

1-10-2001

## CWU Faculty Senate Minutes - 01/10/2001

Nancy Bradshaw

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MINUTES  
CENTRAL WASHINGTON UNIVERSITY  
FACULTY SENATE REGULAR MEETING MINUTES: January 10, 2001  
<http://www.cwu.edu/~fsenate>

Presiding Officer: Joshua S. Nelson  
Recording Secretary: Nancy Bradshaw

Meeting was called to order at 3:10 p.m.

**ROLL CALL:**

**Senators:** All Senators or their Alternates were present except Gunn, Hubbard, Kilen and Maupin  
**Visitors:** Rebecca Bowers, Roy Savoian, Ken Gamon, Susan Donahoe, Rosco Tolman, David Dauwalder, Richard Mack, Mark Anderson

**CHANGES TO AND APPROVAL OF AGENDA MOTION No. 01-01 (Passed):** The agenda was approved as presented.

**APPROVAL OF MINUTES:** The minutes of the November 29, 2000 Faculty Senate meeting were approved as presented.

**COMMUNICATIONS: (Available for viewing in the Senate Office or distribution on request)**

No communications.

**REPORTS:**

**A. ACTION ITEMS:**

**Chair**

**Motion No. 01-02 (Passed):** Chair Nelson proposed a motion that was adopted: "Ratification of Charles Li as a member of the Faculty Senate Research and Development Committee."

**Motion No. 01-03 (Passed):** Chair Nelson proposed a motion that was adopted: "Approval of 2001-2002 Faculty Senate meetings attached as Exhibit A."

**Faculty Senate Curriculum Committee**

**Delayed Motion No. 00-59 (Failed by roll call vote 11aye, 25 nay) Adamson-aye, Alsoszatai-Petheo-aye, Bryan-nay, Beaghan-nay, Beath-nay, Braunstein-nay, Cannasciato-nay, Caples-nay, Ghosh-nay, Cook-nay, Culjak-aye, D'Acquisto-nay, Ely-nay, Lin-nay, Eubanks-nay, Gray-nay, Holden-aye, Huckabay-nay, Johnson nay, Kurtz nay, Lewis nay, Li aye, Monson aye, Olivero nay, Pittock nay, Polishook aye, Richmond aye, C. Roberts aye, Nethery-nay, Schaefer-nay, Gellenbeck-aye, Spencer-nay, Sutton-aye, Thyfault-nay, Williams-nay, Wyatt-nay:** Senator Čuljak, on behalf of the Faculty Senate Curriculum Committee, proposed a motion that failed. "Approval of the addition of a new program BS/BA General Studies." (Full body proposal available in the Faculty Senate Office.)

**Rationale:** The institution has an existing individual studies major. Some Senators felt it may be redundant to add a general studies degree. The general studies major cannot ensure a 4-year college experience that would resemble the experiences of any student completing a traditional major. The general studies major as currently written fails to meet the same educational and process standards of all other majors at Central. There are no checks and balances in the general studies major on the types of programs that will be put together as there are for other majors at Central.

**Faculty Senate Research and Development Committee**

**Motion No. 01-04 (Passed):** Charles Li, on behalf of the Faculty Senate Research and Development Committee, proposed a motion that was approved: "Distribution of the 2000-01 Faculty Development Funds attached as Exhibit B."

**B. DISCUSSION ITEMS:**

1. **CHAIR:** Chair Nelson reported that the salary equity adjustment groups, composed of the five committees from all the schools/colleges and the library, met with Provost Dauwalder. Members were given a briefing by the provost and Senator Braunstein gave an over view of the activity in the past that led to the current situation. Over \$600,000 worth of claims were made on \$81, 000 and 88 requests were made from the various school/colleges and the library. Chair Nelson informed Senators that the value of the exercise is not in the money but the establishment of a process and a precedent.
2. **CHAIR ELECT:** Chair Elect Holden urged Senators to attend the remaining inter-divisional forums being conducted in the strategic planning process.
3. **PRESIDENT:** President McIntyre spoke about the performance-based budget process that the Board of Trustees has asked her to implement. The performance-based budget system is meant to be more fair than the across-the-board system. The vice presidents are creating criteria for implementation of this process that include: 1) centrality to Central's mission, 2) efficiency or productivity, 3) quality, and 4) potential for excellence or promise. She stressed the importance of how this process ties into the current strategic planning process and urged Senators to participate in the inter-divisional forums. This is our chance to participate in reshaping and redefining Central as an institution. Representatives from Central will be visiting Olympia to request that funding be reallocated to Central to assist in recovering our enrollment.

President McIntyre reported that Linda Schactler is the interim legislative liaison. The search for the director of governmental relations should be completed soon.

4. **ENRICHMENT PROGRAM:** Roy Savoian, Dean of the School of Business and Economics, presented a report on the proposed Enrichment Program. The program is designed after the program at Adams State College. Enrichment program courses are academic courses designed to provide faculty and students unique opportunities to explore, in a short course (1 quarter hour) format, topics of academic substance not otherwise offered in the *extant* curriculum. S/U (Satisfactory/Unsatisfactory) grading is employed throughout the Enrichment Program curriculum to encourage student exploration and intellectual enrichment. Individual course requirements, levels and prerequisites differ as needed to reflect the academic nature and purpose of courses. The goal is to begin these courses spring quarter. A full copy of the proposal is at <http://www.cwu.edu/~fsenate/EnrichmentProposal.htm>. This proposal will be acted on by the Faculty Senate at a later date.
5. **PROVOST SEARCH REPORT:** Senator Beath presented an update on the provost search committee. The committee has been meeting throughout fall quarter. A copy of the position announcement was distributed and Senators were asked to help in getting the word out by taking copies to academic conferences, placing the information on appropriate academic list serves, etc. Nominations for the position are also encouraged. In addition to advertising in the Chronicle of Higher Education advertisements were placed in the Association of College Administration Professionals newsletter, sent out on list serves for several academic organizations, and mailed to all presidents of institutions in our NASC region. The hot button for this web page is on the Central home page.
6. **SENATE CONCERNS:** Chair Nelson informed Senators that following meetings that are televised, there is a possibility that table microphones and cameras may continue to run after the meeting closes.

Senator Beath stated that after speaking with faculty who have read through the summaries of the inter-divisional forums she expressed a concern that the academic mission and academic nature of the university is not being addressed and may get lost through the forums.

Senator Nethery expressed a concern regarding the small amount of equity adjustment dollars that are available this year and where this process will go from this point forward. He asked what sort of prioritization will be established for future adjustments. He asked the Faculty Senate to make recommendations to the administration regarding the continuation of this process. This year's process should be studied and used for developing the continuing process in addressing salary inequities. Chair Nelson informed Senators that the Salary Administration Board, an outgrowth of the Ad Hoc Market Definition Committee, is working on this process and urged Senators to read the Market Definition Report located at <http://www.cwu.edu/~fsenate/MarketDefRpt.htm>.

Senator Alsoszatai-Petheo reported that the student/faculty mentoring program has had a very positive effect on both faculty and students.

Senator Gray asked if budget reductions will result in no merit awards for this year. Provost Dauwalder stated that the deans have been asked to move ahead with the merit process.

Provost Dauwalder urged faculty to attend the budget advisory committee meetings if they would like to give input into the budget process.

7. **STUDENT REPORT:** Senator Sutton distributed a copy of a proposal to create a course information guide that would include student evaluations of instruction. The purpose of the proposed document is to provide students with a resource for choosing professors and courses at Central. It would assist students in matching their learning style to the professors' teaching style. A sample from another institution currently using this format was also distributed.
8. **COUNCIL OF FACULTY REPRESENTATIVES:** Ken Gamon presented a report on the current enabling legislation. The bill that will probably go forward this year for the regional institutions is very close to the bill that was introduced during last year's session except for the following changes: 1) the revised bill designates faculty as the bargaining unit so there would be only one bargaining unit at an institution, 2) new language was placed in the bill stating that the Faculty Senate remain in force until the contract is signed and at that time the negotiation of the contract would define the role of the Faculty Senate, 3) language was added that there would be a no strike clause. Institutions have not reached consensus on this issue so there is a possibility that there will be three bills introduced, one for graduate assistants, one for regional faculty and one for research faculty. Dr. Gamon stressed the importance of remembering that all enabling legislation does is just enable an institution to have collective bargaining. A copy of the current bill is at <http://www.leg.wa.gov/pub/billinfo/2001-02/senate/5375-5399/5384.pdf>.
9. **FACULTY SENATE STANDING COMMITTEE REPORTS:**

**ACADEMIC AFFAIRS COMMITTEE** - Susan Donahoe, Chair of the Academic Affairs' Committee distributed two proposals to change the *Central Washington University Policy Manual* attached as Exhibit C. The proposals will be acted on at the January 31, 2001 Faculty Senate meeting.

**BUDGET COMMITTEE:** The Faculty Senate Budget Committee is currently working on developing budgetary benchmarks.

**CODE COMMITTEE:** Senator Eubanks, Chair of the Code Committee, reported that the Faculty Senate Code Committee has placed committee minutes and proposed revisions to the Faculty Code in Blackboard on the web. This will provide faculty the opportunity to participate in a threaded discussion on proposed Faculty Code changes prior to hearings. The address is <http://courses.cwu.edu:8080/courses/F1/>.

**CURRICULUM COMMITTEE:** Senator Čuljak, Chair of the Curriculum Committee, informed Senators that the curriculum transmittal forms are now available on the Web. She explained that some individuals are altering the forms on their own while filling them out. She asked Senators to inform their departments that transmittal forms that are altered will be returned for re-submission in their original format.

**GENERAL EDUCATION COMMITTEE:** The General Education Committee is creating criteria for guidelines when proposing revisions to the general education program. She also informed Senators that tabled motion no. 00-60 will be acted on at the January 31, 2001 Faculty Senate meeting.

**PERSONNEL COMMITTEE:** No report.

**PUBLIC AFFAIRS COMMITTEE:** No report.

**RESEARCH AND DEVELOPMENT COMMITTEE:** No report.

**OLD BUSINESS:** No old business.

**NEW BUSINESS:** No new business.

**ADJOURNMENT:** The meeting adjourned at 5:00 p.m.

\*\*\*NEXT REGULAR FACULTY SENATE MEETING: January 31, 2001\*\*\*

**BARGE 412**



## Exhibit A

### 2001-2002 Faculty Senate Meetings

Fall Quarter: October 3, November 7, December 5

Winter Quarter: January 9, January 30, February 13, March 6

Spring Quarter: April 3, April 24, May 8, May 29

## Exhibit B

Formula to distribute professional development funds from summer session 2000:

1. \$24,000 distributed evenly to academic departments (excluding Military Science/ROTC and Aerospace Studies/AFROTC).
2. \$60,000 distributed to academic departments (excluding Military Science/ROTC and Aerospace Studies/AFROTC), with each department receiving an amount proportional to its annual teaching FTE, using the most recent staffing data.
3. \$500 to Military Science/ROTC.
4. \$500 to Aerospace Studies /AFROTC.
5. The above funds are to be used exclusively for individual faculty development. In order to receive these monies, each department must provide a rationale and explanation for the use of these funds.
6. \$15,000 for projects intended to serve the faculty development needs of the university as a whole (rather than the needs of individual faculty members or departments). Specific criteria and application for using this fund are to be discussed at the committee's January 12, 2001 meeting.

## Exhibit C

### **Motion # 1 Documentation of Changes to the Central Washington University (CWU) Policy Manual**

The Academic Affairs Committee of the Faculty Senate respectfully reports on the need for a policy to be consistent throughout all sections of the policies of our university. For example, in the quotation of the policy 2-2.43 below, there is a notation that the policy was last revised by the President's Cabinet in January, 1994. Some sections have been changed as evidenced by comparing current copies to earlier dated copies with no notation of who made the changes and when they were made. According to the Faculty Code section 1.20, revisions in it after September 1, 1984 "shall be dated, following the appropriate section, to indicate the date of action taken by the Board of Trustees." We are requesting that this be expanded to all parts of the CWU Policy Manual.

### **Motion # 2 Rationale and Restatement of the Use and Management of Media Equipment**

The Academic Affairs Committee of the Faculty Senate respectfully reports on the policy 2-2.43 of the CWU Policy Manual.

The Academic Affairs Committee became aware of a few issues and problems related to the use and management of media equipment on campus. This committee has directed me to make a report and recommendation of the policy. We request that the Faculty Senate adopt the recommended changes to the policy.

The Rationale for the Proposed Changes:

The policy as it exists is not consistent with what exists in practice. This policy was last updated 1/94, yet many changes have been made on campus. The Instructional Media Center (IMC) was changed to the Center for Learning Technologies (CLT) and now has been restructured and changed to Academic Computing (AC). There are some minor word changes and additions in the policy revision to make it accurate and consistent.

The changes in the restatement of the policy do not address the full spectrum of issues relating to this topic but are intended to begin the process and lead to future changes.

