

5-15-1996

## CWU Faculty Senate Minutes - 05/15/1996

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Presiding Officer: Hugh Spall  
 Recording Secretary: Marsha Brandt

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

### ROLL CALL

Senators: All Senators or their Alternates were present except Hackenberger, Myers, Starbuck, and Weyandt  
 Visitors: Clara Richardson, Beverly Heckart, Peter Burkholder, Michael Chinn, Carolyn Wells, Gerald Stacy, Robert Jacobs, Desi Gaines, Jim Cadello, Kelton Knight, Dan Ramsdell, Michael Launius, Amy Peterson, Barry Donahue, John B.....

### CHANGES TO AGENDA

#### APPROVAL OF MINUTES

\***MOTION NO. 3069** Ken Gamon moved and Luetta Monson seconded a motion to approve the minutes of the April 24, 1996, Faculty Senate meeting as changed: page 1, Chair's Report: Motion #3066: Sid Nesselroad ~~Morris Uebelacker~~ moved...to express its appreciation of the contribution of Sue Tirota....  
 Motion passed.

### COMMUNICATIONS

#### REPORTS

##### 1. CHAIR

\***MOTION 3070**: Bobby Cummings moved and Ken Gamon seconded a motion to approve the membership of the 1996-97 Faculty Grievance Committee, as follows:

Reports to: President

Purpose: Resolve, by informal means, specific grievances, disputes or conflicts of faculty members and recommends action to the President. (Members appointed by the Faculty Senate Executive Committee and ratified by the Faculty Senate.)

Membership: 6 faculty (3 regular members and 3 alternates)

##### REGULAR MEMBERS:

James R. Brown, Jr., faculty (Political Science) (3 yrs)

Nancy Jurenka, faculty (Teacher Ed) (2 yrs)

Patrick O'Shaughnessy, faculty (Accounting) (1 yr)

##### ALTERNATE MEMBERS:

Stephen Schepman, faculty (Psychology) (3 yrs)

Catherine Bertelson, faculty (BEAM) (2 yrs)

Corwin King, faculty (Communication) (1 yr)

Motion passed.

-Jim Haskett has some money for designing a web page template for the university.

-On Wednesday and Thursday, May 22 (Spokane) & 23 (Seattle), 1996, there will be a public hearing by the HEC Board and members of the Student Financial Aid Committee on preliminary recommendations for student financial aid policy.

##### 2. PRESIDENT

-President Nelson distributed a general description of Central's proposed budget for 1997. The handouts represented various scenarios at looking at Central's budget and interpreting the revenue. It was pointed out the enrollment history is "flat." Handouts included internal allocation figures, provost allocations to the various departments (both supplemental and regular appropriations), enrollment support allocations (showing how the FTE enrollment goal of 256 will augment the supplemental budget), and operating budget instructions.

##### 3. ACADEMIC AFFAIRS COMMITTEE

No Report

##### 4. BUDGET COMMITTEE

No Report

5. CODE COMMITTEE

MOTION #3071: Beverly Heckart moved approval of the changes to the Faculty Code of Personnel Policy and Procedure, as follows:

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**I. ISSUE OF APPOINTMENTS**


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**APPOINTMENTS – ACADEMIC RANK AND DESIGNATIONS**4.30 Academic Rank - Minimum Qualifications

- B. The following are regarded as the minimum qualifications for rank and it is recognized that at any given time, a significant number of faculty members will qualify for promotion according to these minimal standards. Evaluation of professional academic experience shall be at the discretion of the provost and vice president for academic affairs, and shall be inserted in the faculty member's original contract with the university, subject to the grievance procedures of this code [BT Motion 6330, 6/15/90]:

*Rationale: Many faculty members complain that inconsistency has arisen among the members of the faculty concerning the academic experience needed for tenure and promotion. It is the hope of the Code Committee that some consistency of treatment will eventually arise if the evaluation of academic experience occurs in the original contract.*

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**II. PHASED RETIREE PARTICIPATION**


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2.20 Rights of Faculty

- A. All faculty, as defined in Section 2.10 of this Faculty Code, shall be eligible to vote in faculty meetings and in all university faculty elections and faculty-wide votes conducted by the Faculty Senate. Part-time faculty (not included in Section 2.10), phased retirees, and student representatives may be consulted, but shall not vote, on departmental matters [BT Motion 94-27, 6/10/94]

5.30 Tenure - Procedure for Granting

- A. Each faculty member with tenure, except phased retirees, may submit a written statement of recommendation.  
 B. The department may submit a departmental recommendation in writing using whatever committee procedures it desires while limiting committee membership to tenured faculty. Phased retirees shall not serve on the tenure committee. [BT Motion 94-27, 6/10/94]  
 D. Each school may establish a Personnel Committee to act in an advisory capacity to the dean. Members of the Personnel Committee shall not advise on the tenure of probationers from their own departments. Alternates shall be appointed at the same time as regular members to such Personnel Committees in order to substitute for regular members as needed. Phased retirees shall not serve as regular members or as alternates on such committees. [BT Motion 95-26, 6/9/95]

8.70C. Promotion in Rank - Schedule and Procedure

3. It is the responsibility of faculty members to update each year their Professional Records (Section 8.65D). Individual tenured and tenure-track faculty members, excepting phased retirees, shall be entitled to submit recommendations to their dean concerning candidates for promotion. The Personnel Committee of the department or the department as a whole may prepare a priority list of recommendations for promotion to the dean. The department chair shall submit an independent priority list of recommendations for promotion to the dean. The department chair will inform qualified faculty members of their placement on the chair's priority list, of the priority ranking of the Personnel Committee whenever relevant, prior to the transmission of the list(s) to the appropriate administrator.  
 4. The dean will receive the statements of the candidates, the recommendations from individual tenured and tenure-track faculty members, excepting phased retirees, the Personnel Committee recommendations, and the recommendations of the department chair...

8.75B. Merit - Procedure

2. After departmental review by tenured and tenure-track faculty, excepting phased retirees, the list of those recommended for merit will be transmitted to the dean. [BT Motion 94-27, 6/10/94]

*Rationale: Currently the provisions of the Faculty Code, Section 2.10.B., imply that phased retirees shall not participate formally in the personnel and other decisions of departments. The Code, Section 2.20A., specifically allows for them a consultative role. These proposed changes seek to clarify certain ambiguities that currently exist in the Code.*

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### III. TENURE/PROMOTION

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#### REAPPOINTMENTS, TENURE, NONREAPPOINTMENT OF FACULTY

##### 5.20 Tenure - Eligibility

- A. Only ranked faculty members on tenure track as listed in Section 4.20 of the Faculty Code are eligible for tenure. Normally, faculty members with academic rank whose duties are entirely administrative or combine both administrative and part-time teaching responsibilities are eligible for tenure only in their capacities as teaching faculty members and upon recommendation of the department or program in which they hold rank. The tenure of a faculty member who holds an administrative position extends only to the academic rank held jointly with such administrative position.
- C. Faculty members with rank on tenure track ~~full-time institutional assignments~~ at other ~~locations~~ centers of the university shall accrue tenure eligibility in accordance with the provisions of this code as if they were employed on the main campus of the university in Ellensburg.

