faculty who received the title of Senior Lecturer last year. The reception will be tonight at 5:30 in Barge 412. UFC will be providing refreshments and the Provost office will be awarding academic robes. Performance Agreement has been resubmitted with information as requested. The rules and expectations keep changing. The Provost is receiving reappointment files in his office this week and will be looking over the files during the next 4-5 weeks.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee:

Motion 08-05(Approved): “Senator Ogden moved to add the Election and Removal of Department Chairs to the Academic Code Section II.” Exhibit A as amended.

Academic Affairs Committee: No report

Academic Code and Bylaw Committee: No report

Curriculum Committee: No report

Evaluation and Assessment: No report

General Education:

Senator Callaghan gave a short presentation regarding the goals that are on the agenda. The current courses may align with these goals, but that is a department decision.

Motion No. 08-11(Approved, as amended, 1 abstention): “Recommend approval of Goal #2 for the General Education program as outlined in Exhibit B.

Discussion: Senator Bohrsen expressed a concern about laboratory courses within this goal. Chair-Elect Cutsinger expressed concern about needing a longer time to see how the program would work and the level of commitment from administration for the program. Several senators had concerns about some of the wording of the rationale and outcomes.

Motion No 08-11a(Approved, 1 abstention): Senator Thomas moved to amend outcome #1 to “1. Apply the scientific methods ~~and forms of inquiry~~”. Senator Erdman seconded.

Motion No. 08-11b(Failed): Senator Snedeker moved to amend Goal 2 rationale to add “other forms of inquiry” to the end of the first sentence of the rationale.

Motion No. 08-11c(Failed, 14 yea, 15 nay): Senator Ogden moved to send Motion number 08-11 back to the committee for wording changes.

Motion No. 08-11d(Approved, 12 abstentions): Senator Glabsy moved to amend Goal #2 rationale to replace “differential between valid and invalid” with “recognize appropriate uses of the scientific methods”.

Motion No. 08-12(Approved as amended, 5 nay, 3 abstentions): “Recommend approval of Goal #3 for the General Education program as outlined in Exhibit B.

Motion No. 08-12a(Approved, 1 abstention) Senator Britto moved to amend outcome #1 to add the words” and individual” after the word group. – Friendly amended seconded. #1 add group “& individual” after group.

Motion No. 08-12b(Approved, 2 nay, 3 abstentions): Chair-Election Custinger moved to amend outcome #1 to remove the phrase “and decision-making” and to amend outcome #2 to remove the phrase “to inform individual decision-making”. Senator Glasby seconded.

Motion No. 08-16(Approved, 2 abstentions): Senator Ogden moved to postpone motions no. 08-13 and 08-14 and review them at the January 14, 2009 meeting.

Motion No. 08-13(Postponed to January 14, 2009): “Recommend approval of Goal #4 for the General Education program as outlined in Exhibit B.

Motion No. 08-14(Postponed to January 14, 2009): “Recommend approval of Goal #5 for the General Education program as outlined in Exhibit B.

Faculty Legislative Representative: James Pappas reported that he has attended two Council of Faculty Representatives meetings this fall. The next meeting is scheduled on December 12th in Olympia to finalize the agenda for the upcoming legislative session. The CFR will be proposing a bill asking that a faculty member be appointed to the state institutions board of trustees. This year the CFR is putting together a DVD for the Faculty Service to Washington held in Olympia. Usually faculty travel to Olympia for this event to share what they are doing to serve Washington and CFR felt this was better use of funds than travel. The reauthorization giving university board of trustees authorization to make decisions regarding non-resident tuition is up for discussion. They are also working on getting faculty representatives appointed to Higher Education Coordinating Board committees.

CHAIR: Chair Manweller reported that the task force is being put together to work on restructuring the current SEOI forms. The goal is to make them a valid and reliable instrument. Senate is working on submitting their two names. UFC has submitted their names. Provost Quirk has not informed who administrators will be. Chair Manweller expressed his appreciation that that Senate is engaging in spirited debate regarding the General Education goals rather than rubber stamping. It is important that everyone has buy in and feels included in the decision. Reminded everyone of the Tenure/Promotion reception at 5:30 tonight.

CHAIR-ELECT: Chair-Elect Cutsinger indicated it has been 15 years since there has been a major change in the General Education program. In the spirit of working through this process hope we can establish more clarity and the amount of time faculty need to work on it. Expressed some concern about budget cuts and not having clarity in advance of approving the program.