**Proposed Changes to Policy 2-2.43:****2-2.43 Use and Management of Media Equipment and Technology (~~President's Cabinet; 1/94~~ to be changed appropriately with Board of Trustee Motion # and date)**

- 2-2.43.1 Media equipment and technology purchased with ~~Library/Instructional Media Center (IMG)~~ academic computing (AC) or academic department funds will be inventoried by the ~~IMG~~ university inventory managers and made available for checkout and instructional use by academic departments. The conference center, scheduling center and SUB will be responsible for the purchase, inventory and maintenance schedule of their media equipment and technology.
- 2-2.43.2 In consultation with the academic departments, the ~~IMG AC~~ and the faculty, the media equipment and technology use committee will ascertain the on-going media equipment needs of each academic department to ensure that the necessary media equipment is available. This will occur towards the end of each academic year and will be done in collaboration with the provost's office. A new list of equipment will be presented to the university administration for its review and funding consideration. Equipment found unneeded will be retrieved and redistributed in accordance with the identified needs of other academic departments.
- 2-2.43.3 Department chairs will contact ~~the IMG Department AC~~ to request maintenance service or to request changes in their assigned equipment.
- 2-2.43.4 Campus delivery and pickup of media equipment will be handled as follows:
- a. ~~IMG Library, media circulation~~ will provide delivery and pickup service for all media equipment included on its inventory.
  - b. The conference center, scheduling center and SUB will provide delivery and pickup service for all media equipment included on their inventories.
- 2-2.43.5 For purposes of this policy media equipment and technology includes:
- a. Projectors (opaque, overhead including peripherals, slide, film [8mm/16mm], and video)
  - b. Cameras (film and video including camcorders)
  - c. Audio equipment and systems
  - d. RF/video/monitors
  - e. Video players/recorders including video disk
  - f. Computing equipment and software for classroom use
  - g. f. ~~Miscellaneous Media Equipment~~ media equipment and technology
- 2-2.43.6 ~~Electronic Maintenance Services (EMS)~~ will Media engineering and technical support (METS) will coordinate with computing and telecommunication services (CTS) to provide all repair and maintenance on media equipment. (Any charges for these services will be in accordance with its internal operating policies and procedures.) Users will be encouraged to perform minor cleaning (for example: lens dusting, bulb replacement) of equipment on loan.
- 2-2.43.7 Set-up and operation of audio systems which serve academic and administrative operations will be the responsibility of the ~~IMG~~ academic computing (AC) and library, media circulation. In addition, the ~~IMG~~ academic computing (AC) and library, media circulation will provide technical and operational media support to the SUB, scheduling center and conference center on an as needed/requested basis. All

such requests should be coordinated through the scheduling center, which determines whether reimbursement of costs to ~~IMG~~ academic computing (AC) and library, media circulation is required.

**Futher Background and Considerations.**

Our committee searched the committee named in the policy, the Media Equipment Use Committee, in other sections of the University Policy Manual. We found no other mention of the committee throughout the policy. We invited guests such as Bill Craig and David Kaufman to provide information and help define a policy consistent with the actual procedures. Both guests independently suggest there was a need for the committee, but it had not been active for years.

We recommend that the Faculty Senate investigate reviving this existing committee. The Faculty Senate will specify where else the committee is listed in other parts of the University Policy Manual such as university committees listed with descriptions and membership requirements in section 2.1 of the University Policy Manual on our website (cwu.edu/pres/policies/part 2).

Issues identified by our committee not addressed in the recommended changes to the policy include but are not limited to:

1. Conduct a university-wide needs assessment.
2. Standards of technology for all faculty.
3. "Computer compression."
4. Questions of whose budget purchased and rights of use of all state property.
5. If a department is housed in a building, it has first choice of the rooms and equipment in that building (Section 2-2.17.3).
6. If faculty are assigned to a building, they may use equipment from a department housed in that building on a good will basis.
7. If faculty members are assigned to a building, they may use equipment purchased by a department housed in that building depending on good will.
8. Equity of off-campus faculty equipment access. The off-campus sites may have to create a separate needs assessment and policy statement.

**FACULTY SENATE REGULAR MEETING**

Wednesday, January 10, 2001, 3:10 p.m.

**BARGE 412**

**AGENDA**

I. **ROLL CALL**

II. **MOTION NO. 01-01: CHANGES TO AND APPROVAL OF AGENDA**

III. **APPROVAL OF MINUTES**

IV. **COMMUNICATIONS**

V. **REPORTS/ACTION ITEMS (20 Minutes)**

Chair

Motion No. 01-02: Faculty Senate Standing Committee Appointment. (Exhibit A) *-passed*

Motion No. 01-03: Approval of 2001-2002 Faculty Senate Meetings. (Exhibit B) *-passed*

Faculty Senate Curriculum Committee *failed 8 aye 24 nay*

Delayed Motion No. 00-59: Proposed addition of new program BS/BA General Studies Program.

Faculty Senate Research and Development Committee *passed*

Motion No. 01-04: Approval of formula to distribute professional development funds from summer session 2000. (Exhibit C)

VI. **REPORTS/DISCUSSION ITEMS**

1. **CHAIR: (10 Minutes)**

2. **CHAIR ELECT: (5 Minutes)**

3. **PRESIDENT: (10 Minutes)**

4. **ENRICHMENT PROGRAM: Roy Savoian, Dean, School of Business and Economics (15 Minutes)**

5. **PROVOST SEARCH REPORT: Linda Beath, Committee Chair (5 Minutes)**

6. **SENATE CONCERNS: (15 Minutes)**

7. **STUDENT REPORT: (5 Minutes)**

8. **COUNCIL OF FACULTY REPRESENTATIVES: Enabling Legislation - Ken Gamon (10 Minutes)**

9. **SENATE COMMITTEES (15 Minutes)**

Academic Affairs Committee: Susan Donahoe

Budget Committee: Thomas Yeh

Code Committee: James Eubanks

Curriculum Committee: Toni Čuljak

General Education: Loran Cutsinger

Personnel Committee: Rob Perkins

Public Affairs Committee: Lad Holden

Research and Development: Charles Li

VII. **OLD BUSINESS**

VIII. **NEW BUSINESS**

IX. **ADJOURNMENT**

**\*\*\*NEXT REGULAR SENATE MEETING: January 31, 2001\*\*\***

**BARGE 412**

8 aye  
25 nay

Roll Call 2000-01

Faculty Senate Meeting: January 10, 2001

<input checked="" type="checkbox"/>	ADAMSON	Karen	aye	<input type="checkbox"/>	HOLTFRETER	Robert
<input checked="" type="checkbox"/>	ALSOSZATAI-PETHEO	John	aye	<input type="checkbox"/>	FUENTES	Agustin
<input type="checkbox"/>	BAXTER	Louise		<input checked="" type="checkbox"/>	BRYAN	Patrick
<input checked="" type="checkbox"/>	BEAGHAN	Jim	no	<input type="checkbox"/>	VACANT	
<input checked="" type="checkbox"/>	BEATH	Linda	no	<input type="checkbox"/>	BOWMAN	Andrea
<input checked="" type="checkbox"/>	BRAUNSTEIN	Michael	no	<input type="checkbox"/>	PALMQUIST	Bruce
<input checked="" type="checkbox"/>	CANNCASCIATO	Daniel	aye	<input type="checkbox"/>	JORGENSON	Jan
<input checked="" type="checkbox"/>	CAPLES	Minerva	aye	<input type="checkbox"/>	DONAHOE	Susan
<input type="checkbox"/>	COCHEBA	Don		<input checked="" type="checkbox"/>	GHOSH	Koushik
<input checked="" type="checkbox"/>	COOK	Jim	aye	<input type="checkbox"/>	HECKART	Beverly
<input checked="" type="checkbox"/>	CULJAK	Toni	aye	<input type="checkbox"/>	ABDALLA	Laila
<input checked="" type="checkbox"/>	D'ACQUISTO	Leo	aye	<input checked="" type="checkbox"/>	NETHERY	Vince
<input checked="" type="checkbox"/>	ELY	Lisa	aye	<input type="checkbox"/>	MELBOURNE	Tim
<input type="checkbox"/>	ENGLUND	Timothy		<input checked="" type="checkbox"/>	LIN	C.T.
<input checked="" type="checkbox"/>	EUBANKS	James	aye	<input type="checkbox"/>	STAHLSKI	Anthony
<input checked="" type="checkbox"/>	GRAY	Loretta	aye	<input type="checkbox"/>	LI	Charles X.
<input type="checkbox"/>	GUNN	Gerald		<input type="checkbox"/>	FAIRBURN	Wayne
<input checked="" type="checkbox"/>	HOLDEN	Lad	aye	<input type="checkbox"/>	BENDER	William
<input type="checkbox"/>	HUBBARD	Brenda		<input type="checkbox"/>	HAWKINS	James
<input checked="" type="checkbox"/>	HUCKABAY	James	aye	<input type="checkbox"/>	ALWIN	John
<input checked="" type="checkbox"/>	JOHNSON	Kirk	aye	<input type="checkbox"/>	DUGAN	Jack
<input type="checkbox"/>	KILEN	Josh		<input type="checkbox"/>		
<input checked="" type="checkbox"/>	KURTZ	Martha	aye	<input type="checkbox"/>	ARRINGTON	Jane
<input checked="" type="checkbox"/>	LEWIS	Keith	aye	<input type="checkbox"/>	BACH	Glen
<input checked="" type="checkbox"/>	LI	Chenyang	aye	<input checked="" type="checkbox"/>	HOOD	Webster
<input type="checkbox"/>	MAUPIN	Sean		<input type="checkbox"/>	WOODCOCK	Don
<input checked="" type="checkbox"/>	MONSON	Luetta	aye	<input type="checkbox"/>	BRANDSOFER	Rodney
<input checked="" type="checkbox"/>	NELSON	Joshua		<input type="checkbox"/>	REASONS	Charles
<input checked="" type="checkbox"/>	OLIVERO	Michael	aye	<input type="checkbox"/>	BACKLUND	Phil
<input checked="" type="checkbox"/>	PITTOCK	Bea	aye	<input type="checkbox"/>	GAUSE	Tom
<input checked="" type="checkbox"/>	POLISHOOK	Mark	aye	<input type="checkbox"/>	BRADLEY	James
<input checked="" type="checkbox"/>	RICHMOND	Lynn	aye	<input type="checkbox"/>	LOCHRIE	Mary
<input checked="" type="checkbox"/>	ROBERTS	Connie	aye	<input checked="" type="checkbox"/>	VACANT	Wetherby, Wince
<input type="checkbox"/>	ROBERTS	Scott		<input type="checkbox"/>	WIRTH	Rex
<input checked="" type="checkbox"/>	SCHAEFER	Todd	aye	<input checked="" type="checkbox"/>	GELLENBECK	Ed
<input type="checkbox"/>	SCHWING	James		<input type="checkbox"/>	SNEDEKER	Jefferey
<input checked="" type="checkbox"/>	SPENCER	Andrew	aye	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	SUTTON	Jessica	aye	<input type="checkbox"/>	BUTTERFIELD	Carol
<input checked="" type="checkbox"/>	THYFAULT	Alberta	aye	<input type="checkbox"/>	PENICK	Jeff
<input checked="" type="checkbox"/>	WILLIAMS	Wendy	aye	<input type="checkbox"/>	BUERGEL	Nancy
<input checked="" type="checkbox"/>	WYATT	Marla	aye			

11 aye, 25 nay

*Jim Beaghen - no - sen. ed.*

Date: January 10, 2001

**VISITOR SIGN-IN SHEET**

*Susan Donahoe*

**Please sign your name if you are not a Faculty Senator.**



## MEMORANDUM

December 6, 2000

TO: Josh Nelson, Chair  
Faculty Senate

FROM: Roy Savoian

SUBJ: Enrichment Program Proposal

The purpose of this memorandum is to submit a copy of the proposal, with support materials, to create the Enrichment Program series of courses. The Enrichment Program is patterned after the program at Adams State College (in Colorado). This proposal was submitted to the Faculty Senate Curriculum Committee for review and discussion at the November 16 meeting of the Committee. The packet of information includes:

1. The proposal document for creating the Enrichment Program (with the intention of offering enrichment courses starting with the Spring Quarter 2001);
2. The Enrichment Program Proposal form that a faculty member would submit for approval to offer an enrichment course;
3. Examples (2) of a syllabus for an enrichment course;
4. Illustrations of course titles and descriptions derived from enrichment courses offered at Adams State College. Table also includes the likely CWU college/school.

I plan to attend the Faculty Senate Committee meeting on January 10 to answer any questions. Thank you for consideration of this proposal and for providing me with time to speak at the Faculty Senate meeting.

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Office of Academic Affairs Proposal  
ENRICHMENT PROGRAM

### Purpose

Enrichment Program courses are academic courses designed to provide faculty and students unique opportunities to explore, in a short course (1 quarter hour) format, topics of academic substance not otherwise offered in the *extant* curriculum. S/U (Satisfactory/Unsatisfactory) grading is employed throughout the Enrichment Program curriculum to encourage student exploration and intellectual enrichment. Individual course requirements, levels and prerequisites differ as needed to reflect the academic nature and purpose of courses. For example, upper division enrichment courses stipulating one or more prerequisites are pursuing *depth* or narrow concentration in topic while lower division courses with no prerequisites are pursuing an introductory or *breadth* objective.

### Policies

The following set of policies will govern Enrichment Program courses.

1. Faculty who teach in the Enrichment Program are paid an additional stipend at the part-time faculty rate per course if the course enrolls eight or more students per course. Course enrollment of fewer than eight students are either canceled or paid on a *pro rata* basis, based upon instructor choice.