*Rationale:* *Since some non-tenure track faculty have been awarded rank, the Code Committee wished to make explicit that only tenure-track faculty accrue tenure eligibility.*

##### 5.25 Acquisition of Tenure - Probationary Periods [BT Motion 6023, 9/29/86]

- F. Each year department chairs shall meet with every probationary faculty member individually before recommendations for reappointments are submitted to the dean. In this meeting the chair will review the probationers' records and the evaluations of the probationers' performance submitted by the tenured and tenure-track faculty of the department. In order to promote consistency, departments shall devise written criteria and procedures for evaluating probationary faculty for the award of tenure. (See Section 5.10 for the annual responsibilities of departmental faculty for evaluation probationers.) [BT Motion 6156, 6/17/88] [BT Motion 95-26, 6/9/95]

*Rationale:* Department chairs brought to the attention of the Code Committee that fact that Code Section 5.25C. was inconsistent with Code Section 5.10. The Code Committee proposed to eliminate this inconsistency with the above change.

##### 8.70C. Promotions in Rank - Criteria

Promotions in academic rank shall be determined annually according to the following procedure:

- Promotion in rank will be made according to the criteria listed in this code, except that faculty members normally ~~will not become eligible for promotion until three years after appointment to their current ranks~~ cannot be promoted before completing three (3) years of service in their current rank. Thus consideration for promotion can occur in the third and subsequent years of service in the current rank. Three years in a current rank does not guarantee promotion. Primary responsibility for promotion rests with the schools, colleges, library and appropriate deans. [BT Motion 95-26, 6/9/95]

*Rationale:* *This year the deans experienced some confusion regarding the interpretation of the change in this section made last year. Therefore, with the proposed change, the Code Committee has tried to make its intention absolutely clear.*

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### IV. HOUSEKEEPING

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##### 8.85 Ad Hoc Personnel Committees - Joint Appointments and Assignments [BT Motion 6330, 6/15/90] [BT Motion 94-27, 6/10/94]

Ad hoc personnel committees shall be appointed at the request of the faculty member to assist the provost/ vice president for academic affairs in judging faculty members who have joint assignments outside their respective departments, and for those faculty members, usually called directors, who administrate academic centers or services ~~(e.g., Academic Advising, Safety Education, Academic Skills and Extended Degree Centers)~~. Each ad hoc committee will consist of five (5) tenured or tenure-track members of the faculty appointed by the provost/vice president for academic affairs.

*Rationale:* *Essentially, this proposed change is a housekeeping measure designed to bring the Code up to date with structural changes that have already occurred within the university.*

#### DELETE SECTION

##### 8.95 Departmental Criteria for Promotions, Tenure, Salaries and Reappointments

~~Academic departments may wish to use criteria for promotion, tenure, salary and reappointment considerations that vary slightly from the provisions of this code but fit more exactly the needs of specific disciplines. Such criteria may be proposed by departments for approval by the Faculty Senate, the appropriate dean, the provost and vice president for academic affairs, and the president. All such criteria must supplement and support the provisions of this code. Upon approval the criteria will be observed by those who recommend promotions.~~

*Rationale:* *The deans brought to the attention of the Code Committee the fact that this section is no longer needed in view of the mandate of Chapter Five of the Faculty Code that all departments devise written criteria of the award of reappointment, tenure, merit and promotion.*

\*\*\*\*\*

Code Committee Chair Heckart reported that, in making these proposals, the Code Committee held public

hearings, received and considered written responses.

Discussion ensued regarding the manner of attaining tenure. It was mentioned that a faculty member needs to be on tenure-track to proceed to tenure. Senators commented on the responsibilities of phased retirees. Chair Heckart referred to section 2 of the Code which defines phased retirees as having consultative capacity which shall not have a vote. Section 2.10.B was read. In amicable situations, there is no problem. The purpose of these changes is to cover the instances when the relationships are not amicable. This housekeeping measure makes explicit that the vote is not there.

MOTION NO. 3071 passed. (1 no)[to be submitted to the Board of trustees June 7, 1996]

6. CURRICULUM COMMITTEE

MOTION #3072 Clara Richardson moved approval of the changes to the General Education Program as follows:

**A Proposed General Education Program  
May 4, 1996**

Mission, Rationale and Student Outcomes

The general education program offers our students a liberal education, an education intended to help them become liberated, or free, persons, able to make informed and enlightened choices. We assume that a free and liberally educated person has the following:

- basic competence in reasoning and communication;
- an awareness of the wide range and variety of human knowledge, scientific, humanistic, and artistic, including an awareness of at least some of the best that the human spirit has yet achieved;
- a sense of the interconnectedness of knowledge;
- a critical awareness of the ways in which knowledge is discovered and created;
- a sense of the ways in which knowledge must and does evolve;

To these ends our general education program holds our students responsible for a high level of competency in the basic skills of reading, writing, speaking, and reasoning; it exposes them to a broad sampling of the range and variety of human knowledge and of the ways of knowing; and it attempts to instill a critical awareness of human knowledge and of its relationship to the human condition.

Course Criteria

Each general education course is expected to help our students to an informed and critical appreciation of the best and most valued creations of the human spirit. ~~Thus, each~~ Each course is expected to engage the students in two different realms of knowledge:

The first realm can be called received knowledge, the accepted, standard, and conventional knowledge of the methods and matter of the field represented by that course.

The second realm can be called critical knowledge, which results from the critical examination of the field's received knowledge. This critical examination is from two main perspectives:

- (i) the criticism of the field's received knowledge as viewed against the nature of knowledge and truth in general;
- (ii) the criticism of the field's received methods and matter as viewed against the current human experience.

Each course is expected to address the following questions concerning received and critical knowledge:

1. What are the received methods and matter of the field?  
How do practitioners in this field do their work? What skills and methods of reasoning define proficiency in this field? What skills and methods of communication are esteemed? What are the received informing principles of the field? What are some of the field's key findings? ~~What are some of the field's~~ and key works? Who are some of the field's esteemed figures?
2. What is the critical knowledge of the field?  
How was, and is, the ~~received~~ received knowledge defined, and validated, and challenged? How can the received knowledge be, or how is it being, challenged? How can this field illuminate, and be illuminated by, the current human experience, ~~particularly in matters of diversity and multiculturalism~~ in all its diversity?