STUDENT REPORT: Caitlin Baldwin reported that the student senate will be meeting tomorrow. They are interviewing students to sit on the Executive Board and getting ready for a vote. Funding packets are available and would like faculty to remind students that funding is available. ASCWU is looking at ways to get students from the centers as well as graduate students more involved.

NEW BUSINESS - None

Meeting was adjourned at 5:02 p.m.

Exhibit A - Revised

Section II

A. Election and Removal of Department Chairs

1. Election of Chairs

- A. For internal searches, each department holds an election to select its Chair at a meeting presided over by the appropriate Dean. The election of a Chair is subject to the approval of the Dean, the Provost/Senior Vice President for Academic Affairs, the President, and the Board of Trustees.
- B. Only eligible faculty in a department shall vote. Eligible faculty included tenured, tenure-track, and non-tenure-track faculty holding the title of assistant professor ~~and~~ or senior lecturer in that department as defined by the CBA. All eligible faculty shall be given a minimum of five (5) business days' notice of the meeting date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.
- C. The election result shall be determined by simple majority vote of ~~those~~ eligible faculty ~~casting ballots~~. Ballots must be cast either in person, by certified proxy or by absentee ballot.
- D. In the case where three or more candidates are running, if no candidate received a simple majority, there will be a runoff vote for the candidates receiving the two highest votes. If two or fewer candidates are running and no candidate received a simple majority, the election will be considered a failed election and Section A.1.E shall govern.
- E. In cases where no candidates achieve a majority vote in an election, the dean, in consultation with the Provost/Senior Vice President for Academic Affairs may appoint an acting chair or chairs for a period not to exceed two (2) years.
- F. In consultation with the faculty department (identified in A.1.B) and the Provost/Senior Vice-President for Academic Affairs, a Dean may initiate an external search for a Chair. An external search for a Chair must follow university hiring policy and procedure.
- G. Departments elect Chairs for a term of four years; however, all Chairs, whether elected or appointed, are subject to periodic review based on terms of the Collective Bargaining Agreement.

2. Removal or Replacement of Chairs

- A. At any time, a simple majority of eligible faculty within a department may petition in writing to the appropriate Dean for a review of the Chair's effectiveness.
- B. If after the review, the appropriate Dean, in consultation with the Provost/Senior Vice President for Academic Affairs determines that a vote to recall and/or remove a department chair is warranted, the Dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.

C. The appropriate Dean may remove a chair at any time following consultation with the Provost/Senior Vice President for Academic Affairs, the chair and the eligible faculty of the department if in the judgment of the Dean, said removal is in the best interest of the department or the university.

3. Filling Temporary Chair Vacancies

A. When a chair is to be absent from the campus for a quarter or more, the department shall elect an acting chair within its ranks, in accordance with Section II.A.1. If for any reason the department is unable to elect an acting chair, the dean can appoint an acting chair for no more than one quarter.

B. An elected acting chair may serve for a period of up to two (2) years.

C. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair be elected.

B. Emeritus Professor Appointments

Exhibit B

Motion No. 08-11(Approved as amended): Goal 2: To observe and reason scientifically about the natural world.

Rationale: The ability to think scientifically about the natural world allows us to ~~differentiate between valid and invalid~~ recognize appropriate uses of the scientific methods. We study the natural sciences to develop critical thinking and quantitative reasoning skills by encouraging accurate observation, open-mindedness, and a reasoned understanding of the nature and value of empirical evidence.

Students will be able to:

1. Apply scientific methods ~~and forms of inquiry~~.
2. Describe natural phenomena and predict consequences.
3. Use knowledge of scientific disciplines to describe the natural world.

Motion No. 08-12(Approved as amended): Goal 3: To understand and apply principles of social and behavioral dynamics.

Rationale: The social and behavioral sciences focus on how individuals, cultures, and societies operate and evolve. Studying these fields helps us to function as informed, responsible participants in communities and relationships.

Students will be able to:

1. Explain and apply methods and principles used by social and behavioral scientists to investigate and analyze group and individual behavior ~~and decision-making~~.
2. Analyze dynamics of social groups and institutions ~~to inform individual decision-making~~.

Motion No. 08-13(Postponed to 1/14/09): Goal 4: To appreciate and give expression to beauty and truth through the arts.

Rationale: Aesthetic experience is fundamental to human existence; interacting with art allows us to construct meaning through the senses and the imagination. We study the arts to understand, interrogate and/or engage in the creative process and to explore the connections between art, culture and history.

Students will be able to:

1. Create meaning through the analysis of or by participating in imaginative/artistic production
2. Interpret aesthetic experiences and expressions within their historical, artistic, and cultural traditions
3. Recognize and/or apply techniques or forms used to create aesthetic meaning in at least one art form.