2. Enrichment courses are scheduled after the start of the quarter --during weeks 3, 4 and 5, or weeks 6, 7 or 8 -- for three reasons:
  - They are not intended to substitute for General Education, major or minor requirements and, therefore, become a part of students' enrollment planning.
  - They are not intended to encourage course withdrawals in the *extant* curriculum.
  - Faculty need to have their regular courses well underway before pursuing the start of an enrichment course.
3. As academic courses, Enrichment Program courses are subject to the same contact hour requirements (10 contact hours = 1 quarter credit hour), S/U criteria and other academic scrutiny/requirements governing the *extant* curriculum.
4. An Enrichment Program course is offered at the instructor's initiative subject to the approval of the relevant academic dean or designee (e.g., department chairperson). Students may suggest or request a course, but only the instructor, contingent on dean's approval, may propose a specific offering.
5. All Enrichment Program courses will employ the same prefix (UNIV) and course numbering (e.g., 297, 497, 597). This series of course numbering will be defined in the university catalog such as:
  - UNIV 297 Enrichment – Lower Division
  - UNIV 497 Enrichment – Upper Division
  - UNIV 597 Enrichment – Graduate

Alternatively, college/school prefix might be used for the series of courses, e.g.:

CAH 297	CEPS 297	COTS 297	SBE 297
CAH 497	CEPS 497	COTS 497	SBE 497
CAH 597	CEPS 597	COTS 597	SBE 597

6. The course should provide for 10 contact hours of instruction, typically arranged during a 3 week "session" of five, 2-hour class meetings (e.g., T-R-T-R-T; or R-T-R-T-R; or M-W-M-W-M; or W-M-W-M-W). The enrichment course should be scheduled for mid- to late afternoon or early evening to avoid or minimize the conflict with other classes. Other arrangements involving meeting days and times (such as 3 consecutive Friday afternoons) are possible if a rationale is provided and approved by the dean.
7. The instructor has the option of limiting class enrollment to 25 students, but courses that promise to attract larger numbers of students are preferable.
8. An Enrichment Course Proposal for each course must be submitted by the first day of instruction of the quarter in which the enrichment course will be offered.

#### ENRICHMENT COURSE PROPOSAL

\_\_\_\_\_  
Quarter/Year

Instructor: \_\_\_\_\_

Course Prefix and Number: \_\_\_\_\_

Course Title (25 character maximum): \_\_\_\_\_

Course Description (100 words maximum): \_\_\_\_\_

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Specific Learner Outcomes and Assessment Strategies

Learner Outcome

Assessment Strategy

<u>Learner Outcome</u>	<u>Assessment Strategy</u>

Schedule (10 contact hours = 1 credit quarter hour)

Meeting days and dates: \_\_\_\_\_

Meeting time(s): \_\_\_\_\_

Maximum Enrollment: \_\_\_\_\_

Dean's Approval: \_\_\_\_\_ Date: \_\_\_\_\_

BUS 379 - Adams State College  
Fall 1996

Enrichment Course  
**1 credit hour**

LESSONS IN LEADERSHIP

Instructor: Dr. Roy Savoian

Office: B123 (Phone: 587-7161)

COURSE DESCRIPTION

This course is open to all majors and designed to enrich the understanding of leadership by studying excerpts from original text of classical literature. The course uses a case method approach to study: Herman Melville's Moby Dick; Chief Joseph's 1879 speech on Indian Affairs delivered at Lincoln Hall in Washington, DC; and Dr. Martin Luther King's "Letter from Birmingham Jail."

PREREQUISITE ENG 101

COURSE CONTENT

There are many dimensions to leadership -- what it is, how it can be developed and what role it plays in organizational growth and advancement. The literature on leadership reveals a distinction between the **process** and the **practice** of leadership. The process of leadership is described in terms of leadership strategies, characteristics and relationship to organizational culture and

environment. The practice of leadership is found in a rich array of case studies, first-hand accounts and other evidence citing examples of the person as a leader. While there are many definitions of leadership, they all seem to crystallize around leadership as a process and define it in terms of influencing group activities or organizational efforts toward goal-setting and goal achievement. In this enrichment course, students will examine the "art of leadership" by reading selected classical literature.

### COURSE OBJECTIVES

For students to develop:

1. an awareness and understanding of the many dimensions associated with the "art of leadership,"
2. principles and values for personal leadership development,
3. a fuller appreciation of classical literature as a means of providing insights into leadership

### GRADING

Pass/Fail basis. **Attendance is required at all class meetings for a passing grade.** There are three (3) written assignments, one for each case study, worth 20 points each for a total of 60 points. A **TOTAL OF 42 POINTS**, plus the attendance requirement, is needed to pass the course.

### REQUIRED READINGS

Hartwick Classic Leadership Cases (published by Hartwick College, Humanities in Management Institute; the total cost of the three cases is roughly \$16)

1. Chief Joseph, "An Indian's View of Indian Affairs"
2. Herman Melville, Moby Dick
3. Martin Luther King, Jr., "Letter from Birmingham Jail"

### ASSIGNMENTS:

Written assignments are based on the set of questions presented in each case and serve to help students prepare for class discussion of each case.

Requirements: 4-5 pages, typed (word processing) and double-spaced (1000+ words, or approximately 250 words per page). You will be graded on content (e.g., what you say in response to case questions) as well as how well you write (e.g., spelling, grammar, etc.).

Deadline: at the beginning of class on the due date.

### SCHEDULE

<u>Class Meeting (3-6pm)</u>	<u>Topic/Case/Assignment</u>
Wednesday, November 6	Introduction What is leadership?
Monday, November 11	Case: Chief Joseph Due: Questions 1-3 (p. 3) Video: "How the West was Lost" (The Nez Perce)
Wednesday, November 13	Leadership in practice -- preparing for Herman Melville and Martin Luther King
Monday, November 18	Case: <u>Moby Dick</u> Due: Questions 1-5 (p. 2) Video: "Moby Dick" (Gregory Peck)

Wednesday, November 20

Case: "Letter from Birmingham Jail"

Due: Questions 1-3 (p. 3)

Video: "I Have A Dream"

CLASS CREDO

May ours be a learning community where dialogue is encouraged, responsible participation is desired and mutual respect is emphasized.

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Enrichment Course Proposal  
Liahna Armstrong

CAH 497

Winter, xx

Enrichment course: 1 credit

CLASSIC MYSTERIES FROM SCRIPT TO SCREEN

Course Description:

This course is open to all students who have completed at least one course in the Humanities 101/102/103 sequence, or taken one literature course in English. It is designed to explore the classical mystery genre, and to discover literary and cinematic treatments of the same material. We will read three memorable mystery tales, Arthur Conan Doyle's *The Hound of the Baskervilles*, Agatha Christie's *Witness for the Prosecution*, and Frederick Knott's *Dial M for Murder*, all of which were made into splendid and memorable films, which we will view. We will study the formulaic ingredients of traditional mysteries, probing the ways in which the form allows for thoughtful inquiry into human motivation and villainy. We will also compare the fictional and film renditions of the same texts, discovering in the process the unique capacities of language and screen to convey meaning.

Learner Outcomes:

Students will develop:

- An understanding of the mystery genre, its traditional components and formulaic elements, and the inventive departures from and reimaginings of convention.
- An awareness of the ways authors and filmmakers use the genre to comment on human motivation, the nature of evil, conflicts between men and women, and the contest between the criminal mind and the law.
- A basic familiarity with the ways literary and film texts function to convey meaning.

Grading:

The course is run on a satisfactory/unsatisfactory basis. Attendance is required at all class meetings for a passing grade. Completion of all formal assignments (two written assignments (short essays) and one oral presentation) and regular attendance are required for a satisfactory grade.

Schedule:

Weeks I and II: Read Conan Doyle, The Hound of the Baskervilles

- Discussion of novel
- View film, *The Hound of the Baskervilles*
- Discussion of film and novel
- Short essay due

Weeks III and IV: Read Agatha Christie, "Witness for the Prosecution"

- Discussion of story
- View film, *Witness for the Prosecution*
- Discussion of film and story
- Oral presentations

Weeks V and VI: Read Frederick Knott, *Dial M for Murder*

- Discussion of play
- View film, *Dial M. for Murder*
- Discussion of film and play
- Short essay due

Written Assignments:

Due at the beginning of assigned class. Specific assignments to be made in class. All written assignments must be typed, printed, or presented in e-mail format.

**\*Illustrations:  
Course Titles and Descriptions  
Enrichment Program**

**\*derived from offerings at Adams State College (CO)**

College	Title/Description
CAH	<p><u>"Shodo" Japanese Calligraphy</u> This course will offer students an opportunity to explore the ancient Japanese art of Shodo. A Zen discipline, Shodo is the art of drawing characters with brush and ink to express spiritual depth and grace. Students will learn about the history of Shdo, how to use the equipment, and how to form the characters. Through participation in this course, students will gain a unique insight into Japanese culture.</p>
CAH	<p><u>England, France, &amp; Spain</u> This class will expose students to the culture, history, and modern reality of a voyage that will take students to London, Canterbury, Windsor, Paris, Versailles, southern France, Barcelona, Valencia, Madrid, Toledo, Segovia and more. Students will go on a virtual tour of El Prado, the Louvre, and other famous European centers of art and culture. Students will learn more about Victor Hugo's Cathedral of Notre Dame, the Pop S Palace in Avignon, the medieval fortress of Caracsonne, and other areas of historical interest on an itinerary that explores the best and most interesting areas of England, France &amp; Spain.</p>
CEPS	<p><u>Punishment and Rewards-or Responsibility?</u> The issue of student discipline is of paramount concern. When students misbehave the classroom is disrupted. When the classroom is disrupted the main purpose of schooling (learning) is thwarted. The purpose of this workshop is to introduce</p>



	<p>students to the <i>Responsible Thinking Process</i> which advocates giving students the ability to decide whether and to what extent they will comply with the rules of the schools environment. Students are taught the rules of school and if they choose to violate them recognize and apply the consequences themselves. Example with different kinds of U.S. school settings with different kinds of students and in schools abroad are employed to show the dramatic and permanent changes that occur when students learn to be responsible for themselves and academic learning is given priority in the classroom.</p>
CEPS	<p><u>Culturally Responsible Teaching: History, Culture and Society – Implications for Teaching Hispano/Chicano Students</u></p> <p>As a workshop for teacher, this course provides an overview of research on the historical, cultural and sociological implications of teaching Hispano-Chicano students. A special focus will be on understanding the historical context of the literature on culturally responsive teaching and culturally appropriate teaching strategies. Among other things, participants will review the historical context of exploration, colonization, and conquest in Colorado and the Southwest; become familiar with the cultural traditions and values of Hispano/Chicano. Students will focus on the San Luis Valley and understand how these traditions and values influence individual perceptions, and gain insight into contemporary experiences including ethnicity, stereotypic labels, cultural conflicts, etc.</p>
CEPS	<p><u>Alternative Education Experience</u></p> <p>Alternative means non-traditional. Often, traditional education does not meet the needs of students, particularly those with special needs. Alternative pedagogy will be modeled so those who take this course can use what they have learned to teach alternative kids. Experiences will include: outdoor education, service learning, socialization, multicultural activities, relaxation exercises, field trips, and rites of passage. A focal point of the course will be the development of a reflective journal.</p>
CEPS	<p><u>Cooperation in the Classroom</u></p> <p>The focus will be on setting up cooperation in the classroom. The <i>Johnson and Johnson</i> model will be used to form groups, manage the function of the groups, and assess the effectiveness of the groups. Teaching social skills as well as academic skills through cooperative learning will be emphasized.</p>
CEPS	<p><u>Interaction Analysis</u></p> <p>The purpose of this course is to provide the students with the ability to conceptualize and apply <i>Interaction Analysis</i> which is a verbal observation system. When used in classrooms, teachers are able to clearly establish whether or not they are accepting students feelings; providing positive reinforcement; expanding and paraphrasing student thoughts; utilizing redirecting, prompting, and probing questioning skills; employing wait time; and promoting high level as well as low level questions. The culminating experience involves the students analyzing their own lesson.</p>
CEPS	<p><u>Laboratory Methods in the Sports Sciences</u></p> <p>This course will introduce the student to the methods involved with the human performance laboratory at Adams State College.</p>
COTS	<p><u>Through a Telescope</u></p> <p>In "Through a Telescope," students will learn to identify constellations, use star charts to locate deep space objects, and find the objects using a telescope. The class work will start inside the planetarium on the first night where the star projector will create the early winter night sky. On the remaining nights, most of the work will</p>

	take place outside. This is a 'hands-on' class; students will use the planetarium's telescopes for the work.
SBE	<p><u>Upgrading/Trouble-Shooting PC's</u></p> <p>This course is designed to give a basic understanding of PC hardware, how to identify individual components, upgrading a computer – knowing what to buy, pricing, and where to buy – and gaining a working knowledge of problem solving and trouble-shooting computers. The student will also gain further insight as to the direction computers are going in the future. Technology rapidly changes and to stay abreast of trends and movements in the industry is a valued asset in most businesses. Successful completion of this enrichment course will give insight to the student and provide that needed edge in this ever-changing environment.</p>
CAH	<p><u>God Goes to the Movies</u></p> <p>In this class we will view and analyze a variety of films with religious themes. Films will range from epics such as The Ten Commandments (time permitting), to horror flicks such as The Exorcist, to controversial works such as The Last Temptation of Christ. Screenings will be supplemented with short readings, primarily movie reviews and relevant passages from the Bible.</p>
COTS	<p><u>In the Shadow of the Rose</u></p> <p>Diana, Princess of Wales, known as England's Rose, commanded the attention and affection of the world. Upon her sudden tragic death the world mourned the loss of the woman who had been displaced from among the Windsor Women. Who are the Windsor Women and how have they survived the loss of the woman they did not love? This course will identify the women of the Royal House of Windsor, their roles and how they have evolved and tried to regain their reputations-In the Shadow of the Rose.</p>
CAH	<p><u>Inside the Music Industry</u></p> <p>The aim of this course is to expose the inner-workings of the commercial music industry from an artistic as well as a business-based perspective. The course will emphasize the many career opportunities which exist in both the live and recording music industry. Topics include: music in radio, television and film, live concert and theatre production, management of creative talent, agent representation, promotion, advertising, distribution and sales of albums, royalty allocation, video production, legal issues with ownership of music lyrics, copyright law and many real-life examples of how these issues effect everyone.</p>
SBE	<p><u>Marketing and Branding</u></p> <p>Taught by a successful advertising executive, who is an ASC alumnus, this course will focus on "branding" and how to build a brand into an icon. Will include examples of good and bad ad campaigns and what to do/what not to do. Students will be required to attend one additional session (TBA).</p>
SBE	<p><u>Lessons in Leadership</u></p> <p>This course is open to all majors and designed to enrich the understanding of leadership by studying excerpts from original text of classical literature. The course uses a case method approach to study: Herman Melville's <u>Moby Dick</u>; Chief Joseph's 1879 speech on Indian Affairs delivered at Lincoln Hall in Washington, DC; and Dr. Martin Luther King's "Letter from Birgingham Jail."</p>
COAH	<p><u>Great Books at the Movies</u></p> <p>Five great novels of manners that have been made into movies will be viewed and reviewed through discussion and informal writing. We will ask, what do they say</p>