Assessment of the General Education Program

1. Students will be surveyed as to how well they think their courses addressed the mission of the general education program.
2. Instructors will be surveyed as to how well they think the course addressed the mission of general education.
3. Student achievement in general education classes will be examined regularly by means of examinations.

BASIC SKILLS REQUIREMENT: All students must satisfy the following requirements in basic academic and intellectual skills:

- (a) English 101 (3) and ENG 102 (3). Students must ~~also take and pass the an-Intermediate Writing Assessment examination - Students who do not pass this examination must retake ENG 102 until they are able to do so; in order to pass ENG 102.~~
- (b) MATH 102 (3) or qualification in an appropriate examination;
- (c) either MATH 130.1, MATH 172.1, PHIL 201 (amended version), or CS 105 (Logical Basis of Computing);

- (d) one year of college or university study of a single foreign language or two years of high school study of a single foreign language;
- (e) students must either pass an examination in the fundamentals of computing prior to taking more than 60 credits at Central Washington University or take and pass one of the following classes:
- |          |                                |
|----------|--------------------------------|
| ADMG 202 | Microcomputer Applications (3) |
| BSED 316 | Education Technology (3)       |
| CS 101   | Computer Basics (4)            |
| ED 316   | Educational Technology (3)     |

**BREADTH REQUIREMENT:** Students must take a minimum of 14 credits from each of the three broad areas of the general education program.

**I. THE NATURAL SCIENCES.** The natural sciences provide basic methods for rigorously describing and comprehending the natural world. Students must take at least one course from each of the three groups, but may take more than one class from a single department. Inquiry-driven laboratory and field observations are an essential mode of teaching, learning, and practicing natural science. Students must take three courses (14 credits) outside their major department, one from each of the three groups. It may be advantageous for students to take courses from categories in the order they appear below. Students may not take more than one class from a single department.

Fundamental Materials of the Natural World Disciplines of Physical and Biological Sciences An introduction to the study of those sciences whose subject matter is the fundamental objects and forces of the physical world. those sciences that study the fundamentals of physical and life systems.

BISC 104	Fundamentals of Biology (5)
CHEM 111/111.1	Introduction to Chemistry and Lab (5)
CHEM 181/181.1	General Chemistry and Lab (5)
GEOG 145/145.1	Physical Geology and Lab (5)
PHYS 111	Introductory Physics (5)
PHYS 211	General Physics (5)

Patterns and Connections in the Natural World. An introduction to the study of those sciences that use a knowledge of fundamental materials in order to examine large and complex combinations of those materials. Those sciences that use a knowledge of basic scientific disciplines to examine large and complex physical and life systems.

ANTH 110/110.1	Introduction to Biological Anthropology and Lab (5)
BISC 385	Introduction to Evolution (5)
BOT 211	Plants in the Modern World (5)
ENST 301	Earth as an Ecosystem (5)
GEOG 107	Introduction to Physical Geography (5)
GEOG 150/145.1	Geology of National Parks and Lab (5)
GEOG 170	Volcanoes Earthquakes, and Climate Change (5)
PHYS 101	Astronomy (5)
ZOOL 270	Human Physiology (5)

Applications of Natural Science. An introduction to the study of the use of natural science toward human purposes. These courses explicitly treat social, economic, technological, ethical or other implications of natural phenomena, of human influence on natural systems, or of responsive scientific inquiry.

BISC 302	Human Ecology (5)
CHEM 101	Contemporary Chemistry (5)
ENST 302	Resources and Man (5)
FCSN 245	Basic Nutrition (5)
GEOG 380	Environmental Geology (4)
PHYS 103	Sound, Musical Sound and Musical Instruments (3)

**II. SOCIAL AND BEHAVIORAL SCIENCES.** Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Perspectives on the Cultures and Experiences of the United States. An introduction to the institutions, cultures, and traditions of the United States intended to encourage a critical and analytical understanding of how the past affects the present and the future. An introduction to the complexities of social, economic, and political processes, issues, and events in the United States intended to provide a context for informed decision-making and citizenship.

ECON 101	Economic Issues (5)
ECON 356	Government and Business (5)
ETS 101	Ethnic Awareness (4)
HIST 144	U.S. History Since 1865 (5)
POSC 210	American Politics (5)
SOC 101	Social Problems (5)

SOC 205 American Society (5)  
 WS 201 Introduction to Women Studies (3)

**Perspectives on World Cultures.** An introduction to institutions, cultures, and traditions of nations, groups, and societies outside the United States intended to encourage an understanding and appreciation of the dimensions of human diversity as well as similarities. An introduction to contemporary international and transnational issues intended to provide a broader perspective of the individual's relationship to other cultures and to common human concerns.

ANTH 130 Introduction to Cultural Anthropology (5)  
 AST 102 Introduction to Asian Studies (3)  
 ECON 102 World Economic Issues (5)  
 GEOG 101 Man's Changing Earth (5)  
 HIST 102 World Civilization: 1500-1815 (5)  
 HIST 103 World Civilization Since 1815 (5)  
 LAS 102 Introduction to Latin American Studies (5)  
 POSC 370 International Politics (5)

**Foundations of Human Adaptations and Behavior.** An introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human interaction with natural and man made environments intended to help students make informed judgments concerning broad environmental issues.

ANTH 107 General Anthropology (5)  
 ANTH 120 Introduction to Archaeology (5)  
 ENST 303 Environmental Management (5)  
 GEOG 308 Cultural Geography (5)  
 POSC 101 Introduction to Politics (5)  
 PSY 101 General Psychology (5)  
 PSY 205 Psychology of Adjustment (5)  
 SOC 107 Principles of Sociology (5)

**III. ARTS AND HUMANITIES.** Students must take at least one course from each of the three clusters. No more than one class from a single department may be counted toward this requirement.

**Literature and the humanities:**

ENG 105 The Literary Imagination: An Introduction to Literature (4)  
 ENG 328 World Literature I (4)  
 ENG 329 World Literature II (4)  
 HUM 101 Introduction to the Humanities (5)  
 HUM 102 Introduction to the Humanities (5)  
 HUM 103 Introduction to the Humanities (5)

**The aesthetic experience:**

ART 101 (5) Introduction to Art (5)  
 ART 357 (3) African and Oceanic Art (3)  
 ART 456 (4) History of Eastern Art (4)  
 MUS 101 (5) History of Jazz (5)  
 MUS 102 (5) Introduction to Music (5)  
 PE 161 (3) Cultural History of Dance (3)  
 TH 101 (3) Appreciation of Theatre (3)  
 TH 107 (4) Introduction to Theatre (4)  
 TH 382 (4) Ethnic Drama (4)

**Philosophies and cultures of the world:**

Foreign Languages 251, 252, or 253 Second year foreign language (5)  
 PHIL 101 Introduction to Philosophy (5)  
 PHIL 302 Ethics (5)  
 PHIL 310 Philosophies of India (5)  
 PHIL 352 Western Philosophy I (5)  
 PHIL 353 Western Philosophy II (5)  
 PHIL 354 Western Philosophy III (5)  
 RELS 101 Introduction to Religion (5)  
 RELS 201 Sacred Books of the World (5)

Administration of the General Education Program  
May 4, 1996

#### Committee Structure:

We believe that the General Education Committee should be restructured to provide for greater continuity. To have one third of the committee turn over every academic year as at present means starting anew every year. We propose a faculty committee of eight, whose members will serve four-year terms.