Motion No. 08-14(Postponed to 1/14/09): Goal 5: To analyze and critique historical and contemporary accounts of human experience.

Rationale: Through the humanities, we develop a sense of continuity, change, empathy, and personal ethics. We study the humanities to observe how individuals and societies have articulated and acted on their most profound ideas. Through historical and contemporary sources, the humanities reveal the complex interactions between ideas, individuals and societies.

Students will be able to:

1. examine ways in which beliefs and values affect interpretations of experience and events
2. analyze works of literature and the humanities as expressions of individual and human experience within historical and social contexts.
3. apply critical and analytical approaches typical of the humanities to formulate, justify, and evaluate substantive claims.

Draft language for Goals 1, 6 and 7

(This is being provided as background information only. This information is not being brought before Senate at this time. Goals 1, 6 and 7 will be vetted through faculty focus groups during winter quarter.)

Goal 1: To insure that students have acquired competence in the skills of learning, thinking, and expression that will encourage university success and will (inspire, foster) enlightened and productive lives.

Students will be able to:

1. Organize and plan for a successful academic career.
2. Apply critical thinking skills in multiple and varied situations.
3. Use written expression effectively for multiple purposes.
4. Demonstrate quantitative reasoning competence in multiple situations.
5. Demonstrate effective information literacy skills in multiple situations.
6. Document training in a foreign language at a basic level.

Goal 6: To demonstrate the ability to address issues and solve problems by connecting and integrating knowledge and skills across disciplines.

Rationale: Integrated courses take an interdisciplinary approach to examining the implications of questions at issue for the larger world. In addition to courses based in a single department or program that embrace multiple disciplines, integrated learning opportunities include learning community and international studies courses that address specific General Education outcomes and require guided reflection and expression.

Students will be able to:

1. Explain how different disciplinary methods and bodies of knowledge relate to a question at issue.
2. Connect and apply modes of inquiry and sources of knowledge across disciplines to explore an issue or solve a problem.

Goal 7: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to interact in multi- and cross-cultural settings with respect and appreciation for diversity.

Students will be able to:

1. Identify and describe examples of the growing interdependence of and intercultural influence among nations and peoples
2. Develop and demonstrate social awareness necessary to interact with respect in multi- and cross-cultural settings and situations

General Education Program Overview: Contexts for Discussion

Where are we now?

Stages	Progress
1: Create and approve a framework of goals that organizes our current course offerings. <i>Note: The former nine breadth areas are now reorganized under four goals—2, 3, 4 and 5.</i>	√Goals approved by Senate May 2008
2: Initiate a whole-campus conversation to identify 2-3 outcomes to be included in classes that align with Goals 2, 3, 4 and 5.	Spring-Fall 2008: √Sequence of three drafts e-mailed to faculty for comment and response. (53 individual responses) √Two student focus groups to gather information about expectations, purposes, clarity and coherence. √Four faculty forums, one focused on each breadth area goal. √Meetings with individuals, faculty groups and departments by request.
3. Outcomes for Goals 2-5 presented to Senate for approval. <i>(Note: the conversations about the outcomes led to suggestions for clarifying the language of the goals. The changes are included in the motions.)</i>	Dec. 3, 2008 Senate Agenda: Motions to approve outcomes for Goals 2-5
4. Complete curriculum procedures to align courses with outcomes.	Winter 2009
5. Initiate a whole-campus conversation to identify outcomes for Goals 1, 6 and 7.	Winter 2009
6. Approve outcomes for Goals 1, 6 and 7 and invite new course proposals for integrated learning and global/diversity awareness.	Spring 2009
7. Invite new course proposals for integrated learning and global/diversity awareness.	Spring 2009

Why consider outcomes for Goals 2-5 before those for Goals 1, 6, and 7?

1. Reaching a consensus on the outcomes for Goals 2-5 will create a context in which departments can review their current offerings for which they would like to continue, discontinue, or change. Some departments are offering more General Education courses than they can staff without impacting the delivery of their major and graduate programs. Other departments might like to offer more courses to balance their program FTEs.
2. The outcomes for Goals 2-5 seemed to be a necessary part of pre-planning for Goals 6-7. We can't plan for integrated learning until we know what we're integrating.
3. Approving outcomes for Goals 2-5 will allow the curriculum alignment procedures to go forward.
4. Regarding Goal 1, planning for essential or basic skills development should be based on shared information about what students are now able to do both at entrance and exit; we postponed consideration of how best to integrate skills development into the curriculum until we could get some baseline data.