**Exhibit A**

<b>Senate Committee</b>	<b>Member</b>	<b>Department</b>	<b>Term</b>
Research & Development Committee	Charles Li	English	3 years

**Exhibit B**

## 2001-2002 Faculty Senate Meetings

Fall Quarter: October 3, November 7, December 5

Winter Quarter: January 9, January 30, February 13, March 6

Spring Quarter: April 3, April 24, May 8, May 29

**Exhibit C**

Formula to distribute professional development funds from summer session 2000:

1. \$24,000 distributed evenly to academic departments (excluding Military Science/ROTC and Aerospace Studies/AFROTC).
2. \$60,000 distributed to academic departments (excluding Military Science/ROTC and Aerospace Studies/AFROTC), with each department receiving an amount proportional to its annual teaching FTE, using the most recent staffing data.
3. \$500 to Military Science/ROTC.
4. \$500 to Aerospace Studies /AFROTC.
5. The above funds are to be used exclusively for individual faculty development. In order to receive these monies, each department must provide a rationale and explanation for the use of these funds.
6. \$15,000 for projects intended to serve the faculty development needs of the university as a whole (rather than the needs of individual faculty members or departments). Specific criteria and application for using this fund are to be discussed at the committee's January 12, 2001 meeting.

**Rationale:**

The Faculty Senate Research and Development Committee met several times in the fall quarter and, at its December 8, 2000 meeting, passed the above recommendation to distribute the \$100,000 faculty development funds. The \$100,000 faculty professional development funds for this year have been transferred into the Faculty Senate account. It is ready to be distributed as soon as a formula has been approved by the Faculty Senate.

**FACULTY SENATE REGULAR MEETING**

Wednesday, January 10, 2001, 3:10 p.m.

**BARGE 412**

**AGENDA**

**ROLL CALL**

**II. MOTION NO. 01-01: CHANGES TO AND APPROVAL OF AGENDA**

**III. APPROVAL OF MINUTES**

**IV. COMMUNICATIONS**

**V. REPORTS/ACTION ITEMS (20 Minutes)**

**Chair**

**Motion No. 01-02: Faculty Senate Standing Committee Appointment. (Exhibit A)**

**Motion No. 01-03: Approval of 2001-2002 Faculty Senate Meetings. (Exhibit B)**

**Faculty Senate Curriculum Committee**

**Delayed Motion No. 00-59: Proposed addition of new program BS/BA General Studies Program.**

**Faculty Senate Research and Development Committee**

**Motion No. 01-04: Approval of formula to distribute professional development funds from summer session 2000. (Exhibit C)**

**VI. REPORTS/DISCUSSION ITEMS**

**1. CHAIR: (10 Minutes)**

**2. CHAIR ELECT: (5 Minutes)**

**3. PRESIDENT: (10 Minutes)**

**4. ENRICHMENT PROGRAM: Roy Savoian, Dean, School of Business and Economics (15 Minutes)**

**5. PROVOST SEARCH REPORT: Linda Beath, Committee Chair (5 Minutes)**

**6. SENATE CONCERNS: (15 Minutes)**

**7. STUDENT REPORT: (5 Minutes)**

**8. COUNCIL OF FACULTY REPRESENTATIVES: Enabling Legislation - Ken Gamon (10 Minutes)**

**9. SENATE COMMITTEES (15 Minutes)**

**Academic Affairs Committee: Susan Donahoe**

**Budget Committee: Thomas Yeh**

**Code Committee: James Eubanks**

**Curriculum Committee: Toni Čuljak**

**General Education: Loran Cutsinger**

**Personnel Committee: Rob Perkins**

**Public Affairs Committee: Lad Holden**

**Research and Development: Charles Li**

**VII. OLD BUSINESS**

**VIII. NEW BUSINESS**

**IX. ADJOURNMENT**

**\*\*\*NEXT REGULAR SENATE MEETING: January 31, 2001\*\*\***

**BARGE 412**



**Exhibit A**

Senate Committee	Member	Department	Term
Research & Development Committee	Charles Li	English	3 years

**Exhibit B**

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	<p>about the behavior of men and women in society and the power of social roles? What behaviors are rewarded? Are they different for men and women? Are they different for rich and poor? What are manners? Who needs them? We will view <u>Pride and Prejudice</u> (Austen); <u>Tess of the D'Urbervilles</u> (Hardy); <u>The Age of Innocence</u> (Wharton); <u>Housekeeping</u> (Robinson); and the contemporary treatment of Austen, <u>Clueless</u>.</p>
CAH	<p><u>The Greening of Religion</u>  Can the global environmental crisis be reconciled to traditional religious beliefs? This course explore the impact environmentalism is having on contemporary religious thought as well as the ways religion might transform environmentalism. We will read and analyze relevant passages from the Hebrew Bible; we will also explore the ideas of such thinkers as Lynne White, Jr., Mary Daly, Calvin DeWitt, Matthew Fox, and Rosemary Radford Ruether.</p>
COTS	<p><u>Malcolm X: The Man and the Myth</u>  This course is being offered as a supplement to the Cultural Enhancement Committee's "Year of the African American." Through brief lectures, videos, and class discussions, we will examine the influence of Malcolm X. We will also examine the ethnically varied perceptions of Malcolm X from the 1960s to today. The course will include ungraded, short, informal writing assignments and class discussions in response to videos that address issues pertaining to hate. Active participation is important and encouraged.</p>
COTS	<p><u>Mineral/Gem Id for Amateurs</u>  Standard techniques for characterization of minerals and gems will be taught in a practical, hands-on course. Over one hundred minerals and gems from the ASC collection will be examined and tested. Additional specimens, supplied by students, will provide an opportunity to discuss additional aspects of the origin and occurrence of various gems. Each session will begin with an hour lecture, followed by an hour for individually examining 10-20 different specimens. A field trip on Saturday, April 17<sup>th</sup> will allow students to collect a variety of Valley minerals.</p>
COTS	<p><u>Basics/Renewable Energy Technology</u>  This course will familiarize the student with the principles of renewable energy. The main emphasis will be on solar systems (photovoltaic energy). The individual components of a system, such as Batteries, PV arrays, Controllers, Inverters, Generators, etc. will be discussed. The costs of the various solutions will be compared with electricity derived from the Grid. Under what circumstances is alternative Energy cost effective? The course will also cover the basics of sizing and designing of solar systems for various applications. The course will be limited to 24 students and will be conducted on two consecutive Saturdays. The material presented will consist of theory and practical demonstrations. At the conclusion of the second Saturday a short test will be given which will determine pass/fail of the student.</p>
CAH	<p><u>King Lear Down on the Farm</u>  In this course we will analyze Jan Smiley's National Book Award winning novel, <i>A Thousand Acres</i>, as a contemporary interpretation of William Shakespeare's classic play, <i>King Lear</i>. In addition to the play and novel, we will read passages from the Hebrew Bible and several short, accessible essays on relevant topics ranging from the economics of the Reagan Era farm crisis to the history of the family to the psychology of incest. (Students should be aware that both novel and play explore mature themes).</p>
CAH	<p><u>Cyborg Nature Writing</u></p>



	<p>Bill McKibben claims we live at the “end of nature,” with ecological damage so pervasive that no place on earth is truly “natural.” Donna Haraway claims we are all cyborgs, artificial beings whose bodies and spirits alike are formed by technology. In a world that seems to have eliminated the very possibility of “nature,” can there still be such a thing as “nature writing?” This course will explore this question through the work of three recent nature writers: Annie Dillard, Barry Lopez, and Terry Tempest Williams.</p>
CAH	<p><u>Women Writing/Women Reading</u>  This is a creative writing class geared primarily toward women. We will use basic creative writing techniques and read women writers ranging from Simone de Beauvoir and Virginia Woolf to Molly Ivans and Alice Walker. We will also read <u>Silences</u> by Tillie Olsen and discuss how women’s writing has been suppressed.</p>
SBE	<p><u>Current Affairs in International Business</u>  Class discussion will be based on articles from the popular press (Wall Street Journal, Business Week, Fortune, Newsweek, etc.) about current developments in international business. Topics will cover political, economic, historical and geographical aspects influencing international business.</p>
CEPS	<p><u>Theories of Learning Styles for the Elementary Classroom</u>  This course will help prepare pre-service students for the classroom experience which requires a level of understanding of self and student learning modes. This class will help provide exposure beyond the visual, auditory, kinesthetic learning. It will expose students to theories and theorists as Dunn and Dunn, <i>Individual Learning Styles</i>, Anthony Gregorc, <i>Gregorc Style Delineator</i>, David and Marilyn Keirse, <i>Teaching/Parenting Styles by Color Key</i>; Frank Rainey, <i>Multiple Intelligences Profile Indicator</i> (based on the work of Howard Gardner), and other experts in the field of learning styles.</p>
CEPS	<p><u>“Getting It Together” Planning for the Elementary Classroom</u>  This course will help prepare pre-service students with planning in the elementary classroom. The course will include course, unit, and daily planning. There will be a focus on goals, objectives, domains, procedures, and evaluations. Students will be involved in planning an interdisciplinary thematic unit.</p>
CEPS	<p><u>Women’s Ways of Knowing</u>  A new paradigm for educators which focuses on how educators can help women develop their won authentic voices. Emphasis will be placed on what obstacles women must overcome in developing the power of their minds, their interior and public voices, and the self. The course will identify and analyze the structures which facilitate the educational process for women. Additionally, students will study applications of learning styles, expressions of knowing, women’s voice in literature, and educational roles.</p>
CAH	<p><u>The Hebrew Bible as Literature</u>  In this class we will read and analyze selected works from the Hebrew Bible, treating them as translated literary masterpieces. Readings will include the two creation accounts in Genesis; the binding of Isaac; Abraham, Lot, and the destruction of Sodom; Exodus 32 (Moses on Sinai); David and Bathsheba; the Book of Ruth; the Book of Ecclesiastes; the Song of Solomon; and selections from Isaiah. No textbook purchase required—all readings will be available as handouts.</p>
CEPS	<p><u>The Compassionate Lifestyle</u>  This course will explore vegetarianism and other lifestyle choices which have a</p>

	positive impact on the impact on the socio-economic and environmental state of the world.
COTS	<u>Mineral Gem</u> Standard techniques for identification of unknown minerals and gems will be taught in a practical, laboratory-oriented course. Fifteen to twenty common minerals and gems from the ASC collection will be discussed, examined and tested. Additional specimens, supplied by students, will provide an opportunity to discuss additional aspects of the origin and occurrence of various gems. A collecting trip will allow students to collect a variety of Valley minerals.
COTS	<u>Using Molecular Modeling to Solve Chemical Problems</u> This course will introduce students to the use of molecular modeling and computational chemistry software. Students will learn basic construction of simple and more complex molecules and how structural considerations affect various physical and chemical properties of organic, biological, and inorganic molecules. In the first three class meetings, students will learn the operation of the software via applications to several chemical problems. Between the first three meetings and the last two meetings, students will work in pairs to develop a modeling/computational exercise to accompany a typical laboratory experiment in organic, analytical, physical, inorganic, or biochemistry. These experiments will then be presented to the rest of the class during the last two meetings.

**Proposal to the Higher Education Coordinating Board  
To Offer a  
General Studies Degree Program at the Ellensburg Campus and University Centers**

**I. Program Need**

**A. Relationship to institutional role and mission**

Central Washington University's mission and roles statement includes the following: "Students are prepared not only for careers and independent, lifelong learning, but are also asked to become conscious of themselves as members of a pluralistic society, to become skilled communicators, to develop their abilities to analyze and synthesize information, to make ethically-informed decisions, and to serve as responsible stewards of the earth."

The proposed BA/BS General Studies Degree, with concentrations in the Arts and Humanities, Natural Sciences, or Social Sciences, will help the university accomplish its mission by providing students who wish to develop greater breadth of learning with an alternative to specialized disciplinary majors.