#### Assessment of the General Education Program:

1. Syllabi, outlines, and learning objectives will be collected for each general education course.
2. Students will be surveyed as to how well they think the course addressed the mission of general education.
3. Instructors will be surveyed as to how well they think the course addressed the mission of general education.
4. Student achievement in general education classes will be examined regularly by means of examinations.
5. The General Education Committee will judge the extent to which general education criteria are being satisfied and will make appropriate recommendations to the Faculty Senate.

#### Writing and Speaking Across the Curriculum:

The faculty affirms the importance of writing and speaking as essential skills and significant forms of learning. Thus guided practice in writing and speaking should be integrated into instruction across all disciplines. Competence in literacy writing is supported in the following ways:

1. The English department will offer two required writing courses, ENG 101 and 102, which provide guidance and practice in the kinds of writing required in academic settings. ~~Students who fail the Intermediate Writing Assessment will be required to retake ENG 102. Passage of an Intermediate Writing Assessment examination will be required to pass ENG 102.~~
2. Departments will be encouraged to include guided writing and/or speaking assignments in their general education classes. Classes which provide significant written and/or oral response to the assignments will be held to a maximum class size of 25. The staff of the English department's Computer Writing Center will provide assistance to faculty who wish to review and revise the syllabi of their general education classes for the clarity, appropriateness and evaluative measures included as part of writing assignments.
3. Students who require assistance with writing assignments encountered in their general education courses will be provided tutorial support by the academic skills center.
4. ~~The Office of Institutional Research and Assessment will administer departmentally approved intermediate assessments of writing to insure that students entering major programs can read and write at a level which will promote successful learning. The results of these assessments should be reported to the General Education Committee as well as to departments.~~
5. ~~Students who, based on their performance on the intermediate writing assessment or on the recommendation of a professor, require assistance with writing assignments encountered in the context of their major programs will be provided tutorial support and will repeat ENG 102.~~
4. Recognizing that the modes of inquiry and expression which characterize the writing of an area of study are an integral part of disciplinary knowledge, we recommend that the faculty of all major programs designate, as part of their end-of-major assessment, an upper division writing requirement as a means for monitoring writing competence in the major program. The requirement could be a discipline-specific writing course, a senior thesis, a series of course-embedded writing assignments, a portfolio, a professional project, or a capstone seminar in which writing is a key component, or a major course linked to a section of ENG 301.
5. Workshops on effectively integrating and evaluating writing and speaking assignments will be offered regularly by the English Department's Computer Writing Center staff.

#### Advising:

The committee believes that student advising services must be closely integrated with the general education program. At present, coordination of the academic advising program is under the jurisdiction of the Dean of Academic Services. We recommend that the Associate Director of Admissions and Advising sit *ex officio* as a non-voting member with the General Education Committee in order to coordinate advising services with the content of the general education program.

At present hundreds of waivers of general education requirements per quarter are signed in the office of the Dean of Admissions and Records. Policies for issuing these waivers should come from the General Education Committee.

#### New Classes:

Two new classes appear in the basic requirements section of our proposal:

Math 102. Mathematical Topics (3). Overview of numeration systems, modeling with algebra, role of geometry, financial matters, probability and statistics, and other selected topics.

The committee felt very strongly that all students should be required to have some knowledge of college level mathematics. The mathematics department has devised this class to meet that requirement. Under our proposal students who are able to pass a suitable examination will not be required to take this course.



CS 105. The Logic of Computing (3). Problem solving; algorithm development; complexity; computability. Representation of algorithms as computer programs: data; decision and control; inherent sources of error.

This class is added to strengthen the formal reasoning component of the basic requirements.

**Revised Classes:**

Several existing classes have been or are being revised by departments to assure their suitability for the general education program: PHIL 201. Introduction to Logic (5). This class will offer greater emphasis on formal syllogistic and symbolic logic. The general critical thinking aspects of the existing PHIL 201 are being moved to a new class, PHIL 202.

HUM 101, 102, 103 Introduction to Humanities. Class descriptions are being rewritten to reflect the actual content of these courses.

Other departments are considering reducing three and four-hundred level classes which are part of the general education proposal to the one or two hundred level. Art, Geography, Philosophy, Economics, Theatre Arts, and Political Science have either put these changes in train or are actively considering them.

**The Computer Proficiency Requirement:**

The committee is of opinion that students should have to demonstrate some skill at operating computers. Such skills may be acquired in many ways. Students will be asked to pass a simple computer literacy examination or to ~~offer~~ complete one of the following classes:

ADMG 202	Microcomputer Applications (3)
BSED 316	Education Technology (3)
CS 101	Computer Basics (4)
ED 316	Educational Technology (3)

The examination is described in Appendix A.

**Staffing Impacts of the Proposed General Education Program:**

A major concern for the University as well as for individual departments is the impact of this proposal on staffing and course offerings. Once the proposal had clearly taken shape, the Committee undertook a study in an attempt to determine the probable effects of replacing the existing program with this proposal. A summary of the results of this study is presented below. Those interested in more information are encouraged to contact the Committee.

Many courses in the existing general education program have not been included in this proposal. These include 54 Physical Education activities courses and 62 other academic courses. Thirteen courses would be added to the program under this proposal, although only two of these are newly created courses.

It is impossible to account for every effect which could ensue from the implementation of this proposal. However, the Committee feels that only very minor reallocations of resources will be required and that most of these will be within departments. That is, departments may have to adjust staffing from one course to another, but (with one exception) departments will not lose faculty.

In order to ascertain the impact of this proposal, the Committee began by studying the current program. It was necessary to develop an approximation of the number of students taking courses in each of the present sections of the program to determine if enough sections of classes would be present in the new program to meet student demand. From this information it was determined that approximately 1000 students would need to be accommodated in each of the nine subsections of the Breadth portion of the proposal and that a like number would be needed in each of the English composition courses, Math 102, and the Reasoning component of the Basic portion.

The expected impact in each of the sections of the general education program is given below, followed by a brief discussion of the impact on individual departments.

**Basic Skills:**

ENG 101. The current demand will continue.

ENG 102. There will be an increase in the number of sections offered in line with the number of students who fail the writing proficiency exam.

MATH 102. A new course which will require staffing. Part of this will be offset by the staff released from the reasoning requirement reduction in MATH 130.

CS 105. A new course which will require staffing.

MATH 130. There will be a reduction by 1/6 in required staffing due to the addition of CS 105 as an option.

PHIL 201. There will be a reduction by 1/6 in required staffing due to the addition of CS 105 as an option.

**FOREIGN LANGUAGE.** The current demand will continue.

**The Natural Sciences:**

~~Fundamental Materials of the Natural World~~ **Disciplines of Physical and Biological Sciences.** There will be approximately 400 excess student slots available in the courses in this section. If four fewer sections of BISC 104 are offered and two fewer sections of GEOL 145 are offered, this surplus will be eliminated.

**Patterns and Connections in the Natural World.** The courses in this section are sufficient to meet the current demand. The added course GEOL 170 may require two additional sections.

**Applications of Natural Science.** Approximately 500 more students need to be accommodated in this section. If four sections of BISC 104 are eliminated from "Fundamental Materials-Disciplines" and replaced by four sections of BISC 302, and if one or two new courses are offered, this section will meet the current demand.

**Social and Behavioral Sciences:**

**Perspective on the Cultures and Experiences of the United States.** The courses in this section are sufficient to meet the current demand.

**Perspectives on World Cultures.** The courses in this section are sufficient to meet the current demand.

**Foundations of Human Adaptations and Behavior.** The courses in this section are sufficient to meet the current demand.

**Arts and Humanities:**

**Literature and the Humanities.** The courses in this section are sufficient to meet the current demand.

**The Aesthetic Experience.** The courses in this section are sufficient to meet the current demand.

**Philosophies and Cultures of the World.** The courses in this section will probably need to be enhanced by places for 100 to 200 new students. A small portion of this will probably be made available by expanded enrollments in existing 2xx Foreign Language sections. The remainder will need to come from expanded offerings by Philosophy.

**Departmental Impact**

As stated above, most departments should experience little or no alteration in their current staffing requirements. Those departments which may be called upon to make more substantial adjustments are listed below with a brief explanation of the required changes.

**BIOLOGY.** The Fundamental Materials of the Natural World section of the Natural Sciences will likely provide more places for students than will be necessary. BISC 104 is the highest enrollment course in this section. Therefore, Biology could reduce its offering of BISC 104 by four sections. Biology could then use this staffing to add four sections of BISC 302 in the Applications of Natural Science section of the Natural Sciences, as this section requires additional places for students.

**COMPUTER SCIENCE.** Nine sections of the new course CS 105 will be needed for the Reasoning section of Basic Skills. Thus, Computer Science will require 1.0 FTE.

**ENGLISH.** The elimination of ENG 301 will save about 36 sections per year of this course. (ENG 301 is counted as a 4 credit course for load purposes.) This will result in approximately 144 fewer load points required for English. However, ENG 102 enrollments can be expected to increase as those who do not pass the writing competency test are forced to retake this course. At a 33% failure rate, about 15 new sections of ENG 102 would be required, for a gain of 60 load points. Thus, English can expect a loss of approximately 84 load points, or 2.3 FTE.

**GEOLOGY.** The Fundamental Materials of the World section of the Natural Sciences will likely provide more places for students than will be necessary. GEOL 145 is the second highest enrollment course in this section. Geology could offer two fewer sections of this course. To compensate, Geology could offer two additional sections of the course GEOL 170 which is new to general education and will appear in the Patterns and Connections in the Natural World section of the Natural Sciences. Therefore, there will be no net change in Geology staffing.

**MATHEMATICS.** Four fewer sections of MATH 130 will be required because there will be three departments offering courses in the Reasoning section of Basic Skills instead of two. This will make 20 load points available. However, Mathematics will require 20 to 25 sections per year to staff the new 3 credit MATH 102 Basic Skills requirement. This will require approximately 70 load points. The net result will be a need to staff roughly 50 load points. Thus, Mathematics will require 1.5 FTE new faculty.

**PHILOSOPHY.** Four fewer sections of PHIL 201 will be required because there will be three departments offering courses in the Reasoning section of Basic Skills instead of two. However, Philosophy will need to accommodate up to 200 new students in the Philosophies and Cultures of the World section of the Arts and Humanities. This will require four sections. Therefore, Philosophy will need to adjust its offerings, but should not be affected with respect to staffing.

**OTHER DEPARTMENTS.** Changes in offerings to other departments should be more obvious and have less impact than those listed above.

**Appendix A**

Computer Literacy Qualification Examination

To qualify, a student must be able to:

Computer Literacy Qualification Examination

To qualify, a student must be able to:

1. Identify and explain the function of the basic components of a computer
2. Explain the difference between software and hardware.
3. Perform the basic operating system functions:
  - a. Format a disk.
  - b. Copy files to and from a floppy disk.
  - c. Create directories in a logical fashion.
  - d. Delete files.
  - e. Print a file.
4. Perform basic spreadsheet operations:
  - a. Create a spreadsheet.
  - b. Add labels.
  - c. Simple functions using arithmetic operators.
  - d. Generate graphs.
5. Perform basic word processing operations:
  - a. Create a document.
  - b. Select fonts.
  - c. Set margins
  - d. Activate the spelling checker.
  - e. Print a document.
6. Access the library's on-line catalog.
7. Perform basic Internet operations:
  - a. E-mail
    - i. Send a message.
    - ii. Send a file.
    - iii. Read a message.
    - iv. Extract and save a message as a file.
  - b. Discussion lists
    - i. Join a list.
    - ii. Communicate with a list.
  - c. Read a Usenet article.
  - d. World Wide Web
    - i. Understand the form of Uniform Resource Locators
      1. http
      2. ftp
      3. telnet

Robert Jacobs, Chair of the General Education Committee, announced that the motion differed slightly from that which was discussed at the May 15, 1996, meeting. In particular the natural science requirement was amended somewhat and is now unanimously accepted by the chairs of the natural science departments. The matter of the assessment of English 102 and the writing requirement was settled between the Committee and the English Department and the amendment which was put before the Senate on May 15, 1996, has been withdrawn. Three further amendments are suggested: One from the English Department to substitute English 247, Multicultural Literature, for English 328 and 329. The General Education Committee agreed entirely with that. Another amendment is recommended by the Foreign Language Department to add to the section on Philosophies and Cultures of the World rather than 200-level courses only but also to use 100-level language courses. The General Education Committee considered that matter twice during this academic year and is opposed to that motion unanimously. The last amendment is put forward by the Physical Education Department and is to add HED 101. It is suggested that it be part of the central behavioral science section. Chair Jacobs felt it should be in the basic requirements. Either way the General Education Committee is opposed unanimously to adding the class.