**B. Documentation of need**

According to *Carnegie Challenge 2000: Liberal Arts Education for a Global Society*, "the goal of an undergraduate liberal arts education is to provide students with knowledge, values and skills that will prepare them for active and effective participation in society. . . the capacity to learn, to reason, and to communicate with proficiency. This ideal of liberal arts education, tracing its history to ancient Greece, historically responded to the challenge of creating a self-governing nation from many peoples living on a vast continent that cradled a vital, multi-leveled and ever-changing civilization."

The same article further states that we live "in a world in which knowledge doubles every seven years . . . Today's graduates, over their lifetimes, will experience change at an unprecedented pace. They will have not one career but perhaps many. To cope with this kind of change, they will need self-confidence and a sense of purpose coupled with adaptability and a capacity for continuous learning. A familiarity with the body of knowledge and methods of inquiry and discovery of the arts and sciences and a capacity to integrate knowledge across experience and discipline may have far more lasting value in such a changing world than specialized techniques and training, which can quickly become outmoded."

For many students the need for a strong liberal education will be more important than professional skills or knowledge of a specific subject area. The purpose of this major

is to provide a more broadly based degree program than is possible under the current array of majors offered.

## **1. Student Interest and Demand**

Students likely to choose this major include those who wish to pursue a baccalaureate degree but for whom a typical specialization is not important or perhaps even desirable. Some may have employment plans which require a bachelor's degree, for example, but not in a specific area. Others may plan to go on to a professional school and wish to have a more broad-based liberal education. Still others with potential interest in this major include those who heretofore have chosen the CWU Individual Studies Major, along with place-bound students enrolled at the university centers or taking courses through distance education who currently find it difficult to complete a traditional major or are restricted in their options due to limited offerings available.

Many students with broad interests do not choose a major until obligated by the university to do so. Many others change their minds and majors, often several times, after the initial declaration. Doing so frequently results in the need to earn more than the required 180 student credit hours in order to satisfy the requirements of the new major and/or minor chosen. This degree will allow more of these students to finish in the normal four-year period by recognizing and accommodating their interests in the liberal arts and sciences.

An indication of a lack of firm commitment to a specialized major is the fact that a significant number of graduates find employment in areas outside their field. These students are potential candidates for the General Studies major.

Experience at sister universities in the state, all of which offer such a degree, indicates that the General Studies/Liberal Studies major is one of their most popular, especially with students enrolled through distance education or at a university center. Washington State University, for example, currently has 1,007 General Studies majors enrolled. There are 379 WSU students enrolled through extended degree programs, 186 in Humanities and Social Sciences alone in Vancouver, and 182 in the Tri Cities.

There were 141 majors in General Studies at Western Washington University during spring quarter of 2000, and 43 spring 2000 graduates. According to WWU's registrar, Joseph St Hilaire ". . . it certainly has been a lifesaver for many students who run into difficulties in their senior year, being unable to complete requirements in some other program and faced with the prospect of switching to another major that would require two more years of study." At Eastern Washington University the General Studies Program has been described as the "biggest program on campus." Approximately 10% of incoming students at the University of Idaho initially declare a General Studies major.

Offering this program both at the CWU main campus and at university centers will allow Central's students far more flexibility and will undoubtedly fill a significant need. It will be of particular benefit to students receiving veteran's benefits, who are required to declare a major when they matriculate, and for whom every course taken must be applicable to that major. Retention will increase due to the fact that many students will feel they are making better progress toward meeting their goals.

## **2. Workforce needs**

Today's society requires an educated workforce, in the broadest sense. Workers need not only to possess specific information and skills but to know how to learn. Many employers themselves provide training in the specific skills needed to do the job. Because a generally educated employee is better able to absorb such training and better able to be a productive member of the workforce and society, businesses regularly encourage their employees to complete a bachelor's degree.

Large numbers of these potential learners in need of a university education are currently employed and place-bound. By offering this program at all of our university locations we will provide the opportunity for this working population to finish a degree without leaving their local area.

A recent survey done by the CWU Office of Institutional Studies resulted in the following data:

One year after graduation, among those employed full-time, 39% are employed in their major field, 35% in a related field and 26% in an unrelated field. Among part-time employees, the percentages are 10, 20 and 70.

Five years after graduation the figures are nearly the same with 35% of full-time employees and 67% of part-time employees employed in areas unrelated to their major in college.

The obvious conclusion to be drawn from these data is that for many students the specialization is less important than having a university education.

## **C. Relationship to other institutions**

### **1. Duplication/program uniqueness**

Central Washington University is the only state university not currently offering a program of this nature. It is also offered at many of the private universities in the state. While the proposed program is a duplication in the usual sense, it is fully warranted by the number of students who will be served, along with the fact that few or no additional resources will be required. In one sense this option does not represent a new program, as students are currently able to pursue such a course of study through the Individual Studies Major. What is new is that it will become a

regular part of our offerings. Students will be more aware than now of the possibilities for a flexible program and will more easily be able to pursue this option.

Moreover, the likely clientele for this major include students who decide relatively late in their program of study that they wish to pursue a General Studies degree. Hence, the "duplication" issue is moot, because they need access to the major not when they are choosing their institution, but after they are well along in school.

## **II. Program Description**

### **A. Goals, objectives, student learning outcomes**

The General Studies degree will provide students with an opportunity to pursue programs of an interdisciplinary nature which are broader than departmental or professional programs. Such programs are especially appropriate for students with broad interests, for transfer students with previous coursework in a range of fields, and for place-bound students for whom it is advantageous to pursue a program of this type rather than a traditional, specialized major. It provides more flexibility for the student than is currently available and will in many cases shorten time to degree.

Graduates of this program will be educated in a broader sense than is usually the case and will be better prepared to face the challenges of the modern workplace than will fellow employees without a baccalaureate degree. An ability to learn and an appreciation for learning are very important attributes of workers who must constantly master new skills and for whom the workplace is constantly changing. Students graduating with this degree will be expected to attain a level of sophistication in scholarship, critical interpretation of works, and quantitative and symbolic reasoning skills in the appropriate fields comparable to that expected of traditional majors.

### **B. Curriculum**

#### **1. Program of study**

In addition to meeting all of the non-major baccalaureate requirements, a student majoring in General Studies may choose either a 45 credit major, 30 of which must be at the upper division level, or a 60 credit major, 45 of which must be upper division, in one of the three emphasis areas: arts and humanities, social sciences or natural sciences. The 45 credit major will require a traditional departmental minor in a different area or another major, which may be either a traditional or a General Studies major in a different area, the 60 credit major will not.



No more than 10 of the 45 credits or 15 of the 60 credits may be numbered 490 (cooperative education) or 496 (individual study). At least 10 resident credits will be required for the major and 5 for the minor.

At the time of admission to the major, the student will be asked to prepare a written plan, including the proposed course of study and a statement of objectives. The plan must be approved and signed by a faculty advisor, who will be chosen or assigned from one of the major areas of interest indicated in the plan.

### **Specialization Areas**

*B. A. General Studies: Arts and Humanities.* The Arts and Humanities area entails a select program of courses taken in Art, Communication, English, Foreign Language, approved courses in History, Humanities, Music, Philosophy, Religious Studies and Theatre Arts.

*B. S. General Studies: Natural Sciences.* The Natural Sciences area entails a select program of courses taken in Biological Sciences (including botany and zoology), Chemistry, Computer Science, Geology, Mathematics, and Physics, as well as approved courses in Biological Anthropology, Physical Geography and Nutrition.

*B. S. General Studies: Social Sciences.* The Social Sciences area entails a select program of courses taken in Anthropology (approved courses), approved courses in Business, Economics, Ethnic Studies, Geography, approved courses in History, Law and Justice, Political Science, Psychology, Sociology, and Women Studies.

While there are no particular individual courses expressly required for the major, in order to take full advantage of the interdisciplinary opportunities, students should plan a program with a coherent set of courses which will provide relative in-depth study in the area of special interest as well as providing for enhancement of problem-solving and communication skills. Courses must be chosen from at least two departments in the specialization area. Upon declaration of the major, the student will be assigned an academic advisor from the appropriate department(s), who must approve the course of study.

## **2. Admission requirements**

A minimum grade point average of 2.0 will be required for admission to this program.

### 3. Course sharing

No new courses will need to be designed or created specifically for this program. The biggest impact in course offerings will likely be an increase in courses offered at university centers and through e-learning from the arts and humanities and from the sciences.

### B. Use of technology

No additional requirements for technological facilities will result directly from the initiation of this degree. All courses are currently offered and the technology required for these offerings is available at each university location. To the extent that courses are offered through distance education modalities, the technology required to meet student e-learning needs is already in place. Online courses will be both supported and encouraged as a component of this program. Advantages could result from combining enrollments at multiple center in single course sections.

### C. Faculty

Faculty currently teaching in the subject areas appropriate to this program will continue to do so. Current staffing will be adequate.

### D. Students

#### 1. Projected enrollments

No. of students	Year 1	Year 2	Year 3	Year 4
Headcount	100	200	250	250
FTES	90	180	225	225

#### 2. Time-to-degree

One of the strong points of this proposal is that allowing greater flexibility will reduce time to degree for many students. There will be no institutional barriers to completion in four years for native students and two years for transfer students with the AA degree from a community college.

#### 3. Diversity

Central Washington University is firmly committed to diversity in all its programs and in its recruitment of faculty, staff and students, and addresses this commitment extensively in its strategic plan. This program will enhance that effort, especially in offering more opportunity for place-bound students through a more flexible, student-designed degree. Many of the courses available for this

degree, in areas such as foreign languages, geography, sociology, anthropology, art, and history are particularly designed to enhance cultural understanding and diversity.

**E. Administrative and support staff**

No additional administrative or support staff will be required. Faculty will advise these students as they would any others. The Office of the Registrar, the Deans' offices and Student Services will likewise serve these students as they do others.

**F. Facilities and support**

**1. Library**

There will be no additional burden on library resources on the main campus. Depending on enrollments and needs, some adjustments may be made in the availability of such resources at the university centers. CWU offers on-line access to its catalog and to the catalogs of the other five state universities. The inter-library loan program further provides students and faculty access to needed resources. The statewide reciprocal borrowing card and improved electronic resources have improved vastly the capability of students at the centers to access information resources, including those at the University of Washington.

**2. Student services**

The extra-curricular services provided will be the same as those provided to traditional majors. Once the program is approved, individuals will be identified to provide advising to students, comparable to that received by traditional majors.

**3. Space and equipment**

The implementation of this program will not require any additional space and/or equipment, as the courses required for this major are already being offered. To the extent that some courses may be offered on-line or through distance education, the facilities and equipment needed for such offerings are already in place. It is likely that more, and a greater variety, of courses will be offered at the university centers once this proposed major is fully operational.

### **III. Assessment**

#### **A. Program Assessment**

##### **1. Baseline**

Baseline data are collected at all Washington State baccalaureate institutions, including Central Washington University. These include high school GPAs, American College Test (ACT) and Scholastic Aptitude Test (SAT) scores. Until 1993, the baccalaureate institutions collected other forms of assessment, for example, the Computerized Placement Test (CPT) and freshman writing samples. The Cooperative Institutional Research Program (CIRP) Student Information Form was administered to incoming freshmen in the years 1990, 1991 and 1992, after which it has been administered biennially. This survey gathers normative data on the attitudes, experiences, values, academic preparation and future goals of incoming freshmen, comparing them with the national cohort. These reports together with the "College Student Survey" administered to exiting seniors, have allowed for some longitudinal comparisons.

##### **2. Intermediate**

Ongoing assessment of will be made on a continuous basis through normal classroom techniques, including written exams and term papers. In addition, the faculty advisor will monitor and assess student progress.

##### **3. End of major**

The end of major assessment will follow roughly that currently in use in the Individual Studies Major Program. The student will be expected to submit a comprehensive report (not just a brief summary of courses) reflecting, analyzing or explaining how his or her program objectives were met as listed in the admission proposal statement. The double spaced report shall be between six and eight pages in length. With the approval of the faculty advisor, this report may be replaced with a well-organized descriptive portfolio or project which meets the purpose of assessment, along with a three page descriptive report. End-of-Program Assessments completed for an advisor/professor in an area of specialization is acceptable in lieu of the six to eight page report.

##### **4. End of Program**

General Studies students will participate in the normal cycle of follow-up surveys, which will be done after one and five years to assess graduate and employer satisfaction. After five years, a thorough evaluation of the program itself will be undertaken.

## **B. Student learning outcomes assessment**

### **1. What a program graduate should know and be able to do**

Since a student in this program will, in consultation with advisors, design his or her own course of study and since it is unlikely that any two such courses of study will be exactly alike, the expected outcomes will vary greatly. The curriculum expectations of a student in the sciences, for example, will be vastly different from those of a student in the arts and humanities.

In addition to satisfying the course expectations of the departments involved, all students will be expected to graduate with a solid liberal arts education, to be productive and active members of society and be prepared to continue to learn effectively. To again quote *Carnegie Challenge 2000*: students must have the “knowledge, values and skills that will prepare them for active and effective participation in society. . . the capacity to learn, to reason, and to communicate with proficiency. . . they will need self-confidence and a sense of purpose coupled with adaptability and a capacity for continuous learning. A familiarity with the body of knowledge and methods of inquiry and discovery of the arts and sciences and a capacity to integrate knowledge across experience and discipline may have far more lasting value in such a changing world than specialized techniques and training, which can quickly become outmoded.”