Clara Richardson, Chair of the Curriculum Committee advised that the Curriculum Committee had agreed to the English Department amendment.

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\*MOTION AMENDMENT 307<sup>2</sup>A Dieter Romboy moved and Ken Gamon seconded a motion to amend MOTION NO. 307<sup>2</sup>A as follows: "Students may take either a first-year (151, 152 or 153) foreign language class in a language different than the one used to meet the two-year admission requirement or they may take any second-year (251, 252 or 253) foreign language class in the same language as studied in high school."

Robert Jacobs replied that what is at issue from the General Education Committee's point of view is the inclusion of elementary language courses in the section of the General Education Program which is supposed to deal with philosophies and cultures of the world. The two hundred level foreign language program courses were accepted because they demonstrated that those classes deal with literature of the countries with the cultures themselves. The committee, however, did not think that beginning language courses have that same content. Thus the committee does not believe that they belong in that section of the General Education Program.

MOTION AMENDMENT NO. 307<sup>2</sup>A passed (18 yes, 6 no)

\* \* \*

**\*MOTION AMENDMENT NO. 307<sup>2</sup>** Vince Nethery moved to amend MOTION NO. 307<sup>2</sup> as follows: "Health Essentials - HED 101, a course dealing with personal health issues and health behaviors, be included in the basic skills section of the general education program." Walter Arlt seconded.

Robert Jacobs replied that although this is an important problem, there are many important problems. The Committee's position remains that they do not need to be included in the General Education Program. The syllabi for HED 101 did not reach the same degree of academic generality as that of other classes which were included. Senator Jefferies referenced his memo of May 10, 1996, and pointed out that Jacobs demonstrated what he considered to be "academic snobbery" on the part of the General Education Committee. Although the Physical Education Department has three major areas, represented by two Senators, the new General Education Proposal reduces that representation to one course - A cultural history of dance. He commented that the only thing new about the program is that physical education is eliminated. He felt it is a discriminatory policy. Statistics support the need for a health and wellness course. Senator Donahue reiterated that the committee considered the proposal very seriously and agreed that all felt it was an important issue in our society. However, the question is, if this course were in the General Education Program, what would be removed?--reasoning requirements? writing requirements? That is what the Committee was faced with. What is best to put in the program? Bryan Ryan, a senior at Central starting with his freshman year and a Residence Living staff member for two years working completely with freshmen, commented that the way to keep students at Central is to keep them healthy. Ten of the twenty-five students that he is mentoring this quarter are on academic probation because they are not healthy. They do not know how to schedule their time, how to deal with alcohol, suicide, eating disorders, disease prevention -- they are getting pregnant and they are having to leave school. As English 101 prepares a student for the next three years and English 301, this basic HED 101 class will prepare students for their four years at Central. Senator Nesselroad remarked that if HED 101 were a part of basic skills it might provide necessary skills for continuing as a student at Central. However, in reality students might elect to wait till their senior year to take it. He would rather see the course in the program under Foundations of Human Adaptation and Behavior. Also, students can easily add courses there as with the amendment for foreign languages. Senator Nethery agreed that Senator Nesselroad's suggestion was a friendly amendment. Since the second was against the change, it was ruled by Chair Spall as not a friendly amendment. Senator Arlt commented that he taught HED 101 when it was in the basics. In the late 60's and early 70's, up to three hundred students would attend in McConnell Auditorium. Then the course was dropped from basic requirements. There was a great need at that time and he felt there was still a need. Beverly Heckart commented that the course is still in the basics. She pointed out that due to limited funding, it is not always possible to include courses which are ideal. Hard choices must be made.

A two thirds vote closed the discussion on this amendment.

**MOTION AMENDMENT NO. 307<sup>2</sup>** failed (8 yes, 14 no)

**MOTION NO. 307<sup>2</sup>** as amended passed (20 yes, 8 no) The General Education Program, as passed by the Faculty Senate, will come into effect in September 1997.

7. PERSONNEL COMMITTEE  
No Report

8. PUBLIC AFFAIRS COMMITTEE  
No Report

#### NEW BUSINESS:

-Faculty Development: Chair Spall reiterated that this year the summer school fees are increasing and the projections are that increased summer school fees will increase summer school profits by \$100,000. President Nelson has offered to make that \$100,000 available for whatever activity or activities the Senate thinks it should be spent on. The Senate referred this to the Faculty Development Committee and they recommended that it all be spent on improvement in instruction (the first motion). They also made a recommendation how to divide this \$100,000 up.

**\*MOTION 3073** Sid Nesselroad moved and Jim Hawkins seconded motion #1 as follows:

"The Faculty Senate recommends that all of the \$100,000 made available for faculty development be devoted to improvement of classroom instruction. Examples of instructional development activities include, but are not limited to:

- Instruction-related travel, e.g., to workshops and conferences that have direct application to the enhancement of classroom performance.
- The purchase of software to bolster teaching and to aid in the use of educational technology in the classroom.
- The purchase of materials and resources for the department or for the library which can enhance instruction including videotapes and CD-ROMS. (Major pieces of equipment and computers would not be purchased with the limited faculty development money).
- The hiring of consultants for departmental visitation for curriculum development and/or reform."

A senator expressed concern that many of the items listed under the motion are not faculty development, i.e., the purchase of software.

Chair Spall related the manner in which this funding opportunity developed. The funding is contingent on the budget. In a hearing, the subject of Summer School arose. President Nelson raised the question of why fees were being raised. The response was to have more money to do all these "nice" things. The President responded that the purpose behind raising fees is not simply to make a profit to do "nice" things, but to expand

coverage of summer school. Then someone said that most of it went toward faculty development (the profits). The comment arose that the faculty disagree on how the money will be spent and what constitutes "faculty development." So the President recommended that a committee be formed to come up with a definition. It was agreed that it be a faculty committee and that the Senate appoint it.

Chair Spall mentioned that this was the first time that faculty decided how faculty development money be spent. A senator raised the question that perhaps the wording defining the need for hardware and software be clarified. A senator responded that the purchase of hardware/software was not "faculty development." The senator felt it was a legitimate use of faculty development funding if the faculty member needed the materials for research in the development area. A senator interjected that faculty scholarship is faculty development.

A senator brought up the point that if the Senate makes the decision that they want to have decision-making authority in controlling the \$100,000 -- where does it go? and who is responsible for controlling it? Some thought it would be distributed to the deans in some prorated form based on what was generated in summer school. Also it was brought out that care should be taken in funding faculty development on the "back of a horse which could fall over at any minute." Although the past few summers have been good, how do we know about the future?

Chair Spall emphasized that the \$100,000 is a surplus amount -- a bonus to what is already spent on faculty development. The \$100,000 is completely separate. The proposal is to fund faculty development through the regular budget as always, but make this \$100,000 available as the Faculty Senate directs. What is significant is that this is the first time that the faculty itself, in particular the Faculty Senate, has had any say in this matter. We need to establish a precedent and tinker with details later.

**\*MOTION AMENDMENT NO. 3073A** Jim Hawkins moved and Webster Hood seconded an amendment to change the beginning paragraph as follows:

"The Faculty Senate recommends that all of the \$100,000 made available for faculty development be devoted to improvement of classroom instruction. ~~Examples of instructional development activities include, but are not limited to:~~"

**MOTION AMENDMENT NO 3073A** passed (14 yes, 13 no)

Motion #2 was postponed until the May 29, 1996, meeting of the Faculty Senate.

#### ADJOURNMENT

Meeting adjourned at 5:10 p.m.

**FACULTY SENATE REGULAR MEETING**

**3:10 p.m., Wednesday, May 15, 1996**

**SUB 204-205**

**I. ROLL CALL**

**II. CHANGES TO AGENDA**

**III. APPROVAL OF MINUTES: April 24, 1996**

**IV. COMMUNICATIONS**

**V. REPORTS**

**1. CHAIR**

**2. PRESIDENT**

**3. CODE COMMITTEE - Beverly Heckart, Chair**  
-Proposed *Faculty Code* changes [attached] (discussion only)

**4. AD HOC COMMITTEE ON FACULTY STUDENT CONFLICTS OF INTEREST**  
-Michael Chinn, Acting Chair - Final Draft of recommendations to new proposal [attached] (vote).

**5. LIBRARY SERVICE POLICY [attached] (discussion only)**

**6. FACULTY GRIEVANCE COMMITTEE NOMINATIONS (vote)**

**7. CURRICULUM COMMITTEE - Clara Richardson, Chair**  
-General Education Program Proposal (vote)  
-New Programs (discussion only)

**8. ACADEMIC AFFAIRS COMMITTEE - Charles McGehee, Chair**

**9. BUDGET COMMITTEE - Barney Erickson, Chair**

**10. PERSONNEL COMMITTEE - Rex Wirth, Chair**

**11. PUBLIC AFFAIRS COMMITTEE - Bobby Cummings, Chair**

**VI. OLD BUSINESS**

**VII. NEW BUSINESS**

-\$100,000 for Faculty Development (motion attached)

**VIII. ADJOURNMENT**

**\*\*\*LAST REGULAR FACULTY SENATE MEETING: May 29, 1996 \*\*\***

3. CODE COMMITTEE - PROPOSED CHANGES TO FACULTY CODE

4.30. Academic Rank - Minimum Qualifications

- B. The following are regarded as the minimum qualifications for rank and it is recognized that at any given time, a significant number of faculty members will qualify for promotion according to these minimal standards. Evaluation of professional academic experience shall be at the discretion of the provost and vice president for academic affairs, and shall be inserted in the faculty member's original contract with the university, subject to the grievance procedures of this code [BT Motion 6330, 6/15/90]:

*Rationale: Many faculty members complain that inconsistency has arisen among the members of the faculty concerning the academic experience needed for tenure and promotion. It is the hope of the Code Committee that some consistency of treatment will eventually arise if the evaluation of academic experience occurs in the original contract.*

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2.20 Rights of Faculty

- A. All faculty, as defined in Section 2.10 of this Faculty Code, shall be eligible to vote in faculty meetings and in all university faculty elections and faculty-wide votes conducted by the Faculty Senate. Part-time faculty (not included in Section 2.10), phased retirees, and student representatives may be consulted, but shall not vote, on departmental matters [BT Motion 94-27, 6/10/94]

5.30 Tenure - Procedure for Granting

- A. Each faculty member with tenure, except phased retirees, may submit a written statement of recommendation.
- B. The department may submit a departmental recommendation in writing using whatever committee procedures it desires while limiting committee membership to tenured faculty. Phased retirees shall not serve on the tenure committee. [BT Motion 94-27, 6/10/94]
- D. Each school may establish a Personnel Committee to act in an advisory capacity to the dean. Members of the Personnel Committee shall not advise on the tenure of probationers from their own departments. Alternates shall be appointed at the same time as regular members to such Personnel Committees in order to substitute for regular members as needed. Phased retirees shall not serve as regular members or as alternates on such committees. [BT Motion 95-26, 6/9/95]

8.70C. Promotion in Rank - Schedule and Procedure

3. It is the responsibility of faculty members to update each year their Professional Records (Section 8.65D). Individual tenured and tenure-track faculty members, excepting phased retirees, shall be entitled to submit recommendations to their dean concerning candidates for promotion. The Personnel Committee of the department or the department as a whole may prepare a priority list of recommendations for promotion to the dean. The department chair shall submit an independent priority list of recommendations for promotion to the dean. The department chair will inform qualified faculty members of their placement on the chair's priority list, of the priority ranking of the Personnel Committee whenever relevant, prior to the transmission of the list(s) to the appropriate administrator.
4. The dean will receive the statements of the candidates, the recommendations from individual tenured and tenure-track faculty members, excepting phased retirees, the Personnel Committee recommendations, and the recommendations of the department chair...

8.75B. Merit - Procedure

2. After departmental review by tenured and tenure-track faculty, excepting phased retirees, the list of those recommended for merit will be transmitted to the dean. [BT Motion 94-27, 6/10/94]

*Rationale:* Currently the provisions of the Faculty Code, Section 2.10.5., imply that phased retirees shall not participate formally in the personnel and other decisions of departments. The Code, Section 2.20A., specifically allows for them a consultative role. These proposed changes seek to clarify certain ambiguities that currently exist in the Code.

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5.20 Tenure - Eligibility

- A. Only ranked faculty members on tenure track as listed in Section 4.20 of the Faculty Code are eligible for tenure. Normally, faculty members with academic rank whose duties are entirely administrative or combine both administrative and part-time teaching responsibilities are eligible for tenure only in their capacities as teaching faculty members and upon recommendation of the department or program in which they hold rank. The tenure of a faculty member who holds an administrative position extends only to the academic rank held jointly with such administrative position.
- C. Faculty members with rank on tenure track full-time institutional assignments at other locations centers of the university shall accrue tenure eligibility in accordance with the provisions of this code as if they were employed on the main campus of the university in Ellensburg.

*Rationale:* Since some non-tenure track faculty have been awarded rank, the Code Committee wished to make explicit that only tenure-track faculty accrue tenure eligibility.