## **IV. Finances**

### **A. Summary of program costs**

This program will result in no significant costs, since all courses involved are already being offered. It will result in an increase in class size in some instances. If there is an increase in overall FTES at the university there will be costs associated with that increase but only to the extent that any increase enrollment has costs associated with it.

## **V. External evaluation of the proposal**

### **A. Accrediting association**

There is no accrediting association for this program.

### **B. Scholars, experts, practitioners in the field**

The proposal will be submitted to two out-of-state reviewers with expertise in general studies.

### **C. Other public baccalaureate institutions**

Copies of this proposal will be sent to our sister institutions, all of which currently offer such a program.

### **CONCLUSIONS**

The program proposed here will provide a cost-efficient means of addressing the needs of a significant number of Central Washington University students, on campus, at the university centers and through distance education and on-line offerings. It will allow students who do not need, or are not interested in, a particular traditional major to use a more general, self-directed approach to their studies in pursuit of a degree. It will in some cases shorten time to degree, while at the same time allowing students to take advantage of the faculty expertise and the university facilities that already exist. The additional cost to the institution will be insignificant and will be far exceeded by the advantages gained.

All other baccalaureate institutions in the state offer such degrees and have experienced significant success. This proposal responds to market forces and public demand. Both our admissions office and our off campus center directors have long supported this offering. The university will continually assess the success and implement changes as appropriate.

I am Wendy Williams from Psychology. I would like to speak against this motion. After a detailed and careful review of the proposal, I believe I understand the case in favor of the motion, and I would argue that the case is not sufficient and that there are several issues which have not been addressed.

1. The argument based on what other institutions have done is a weak argument. In fact, CWU has accommodated those good students who have interests in areas other than those offered within standard majors through the Individualized Studies major. A student interested in majoring in Foreign Affairs, Art Therapy or Animal Behavior (for example) can develop a comprehensive and specialized field of study via this preexisting program. To argue that we should develop a non-specialized Generalized Studies major because other state institutions have done so is a Lemming argument - insufficient by itself to support the proposed major.

2. A second argument in favor of the proposed major is that a large percentage of students find themselves working in career areas which differ significantly from their college major. Therefore, we should be less concerned with the content of the major and more supportive of the value of the experience associated with completing 180 credits at a University. However, this argument fails to recognize or acknowledge the significant change in that experience when we fail to require specialization within a field. It is foolish to assume that what allows students to work in a given field is based primarily or exclusively on the content of their college courses. A college education, obviously does consist of specialized content, but it is the process of specialization that provides us with the skills to train ourselves to become specialists in other fields later. This major fails to require the acquisition of those skills. The requisite steps to completing a major in biology, english, history or art includes such skills as:

1. acquiring prerequisite knowledge before embarking upon core content
2. identifying and completing sequential foundations - learning the basics of a field in a particular order
3. identifying, constructing and mastering a technical vocabulary within a discipline
4. struggling with and mastering the most technical aspects of a given field
5. learning to consider and appreciate the divergent views from within a field
6. learning to communicate in the standard language and format of a discipline
7. understanding that some fields do have core knowledge common to most members of the discipline, and identifying what that knowledge is so that we can acquire it.



I could go on, but I think I make my case. If any of us were told tomorrow that we would have to retrain in another field of study, the skills we would likely rely upon, are the skills of process that we have learned by specializing. It is a mistake to argue that because students ultimately find work outside the field of their major, that we should allow them to abandon the process of specialization. For it is the process of specializing (and not the specific content) that may be responsible for their career success in other fields later in life. This major fails to ensure the acquisition of these critical skills.

3. The proposal appears to suggest that students will declare and establish a program of study prior to its completion. Yet there is not a specific requirement to do so. It would appear that students who have completed 178 credits could, in theory, declare a generalized studies major, write a "plan and justification" post hoc, and graduate after completing 2 additional credits. For that matter, they might even do so after completing more than 180 credits and graduate without any further study. There is nothing about such a plan that would ensure a 4 year college experience which even remotely resembles the experiences of any student completing a traditional or individualized studies major. And it would appear to cater primarily to the legislature's expectation of graduating students within 4 years (regardless of the quality of their education). It would break my heart to see my own Psychology students, who successfully struggled to complete the requirements of the psychology program, walk across the graduation stage after a student who didn't declare their major until 11 weeks before graduation, and who is a specialist of nothing.

4. Finally, the logic which underlies the current proposal stands in stark contrast with the evolving mission of this institution - to become one of the outstanding, premier educational institutions in the PacNW. If we are to aspire to a lofty reputation within the academic community, we should be prepared to commit to the quality of the education earned at CWU. Approving this proposed major would be a step backward - not forward. A Generalized Studies major, as currently written, fails to meet the same educational and process-based standards of all other majors on this campus.

I urge you to vote against this motion. Remember, we abandon no student by doing so. Every student has the right to develop their own course of study in a careful and systematic way through the individualized studies major. The only students who are at risk are those who have had difficulty with commitment and/or with the process of specialization. Are we really prepared to honor them with the same degree, as those who have managed to master the most basic skills associated with higher education? Please vote no. Thank you.



Office of Academic Affairs Proposal  
ENRICHMENT PROGRAM

Purpose

Enrichment Program courses are academic courses designed to provide faculty and students unique opportunities to explore, in a short course (1 quarter hour) format, topics of academic substance not otherwise offered in the *extant* curriculum. S/U (Satisfactory/Unsatisfactory) grading is employed throughout the Enrichment Program curriculum to encourage student exploration and intellectual enrichment. Individual course requirements, levels and prerequisites differ as needed to reflect the academic nature and purpose of courses. For example, upper division enrichment courses stipulating one or more prerequisites are pursuing *depth* or narrow concentration in topic while lower division courses with no prerequisites are pursuing an introductory or *breadth* objective.

Policies

The following set of policies will govern Enrichment Program courses.

1. Faculty who teach in the Enrichment Program are paid an additional stipend at the part-time faculty rate per course if the course enrolls eight or more students per course. Course enrollment of fewer than eight students are either canceled or paid on a *pro rata* basis, based upon instructor choice.
2. Enrichment courses are scheduled after the start of the quarter --during weeks 3, 4 and 5, or weeks 6, 7 or 8 -- for three reasons:
  - They are not intended to substitute for General Education, major or minor requirements and, therefore, become a part of students' enrollment planning.
  - They are not intended to encourage course withdrawals in the *extant* curriculum.
  - Faculty need to have their regular courses well underway before pursuing the start of an enrichment course.
3. As academic courses, Enrichment Program courses are subject to the same contact hour requirements (10 contact hours = 1 quarter credit hour), S/U criteria and other academic scrutiny/requirements governing the *extant* curriculum.
4. An Enrichment Program course is offered at the instructor's initiative subject to the approval of the relevant academic dean or designee (e.g., department chairperson). Students may suggest or request a course, but only the instructor, contingent on dean's approval, may propose a specific offering.

5. All Enrichment Program courses will employ the same prefix (UNIV) and course numbering (e.g., 297, 497, 597). This series of course numbering will be defined in the university catalog such as:
  - UNIV 297 Enrichment – Lower Division
  - UNIV 497 Enrichment – Upper Division
  - UNIV 597 Enrichment – Graduate

Alternatively, college/school prefix might be used for the series of courses, e.g.:

CAH 297	CEPS 297	COTS 297	SBE 297
CAH 497	CEPS 497	COTS 497	SBE 497
CAH 597	CEPS 597	COTS 597	SBE 597

6. The course should provide for 10 contact hours of instruction, typically arranged during a 3 week “session” of five, 2-hour class meetings (e.g., T-R-T-R-T; or R-T-R-T-R; or M-W-M-W-M; or W-M-W-M-W). The enrichment course should be scheduled for mid- to late afternoon or early evening to avoid or minimize the conflict with other classes. Other arrangements involving meeting days and times (such as 3 consecutive Friday afternoons) are possible if a rationale is provided and approved by the dean.
7. The instructor has the option of limiting class enrollment to 25 students, but courses that promise to attract larger numbers of students are preferable.
8. An Enrichment Course Proposal for each course must be submitted by the first day of instruction of the quarter in which the enrichment course will be offered.

## Provost/ Senior Vice President for Academic Affairs

CENTRAL WASHINGTON UNIVERSITY invites nominations and applications for the position of **Provost/Senior Vice President for Academic Affairs**, chief academic officer of the university reporting directly to the President. This position provides leadership, direction, and supervision for all academic units and academic programs on the Ellensburg campus and university centers, participates in the development of institutional policy for the delivery of academic programs, serves as senior institutional officer in the absence of the President, and is the primary spokesperson for the university in Academic Affairs.

**REQUIREMENTS** include an earned doctorate from an accredited institution; a record of teaching effectiveness, disciplinary or professional leadership, and scholarship sufficient to support tenure and appointment to the rank of full professor in one of the university's academic departments; and a record of academic administrative leadership at a level comparable to an academic dean or above.

### **PREFERRED KNOWLEDGE AND COMPETENCIES**

1. A commitment to the academic mission of the university
2. Leadership based upon democratic principles of consensus building and shared governance
3. An understanding of accreditation processes and accrediting bodies
4. Commitment to diversity of faculty, staff, and students
5. Knowledge and competencies that encompass:
  - academic planning
  - managing multi-campus instructional programs
  - program development and review
  - financial planning and budgeting
  - instructional technology
  - faculty retention, development, and evaluation

### **LEADERSHIP CHARACTERISTICS**

1. Personal and professional integrity
2. Ability and skill to create and achieve a compelling academic vision
3. Ability to establish and maintain cooperative relations and communication within the university community

Interested applicants should send a letter of application clearly demonstrating how the candidate meets the qualifications of the position, vita, and the names, addresses including email, and phone numbers for five references. ***Screening will begin on February 9, 2001 and continue until a candidate is selected.***

**Applications, nominations, and inquiries should be directed to:**

Dr. Linda Beath, Search Chair  
Provost/SVPAA Search Committee  
c/o President's Office  
Central Washington University  
400 E. 8<sup>th</sup> Avenue  
Ellensburg, WA 98926-7501  
Phone:(509) 963-2111, Fax: (509) 963-3206, E-mail: [hodgesb@cwu.edu](mailto:hodgesb@cwu.edu)

Visit our website at [www.cwu.edu](http://www.cwu.edu) for more information

## CENTRAL WASHINGTON UNIVERSITY

### Provost/Senior Vice President for Academic Affairs

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#### PREFERRED KNOWLEDGE AND COMPETENCIES

1. A commitment to the academic mission of the university
2. Leadership based upon democratic principles of consensus building and shared governance
3. An understanding of accreditation processes and accrediting bodies
4. Commitment to diversity of faculty, staff, and students
5. Knowledge and competencies that encompass:
  - academic planning
  - managing multi-campus instructional programs
  - program development and review
  - financial planning and budgeting
  - instructional technology
  - faculty retention, development, and evaluation
6. Leadership characteristics

Screening will begin on February 9, 2001, and continue until a candidate is selected. Interested applicants should send a letter of application clearly demonstrating how the candidate meets the qualifications of the position, vita, and the names, addresses including email, and phone numbers for five references to:

Dr. Linda Beath, Search Chair  
c/o President's Office  
Central Washington University  
400 E. 8th Avenue, Ellensburg, WA 98926-7501  
(509) 963-2111

CWU is an EEO/AA/Title IX Institution. TDD 509-963-3323  
For a complete position announcement visit our website at [www.cwu.edu](http://www.cwu.edu).



extension and teaching programs in red meats, support departmental programs with HACCP, food safety, and adding value to products and processes. Requires Ph.D. in Food Science, Animal Science, or related discipline; post-doctoral and/or industrial experience is preferred. Send letter of application, curriculum vitae, academic transcripts, names and addresses of three references, and a one-page statement of proposed extension and teaching interests to: Dr. John E. Rushing, North Carolina State University, Department of Food Science, Box 7624, Raleigh, North Carolina

27695-7624. Selection process begins February 1, 2001, and continues until an acceptable candidate is secured. NCSU is an AA/EEO/ADA employer.

**Food/Nutrition Sciences:** Tenure-track, nine month assistant professor position in food and nutrition sciences to begin by August 2001. Responsibilities: Teach food, nutrition, and food service management courses to undergraduate and graduate students, advise or serve on graduate thesis committees, advise students, direct the Didactic Program in Dietetics, develop a research

Chronicle

of

Higher Ed

1/5/01

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## **PROPOSAL**

### **A BOOK OF STUDENTS' EVALUATIONS OF THEIR PROFESSORS and COURSES and PROFESSORS' STATEMENTS**

#### **PURPOSE**

The purpose of the student evaluation is to provide your students with a resource for choosing professors and courses at Central Washington University. Most important, this project allows students to match their learning style to the professors' teaching style. Rather than a dry list of courses and professors available, students can view detailed information that is statistically sound. Strict anonymity of participants is maintained.

This project includes the tasks listed below. The following pages described each of them in greater detail.

- Creation of questionnaires
  - Professor Evaluation
  - Course Evaluation
  - Professor's Statements
  - University Facility Evaluation
- Dissemination and collection of the questionnaires
- Data entry
- Data analysis
- Publishing of books

#### **BOOK CONTENTS**

**Forward**

**Introduction**

**Evaluation results**

**Student Differences results**

**Professor statements**

#### **Evaluation of Professors and Courses**

We suggest that you consider the following in the creation of this questionnaire:

- A maximum of 24 questions
- Ask a question about how much the students learned from the courses
- Only evaluate Lab Sections when they are taught by the professor
- Identify course and professor on the questionnaire

State Survey

### **Professors' Statements**

We suggest that all of your professors have the opportunity to supply students with a description of their course (other than a syllabus). See Appendices A and B for example of queries that could be distributed to all of your faculty. Again, to conserve page space, we suggest that the length be limited. Note that the open-ended responses can be entered into a spreadsheet file by either ourselves or by the Student Association.

## **DATA ANALYSIS**

### **Standard Evaluation Analysis**

Because reliable differences rarely occur between the various classes of the same course taught by the same professor, we pool this data. Using SPSS, we compute the frequency with which each class chose each option for each question, as well as the mean and median responses.

### **Student Differences Analysis**

For each student characteristic included in the survey, we test to see if any led to a difference in evaluation for any of the course and professor measures. For example, upperclassmen may have felt they "learned a lot" whereas lowerclassmen may have felt they "learned less".

### **Student Differences Results**

If this section is chosen to be included in the book (and we see it as the most novel contribution and one that provides professors with feedback and students with information that they cannot receive anywhere else), we can further provide the Student Association with a Master Book of Tables shown the mean responses that led to a difference.

### **Professors' Statements**

We suggest that all of your professors have the opportunity to supply students with a description of their courses (other than a syllabus).

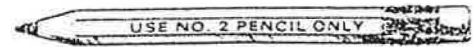
## **APPROVAL**

Your approval would be needed for the:

- Questionnaires
- Cover design
- Contents to be included
- Layout design

# INSTRUCTIONAL ASSESSMENT SYSTEM

Office of Educational Assessment  
University of Washington



Fill in bubbles darkly and completely  
Erase errors cleanly

## FORM X

Instructor \_\_\_\_\_ Course \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

How frequently was each of the following a true description of this course?

	Always		About Half		Never
1. The instructor gave very clear explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor successfully rephrased explanations to clear up confusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Class sessions were interesting and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Class sessions were well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Student participation was encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students were aware of what was expected of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Extra help was readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Assigned readings and other out-of-class work were valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Grades were assigned fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Meaningful feedback on tests and other work was provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Evaluation of student performance was related to important course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to other college courses you have taken, how would you describe your progress in this course with regard to:

	Great		Average		None
12. Learning the conceptual and factual knowledge of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Developing an appreciation for the field in which this course resides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Understanding written material in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Developing an ability to express yourself in writing or orally in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Understanding and solving problems in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Applying the course material to real world issues or to other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. General intellectual development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to other college courses you have taken:

	Much Greater		Average		Much Less
19. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The intellectual challenge this course presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Your involvement in this class (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you had it to do over again and this course was optional for your program, would you enroll in it:

	Certainly		Neutral		Certainly Not
23. If the same instructor taught it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. If a different instructor taught it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Regardless of who taught it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. On average, how many hours per week have you spent on this class, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

<input type="radio"/> Under 2	<input type="radio"/> 6-7	<input type="radio"/> 12-13	<input type="radio"/> 18-19
<input type="radio"/> 2-3	<input type="radio"/> 8-9	<input type="radio"/> 14-15	<input type="radio"/> 20-21
<input type="radio"/> 4-5	<input type="radio"/> 10-11	<input type="radio"/> 16-17	<input type="radio"/> 22 or more

27. From the total average hours above, how many do you consider were valuable in advancing your education?

<input type="radio"/> Under 2	<input type="radio"/> 6-7	<input type="radio"/> 12-13	<input type="radio"/> 18-19
<input type="radio"/> 2-3	<input type="radio"/> 8-9	<input type="radio"/> 14-15	<input type="radio"/> 20-21
<input type="radio"/> 4-5	<input type="radio"/> 10-11	<input type="radio"/> 16-17	<input type="radio"/> 22 or more

28. What grade do you expect in this class?

<input type="radio"/> A (3.8-4.0)	<input type="radio"/> B (2.8-3.2)	<input type="radio"/> C (1.8-2.2)	<input type="radio"/> D (0.7-1.2)	<input type="radio"/> Credit
<input type="radio"/> A- (3.6-3.7)	<input type="radio"/> B- (2.6-2.7)	<input type="radio"/> C- (1.6-1.7)	<input type="radio"/> E (0.0)	<input type="radio"/> No Credit
<input type="radio"/> B+ (3.3-3.5)	<input type="radio"/> C+ (2.3-2.5)	<input type="radio"/> D+ (1.3-1.5)	<input type="radio"/> PASS	

29. In regard to your academic program is this course best described as:

<input type="radio"/> In your major?	<input type="radio"/> A distribution requirement?	<input type="radio"/> An elective?
<input type="radio"/> In your minor?	<input type="radio"/> A program requirement?	<input type="radio"/> Other?

30. What is your current class standing?

<input type="radio"/> Freshman	<input type="radio"/> Junior	<input type="radio"/> Graduate	<input type="radio"/> Other
<input type="radio"/> Sophomore	<input type="radio"/> Senior	<input type="radio"/> Professional	



# BROADCAST JOURNALISM

Bruce Frassinelli

## BROADCAST JOURNALISM

BRC 225

BRC 225		SA 5	A 4	N 3	D 2	SD 1	Mean
COURSE	Learned a lot	46.7	50.0	3.3			4.43
	Amt of work is reasonable	51.7	34.5	10.3	3.4		4.34
	Intellectually challenging	30.0	56.7	13.3			4.17
	Recommend Course	50.0	40.0	6.7	3.3		4.37
	Overall Grade	A(4) 76.7	B(3) 20.0	C(2) 3.3	D(1)	E(0)	A
PROFESSOR	Bruce Frassinelli	SA 5	A 4	N 3	D 2	SD 1	
	Motivating Methods	60.0	30.0	10.0			4.50
	Available & Helpful	48.3	31.0	17.2	3.4		4.24
	Fair Treatment	63.3	30.0	6.7			4.60
	Overall Grade	A(4) 76.7	B(3) 23.3	C(2)	D(1)	E(0)	A

SA=Strongly Agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree



Next year I will be a junior at OSU and this class and professor has been the best I have seen.

Professor really gave work related to field. Loved the guest speakers—got internship from one guest!

Bruce Frassinelli teaches a hard course that is made simple by his helpful strategies and great teaching skills. He is approachable and fair. He made having a night class more interesting.

I thought the class was extremely helpful to those interested in being on-air some day. For those that aren't and would rather do behind-the-scenes work, this course is unnecessary.

ENROLLED: 46  
PARTICIPATED: 30

### STUDENT DIFFERENCES:

Class Level: [no differences]

Study Time: [no differences]

Reason for Taking Class: [no differences]



### PROFESSOR'S STATEMENT

#### PERSONAL INFORMATION

Professor Frassinelli has had 38 1/2 years experience in the field of communications. He is recently retired as publisher and editor of the Oswego Palladium-Times. He was a radio program, news, and sports director for WVPOAM-FM in Stroudsburg, PA and formerly a television commentator for WYOU-TV in Scranton, PA.

#### COURSE DESCRIPTION

The course objective is to provide a fuller insight and understanding of the news gathering, to compare and contrast the differences between news formats of various media, to provide an understanding of fairness, balanced reporting and objectivity in reporting news, to introduce the legal basis for American journalism and the major restrictions under which the journalist operates, and to introduce the student to community news makers and local notables in broadcast journalism.

Study Time: 4-5 hrs/week

No. of TAs: 0

Book & Mtl Costs: \$40.00

Students should come to office hours: occasionally

Use +/- grades? Yes

#### Types of Exams:

Essay: no  
Short Answer: no  
Multiple Choice: no

Class Format: Equal lecture/ discussion

#### Grading Breakdown:

30% Exams  
50% Papers/Reports/Presentations  
— % Speeches  
— % In Class Work  
10% Attendance  
10% Participation  
— % Other

# CHEMISTRY

K. Hyde

## GENERAL CHEMISTRY 2

CHE 212

CHE 212		SA 5	A 4	N 3	D 2	SD 1	Mean
COURSE	Learned a lot	16.3	51.0	20.4	6.1	6.1	3.65*
	Amt of work is reasonable	16.3	49.0	22.4	8.2	4.1	3.65*
	Intellectually challenging	32.7	57.1	8.2		2.0	4.18*
	Recommend Course	18.4	42.9	22.4	8.2	8.2	3.55*
	Overall Grade	A(4) 30.6	B(3) 38.8	C(2) 16.3	D(1) 10.2	E(0) 4.1	B*
PROFESSOR	K. Hyde	SA 5	A 4	N 3	D 2	SD 1	
	Motivating Methods	18.8	41.7	27.1	6.3	6.3	3.60
	Available & Helpful	25.0	54.2	18.8		2.1	4.00*
	Fair Treatment	39.6	49.9	6.3	6.3		4.21
	Overall Grade	A(4) 41.7	B(3) 37.5	C(2) 14.8	D(1) 4.2	E(0) 2.1	B

SA=Strongly Agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree \* = See Student Differences



Study Time: 9-12 hrs/week

No. of TAs: 1.5

Book & Mtl Costs: \$100.00

Students should come to office hours: Occasionally

Use +/- grades? Yes

#### Types of Exams:

Essay: no  
Short Answer: yes  
Multiple Choice: yes

Class Format: Mostly lecture/some discussion

#### Grading Breakdown:

56% Exams  
22% Weekly Lab Reports  
— % Presentations  
— % Speeches  
— % In Class Work  
— % Attendance  
— % Participation  
22% Other: Weekly quizzes

### PROFESSOR'S STATEMENT

#### COURSE DESCRIPTION

This course is the second semester of a two semester sequence for science majors. It has both qualitative and quantitative aspects. Good math skills through basic algebra are required. There are weekly text problem assignments, quizzes, and laboratory reports. The final exam is comprehensive of both semesters of the course. The objectives of this course are to extend the basic principles and tools of chemistry developed during the first semester and to specific areas of chemistry. These include, but are not limited to, chemical kinetics, chemical equilibrium, chemical thermodynamics and electrochemistry.

I feel that Dr. Hyde is an adequate professor in chemistry. He is very helpful and always concerned about helping his students be successful. However, sometimes, actually quite often, I had trouble reading his handwriting.

ENROLLED: 56  
PARTICIPATED: 49

### STUDENT DIFFERENCES:

Class Level: The Sophomores felt 1) they learned the most, 2) the work was most appropriate, 3) the course was most challenging, 4) they would recommend the course most highly, 5) the course deserved the highest grade, and 6) the professor was most available and helpful. The Juniors reported the lowest ratings for each of these issues with the Freshmen falling in between.

Study Time: The fewer the number of hours that students devoted to homework (range: 0-12), the more they found the work appropriate and challenging, with the single exception of those who studied more than 12 hours. Their ratings fell in the middle.

Reason for Taking Class: [no differences]

The course is challenging and interesting at the same time. The professor shows great interest in the subject and promotes studying outside of class.

- CA YOU T #2

MEMO:

To: Josh Nelson, Chair, Faculty Senate  
Faculty Senate Executive Committee  
Faculty Senators

From: Faculty Senate Academic Affairs Committee  
Susan Donahoe, Chair

Date: January 10, 2001

**Motion # 1 Documentation of Changes to the Central Washington University (CWU) Policy Manual**

The Academic Affairs Committee of the Faculty Senate respectfully reports on the need for a policy to be consistent throughout all sections of the policies of our university. For example, in the quotation of the policy 2-2.43 below, there is a notation that the policy was last revised by the President's Cabinet in January, 1994. Some sections have been changed as evidenced by comparing current copies to earlier dated copies with no notation of who made the changes and when they were made. According to the Faculty Code section 1.20, revisions in it after September 1, 1984 "shall be dated, following the appropriate section, to indicate the date of action taken by the Board of Trustees." We are requesting that this be expanded to all parts of the CWU Policy Manual.

**Motion # 2 Rationale and Restatement of the Use and Management of Media Equipment**

The Academic Affairs Committee of the Faculty Senate respectfully reports on the policy 2-2.43 of the CWU Policy Manual.

The Academic Affairs Committee became aware of a few issues and problems related to the use and management of media equipment on campus. This committee has directed me to make a report and recommendation of the policy. We request that the Faculty Senate adopt the recommended changes to the policy.

The policy as it exists in the CWU Policy Manual today:

**2-2.43 Use and Management of Media Equipment (President's Cabinet; 1/94)**

2-2.43.1 Media equipment purchased with Library/Instructional Media Center (IMC) or academic department funds will be inventoried by IMC and made available for checkout and instructional use by academic departments. The Conference Center, Scheduling Center and SUB will be responsible for the purchase, inventory and maintenance schedule of their media equipment.

2-2.43.2 In consultation with the academic departments, the IMC and the faculty, the Media Equipment Use Committee will ascertain the on-going media equipment needs of each academic department to ensure that the necessary media equipment is available. This will occur towards the end of each academic year and will be done in collaboration with the Provost's Office. A new list of equipment will be presented to the university administration for its review and funding consideration. Equipment found unneeded will be retrieved and redistributed in accordance with the identified needs of other academic departments.

2-2.43.3 Department Chairs will contact the IMC Department to request maintenance service or to request changes in their assigned equipment.

2-2.43.4 Campus delivery and pickup of media equipment will be handled as follows:

- a. IMC will provide delivery and pickup service for all media equipment included on its inventory.
- b. The Conference Center, Scheduling Center and SUB will provide delivery and pickup service for all media equipment included on their inventories.

2-2.43.5 For purposes of this policy media equipment includes:

- a. Projectors (opaque, overhead including peripherals, slide, film [8mm/16mm], and video)
- b. Cameras (film and video including camcorders)
- c. Audio Equipment and Systems
- d. RF/Video/Monitors
- e. Video Players/Recorders including Videodisk
- f. Miscellaneous Media Equipment

2-2.43.6 Electronic Maintenance Services (EMS) will provide all repair and maintenance on media equipment. (Any charges for these services will be in accordance with its internal operating policies and procedures.) Users will be encouraged to perform minor cleaning (for example: lens dusting, bulb replacement) of equipment on loan.

2-2.43.7 Set-up and operation of audio systems which serve academic and administrative operations will be the responsibility of the IMC. In addition, the IMC will provide technical and operational media support to the SUB, Scheduling Center and Conference Center on an as needed/requested basis. All such requests should be coordinated through the Scheduling Center, which determines whether reimbursement of costs to IMC is required.

The Rationale for the Proposed Changes:

The policy as it exists is not consistent with what exists in practice. This policy was last updated 1/94, yet many changes have been made on campus. The Instructional Media Center (IMC) was changed to the Center for Learning Technologies (CLT) and now has been restructured and changed to Academic Computing (AC). There are some minor word changes and additions in the policy revision to make it accurate and consistent.

The changes in the restatement of the policy do not address the full spectrum of issues relating to this topic but are intended to begin the process and lead to future changes.

### **Proposed Changes to Policy 2-2.43:**

The proposed changes suggested are made in parentheses with additions in **bold underlined** and deletions in *italics*.

2-2.43 Use and Management of Media Equipment ( **and Technology** ) (*President's Cabinet; 1/94* **to be changed appropriately with Board of Trustee Motion # and date**)

2-2.43.1 Media Equipment ( **and Technology** ) purchased with (*Library/Instructional Media Center (IMC)* **Academic Computing (AC)**) or academic department funds will be inventoried by the (*IMC* **university inventory managers**) and made available for checkout and instructional use by academic departments. The Conference Center, Scheduling Center and SUB will be responsible for the purchase, inventory and maintenance schedule of their media equipment (**and technology**).

2-2.43.2 In consultation with the academic departments, the (*IMC* **AC**) and the faculty, the Media Equipment (**and Technology**) Use Committee will ascertain the on-going media equipment needs of each academic department to ensure that the necessary media equipment is available. This will occur towards the end of each academic year and will be done in collaboration with the Provost's Office. A new list of equipment will be presented to the university administration for its review and funding consideration. Equipment found unneeded will be retrieved and redistributed in accordance with the identified needs of other academic departments.

2-2.43.3 Department Chairs will contact (*the IMC Department* **AC**) to request maintenance service or to request changes in their assigned equipment.

2-2.43.4 Campus delivery and pickup of media equipment will be handled as follows:

- a. (*IMC* **Library, Media Circulation**) will provide delivery and pickup service for all media equipment included on its inventory.
- b. The Conference Center, Scheduling Center and SUB will provide delivery and pickup service for all media equipment included on their inventories.

2-2.43.5 For purposes of this policy media equipment (**and technology**) includes:

- a. Projectors (opaque, overhead including peripherals, slide, film [8mm/16mm], and video)
- b. Cameras (film and video including camcorders)
- c. Audio Equipment and Systems
- d. RF/Video/Monitors
- e. Video Players/Recorders including Videodisk

**(f. Computing equipment and software for classroom use)**

**(g. f.) Miscellaneous (Media Equipment **media equipment and technology**)**

2-2.43.6 (*Electronic Maintenance Services (EMS) will*) **Media Engineering and Technical Support (METS) will coordinate with Computing and Telecommunication Services (CTS) to** provide all repair and maintenance on media equipment. (Any charges for these services will be in accordance with its internal operating policies and procedures.) Users will be encouraged to perform minor cleaning (for example: lens dusting, bulb replacement) of equipment on loan.

2-2.43.7 Set-up and operation of audio systems which serve academic and administrative operations will be the responsibility of the (**IMC Academic Computing (AC) and Library, Media Circulation**). In addition, the (**IMC Academic Computing (AC) and Library, Media Circulation**) will provide technical and operational media support to the SUB, Scheduling Center and Conference Center on an as needed/requested basis. All such requests should be coordinated through the Scheduling Center, which determines whether reimbursement of costs to (**IMC Academic Computing (AC) and Library, Media Circulation**) is required.

2-2.43.5 For purposes of this policy media equipment (**and technology**) includes:

- a. Projectors (opaque, overhead including peripherals, slide, film [8mm/16mm], and video)
- b. Cameras (film and video including camcorders)
- c. Audio Equipment and Systems
- d. RF/Video/Monitors
- e. Video Players/Recorders including Videodisk

**(f. Computing equipment and software for classroom use)**

*(g. f. Miscellaneous Media Equipment* **Other media equipment and technology**)

2-2.43.6 (*Electronic Maintenance Services (EMS) will*) **Media Engineering and Technical Support (METS) will coordinate with Computing and Telecommunication Services (CTS) to** provide all repair and maintenance on media equipment. (Any charges for these services will be in accordance with its internal operating policies and procedures.) Users will be encouraged to perform minor cleaning (for example: lens dusting, bulb replacement) of equipment on loan.

2-2.43.7 Set-up and operation of audio systems which serve academic and administrative operations will be the responsibility of the (*IMC* **Library, Media Circulation**). In addition, the (*IMC* **Library, Media Circulation**) will provide technical and operational media support to the SUB, Scheduling Center and Conference Center on an as needed/requested basis. All such requests should be coordinated through the Scheduling Center, which determines whether reimbursement of costs to (*IMC* **Library, Media Circulation**) is required.

Corrected copy of Proposed Changes to Policy 2-2.43:

The proposed changes suggested are made in parentheses with additions in bold underlined and deletions in *italics*.

2-2.43 Use and Management of Media Equipment and Technology (*Motionxxx BOT1/01*)

2-2.43.1 Media Equipment and Technology purchased with Academic Computing (AC) or academic department funds will be inventoried by the university inventory managers and made available for checkout and instructional use by academic departments. The Conference Center, Scheduling Center and SUB will be responsible for the purchase, inventory and maintenance schedule of their media equipment and technology.

2-2.43.2 In consultation with the academic departments, the AC and the faculty, the Media Equipment and Technology Use Committee will ascertain the on-going media equipment needs of each academic department to ensure that the necessary media equipment is available. This will occur towards the end of each academic year and will be done in collaboration with the Provost's Office. A new list of equipment will be presented to the university administration for its review and funding consideration. Equipment found unneeded will be retrieved and redistributed in accordance with the identified needs of other academic departments.

2-2.43.3 Department Chairs will contact AC to request maintenance service or to request changes in their assigned equipment.

2-2.43.4 Campus delivery and pickup of media equipment will be handled as follows:

- a. Library, Media Circulation will provide delivery and pickup service for all media equipment included on its inventory.
- b. The Conference Center, Scheduling Center and SUB will provide delivery and pickup service for all media equipment included on their inventories.

2-2.43.5 For purposes of this policy media equipment and technology includes:

- a. Projectors (opaque, overhead including peripherals, slide, film [8mm/16mm], and video)
- b. Cameras (film and video including camcorders)
- c. Audio Equipment and Systems
- d. RF/Video/Monitors
- e. Video Players/Recorders including Videodisk
- f. Computing equipment and software for classroom use
- g. Other media equipment and technology

2-2.43.6 Media Engineering and Technical Support (METS) will coordinate with Computing and Telecommunication Services (CTS) to provide all repair and maintenance on media equipment. (Any charges for these services will be in accordance with its internal operating policies and procedures.) Users will be encouraged to perform minor cleaning (for example: lens dusting, bulb replacement) of equipment on loan.

2-2.43.7 Set-up and operation of audio systems which serve academic and administrative operations will be the responsibility of the Academic Computing (AC) and Library, Media Circulation. In addition, the Academic Computing (AC) and Library, Media Circulation will provide technical and operational media support to the SUB, Scheduling Center and Conference Center on an as needed/requested basis. All such requests should be coordinated through the Scheduling Center, which determines whether reimbursement of costs to Academic Computing (AC) and Library, Media Circulation is required.

### **Further Background and Considerations.**

Our committee searched the committee named in the policy, the Media Equipment Use Committee, in other sections of the University Policy Manual. We found no other mention of the committee throughout the policy. We invited guests such as Bill Craig and David Kaufman to provide information and help define a policy consistent with the actual procedures. Both guests independently suggest there was a need for the committee, but it had not been active for years.



We recommend that the Faculty Senate investigate reviving this existing committee. The Faculty Senate will specify where else the committee should be listed in other parts of the University Policy Manual such as university committees listed with descriptions and membership requirements in section 2.1 of the University Policy Manual on our website ([cwu.edu/-pres/policies/part 2](http://cwu.edu/-pres/policies/part%202)).

Issues identified by our committee not addressed in the recommended changes to the policy include but are not limited to:

1. Conduct a university-wide needs assessment.
2. Standards of technology for equal support of all faculty.
3. "Computer compression."
4. Questions of whose budget purchased the technology and the rights of use of all state property.
5. If a department is housed in a building, it has first choice of the rooms and equipment in that building? (Section 2-2.17.3)
6. If faculty are assigned to a building, they may use equipment from a department housed in that building on a good will basis?
7. If faculty members are assigned to a building, they may use equipment purchased by a department housed in that building depending on good will?
8. Equity of off-campus faculty equipment access. The off-campus sites may have to create a separate needs assessment and policy statement.

Williams statement:

Issues not addressed:

1. The argument based on what other institutions have done is a weak argument. Central has accommodated students through the individualized studies major. Insufficient reason to support the motion.
2. An argument for is a large percentage of students find themselves working in career areas which differ significantly from their college major. Therefore we should be less concerned with the content of their major and more supportive of the value of the experience associated with completing 180 credits at a university. However, this argument fails to acknowledge the significant change that in that experience when we fail to require specializations within a field. It is foolish to assume that what allows students to work within a given field is based exclusively on their college courses. The college education obviously does consist of specialized content, but it is the process of its specialization that provides us with the skills to train ourselves to become specialists in other areas later. This major fails to require the acquisition of these skills. The requisite steps to completing a major in biology English or the individualized study major includes things such as acquiring prerequisite knowledge before embarking upon core content. Identifying and completing sequential foundations learning the basics of a field in a particular order. Identifying and constructing and mastering a technical vocabulary within a particular discipline, struggling with and mastering the most technical aspects of a given field. Learning to consider and appreciate the divergent from within a field. Learning to communicate in the standard language and format of a discipline. Understanding some fields do have a core knowledge common to most members of the discipline identifying what that knowledge is so that we can acquire it. Will not receive the skills of process that we rely on. It is a mistake to argue that because students ultimately find work outside their major field that we should allow them to abandon the process of specialization. This process of specializing and not the specific content that may be responsible for their career success in other fields later in life. This major fails to ensure the acquisition of those skills.
3. The proposal appears to suggest that students will declare and establish a program of study prior to its completion. There is not a specific requirement that they do so. It would appear that students that have completed 178 credits could in theory declare a generalized study major right a plan and justification, post hoc, and graduate after completing two additional credits. There is nothing about this plan that would ensure a 4-year college experience that would remotely resemble the experiences of any student completing a traditional or individualized study major. It would appear to cater primarily to the legislatures expectation of graduating students in four years. Regardless of the quality of that education. It would honestly break my heart to see my own psychology students who successfully struggled with and completed the requirements of the psychology program to walk across the graduation stage after a student who had not declared a major until eleven weeks prior to graduation and who is a specialist of nothing.
4. The logic that underlies the proposal stands in stark contrast with the evolving mission of this institution to become one of the outstanding premier educational institutions of the pacific northwest. If we are to aspire to a lofty reputation within the academic community we should be prepared to the quality of the education earned at CWU. Approving this proposed major would be a step backward not a step forward. A generalized study major as currently written fails to meet the same educational and process standards of all other majors on this campus.

Li

The good that will come of this major overcomes the bad. It will help recruit and retain students.

Braunstein

Faculty have a responsibility to determine what an appropriate program is and having programs approved in the recent past I all the checks and balances that go into that including consultation with professional societies in the area of the disciplines, among all the faculty in the department, presentation to the curriculum committee, presentation to this body etc. Within the proposal as it is written, there are no checks and balances on the types of programs that will be put together. Student consultation with a single faculty member. A very major concern.

How and why with more pro-active advisement can we not use the existing individualized studies majors? Could not answer the question. If we have a degree of this nature we won't have to go through the individual studies process, each one on an individual basis.

One thing this proposal does is emphasize the interdisciplinary thinking necessary for an effective education. Concerned also with one person as an advisor with no checks and balances. The individualized studies major that currently exists has considerably more over-site.

Daughter graduated with this degree and went on to use in obtaining her graduate degree. Can better prepare themselves for this course work. Most graduate programs do not require a specific degree. If we are student-centered comprehensive university the more choices for the more diverse student the better. If we have very careful planning students can end up with something that is suited to them individually and we can still have the quality control that we did when we have an already established major. To assume that the majors and minors in our catalog are the only ones we need is inappropriate in today's world.