\*\*\*\*\*

5.25 Acquisition of Tenure - Probationary Periods [BT Motion 6023, 9/29/86]

- F. Each year department chairs shall meet with every probationary faculty member individually before recommendations for reappointments are submitted to the dean. In this meeting the chair will review the probationers' records and the evaluations of the probationers' performance submitted by the tenured and tenure-track faculty of the department. In order to promote consistency, departments shall devise written criteria and procedures for evaluating probationary faculty for the award of tenure. (See Section 5.10 for the annual responsibilities of departmental faculty for evaluation probationers.) [BT Motion 6156, 6/17/88] [BT Motion 95-26, 6/9/95]

*Rationale:* Department chairs brought to the attention of the Code Committee that fact that Code Section 5.25C. was inconsistent with Code Section 5.10. The Code Committee proposed to eliminate this inconsistency with the above change.

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8.70C. Promotions in Rank - Criteria

Promotions in academic rank shall be determined annually according to the following procedure:

1. Promotion in rank will be made according to the criteria listed in this code, except that faculty members normally ~~will not become eligible for promotion until three years after appointment to their current ranks~~ cannot be promoted before completing three (3) years of service in their current rank. Thus consideration for promotion can occur in the third and subsequent years of service in the current rank. Three years in a current rank does not guarantee promotion. Primary responsibility for promotion rests with the schools, colleges, library and appropriate deans. [BT Motion 95-26, 6/9/95]



*Rationale: This year the deans experienced some confusion regarding the interpretation of the change in this section made last year. Therefore, with the proposed change, the Code Committee has tried to make its intention absolutely clear.*

\*\*\*\*\*

**8.85 Ad Hoc Personnel Committees - Joint Appointments and Assignments [BT Motion 6330, 6/15/90] [BT Motion 94-27, 6/10/94]**

Ad hoc personnel committees shall be appointed at the request of the faculty member to assist the provost/ vice president for academic affairs in judging faculty members who have joint assignments outside their respective departments, and for those faculty members, usually called directors, who administrate academic centers or services (e.g., Academic Advising, Safety Education, Academic Skills and Extended Degree Centers). Each ad hoc committee will consist of five (5) tenured or tenure-track members of the faculty appointed by the provost/vice president for academic affairs.

*Rationale: Essentially, this proposed change is a housekeeping measure designed to bring the Code up to date with structural changes that have already occurred within the university.*

\*\*\*\*\*

**DELETE SECTION**

**8.95 Departmental Criteria for Promotions, Tenure, Salaries and Reappointments**

~~Academic departments may wish to use criteria for promotion, tenure, salary and reappointment considerations that vary slightly from the provisions of this code but fit more exactly the needs of specific disciplines. Such criteria may be proposed by departments for approval by the Faculty Senate, the appropriate dean, the provost and vice president for academic affairs, and the president. All such criteria must supplement and support the provisions of this code. Upon approval the criteria will be observed by those who recommend promotions.~~

*Rationale: The deans brought to the attention of the Code Committee the fact that this section is no longer needed in view of the mandate of Chapter Five of the Faculty Code that all departments devise written criteria of the award of reappointment, tenure, merit and promotion.*

**4. AD HOC COMMITTEE ON FACULTY STUDENT CONFLICT OF INTEREST**

**MOTION:** After due consideration, The Ad Hoc Committee on Faculty Student Conflict of Interest recommends the following policy:

**1. Statement of Philosophy**

Central Washington University is committed to ensuring a learning environment in which students have the right to equitable conditions and treatment. In particular, it is important to ensure fair methods of evaluation and to eliminate any perceptions of bias arising out of personal and professional relationships between faculty and students. At the same time, there should be no unfair restrictions on the educational and employment opportunities of all students, nor on the reasonable freedom of association, interaction and access to services for faculty and students which is part of a healthy learning environment and integral to a democratic society. The following guidelines are intended to balance these objectives and apply the least restrictive means to address potential conflicts.

**2. To Whom Does This Policy Apply?**

- 2.1 While all members of the University community should avoid conflicts of interest, these guidelines are drafted specifically for students and faculty.
- 2.2 Students include those enrolled, or applying for admittance in a course or program offered by the University for credit.
- 2.3 Faculty includes anyone responsible for teaching, evaluation or academic supervision, including staff, graduate and undergraduate students.

**3. What is a Conflict of Interest?**

- 3.1 A conflict of interest may arise in situations in which there is a reasonable possibility that a particular relationship between a faculty member and a student may confer upon one of them an unfair advantage or subject one of them to an unfair disadvantage. Such relationships include, but are not limited to:
  - 3.1.1 close family relationships such as those between spouses or spousal equivalents, parents and children, siblings, in-laws, grandparents and grandchildren;
  - 3.1.2 amorous relationships;
  - 3.1.3 relationships between persons whose economic interests are closely interrelated;
  - 3.1.4 professional relationships outside the classroom, e.g., consultant-client, therapist-client.
- 3.2 It is not possible to specify all those situations in which there may be a conflict of interest or appearance of fairness. However, members of the University community are entitled to guidance in this respect.
- 3.3 A conflict of interest may arise in any situation where one person in such a relationship is in a position to make decisions or take actions that affect the other person. Such situations include, but are not limited to:
  - 3.3.1 the decision to admit a student to a program;
  - 3.3.2 the provision of instruction;
  - 3.3.3 the requirement of self-authored textbooks or materials which generate royalties or profits;
  - 3.3.4 the evaluation of a student;
  - 3.3.5 the awarding of prizes, scholarships, financial assistance and other benefits to students;
  - 3.3.6 the award of teaching or research assistantships or other remunerative employment, either within the University or using funds administered by the University;
  - 3.3.7 the acceptance of contracts or other remunerative employment from student clients.
- 3.4 Even in the absence of a conflict of interest as defined in this policy, faculty and students should be aware that since relationships between faculty and students involve trust and disparities in power, they may give rise to perceptions of bias, unfair advantage, or unfair treatment.

**4. How are Conflicts to be Dealt With?**

- 4.1 It is the responsibility of chairs, directors and deans to ensure compliance with this policy.
- 4.2 It is incumbent upon faculty members to be mindful of situations in which an appearance of fairness issue could arise and to deal promptly with any conflict of interest that does arise.
- 4.3 Where a conflict of interest, as defined above, arises, the faculty must notify the relevant chair, director or dean.
- 4.4 Other persons who perceive a conflict of interest may also bring the matter to the attention of the appropriate chair, director or dean.
- 4.5 Where a conflict of interest may arise in a faculty member's instructional role, one or more of the following methods should be used to avoid or resolve such conflict.
  - 4.5.1 The faculty member should normally decline or terminate a supervisory, teaching, evaluative or decision-making role in which a conflict of interest arises, unless the chair, director or dean is of the view that this will create undue hardship to the student.
  - 4.5.2 In situations where the conflicts of interest involves teaching, supervision or evaluation and where alternative courses or supervision exist that are reasonable and appropriate to the student's program, the student should utilize those alternatives.
  - 4.5.3 Where no reasonable and appropriate alternative exists, the chair, director or dean shall ensure that a fair and unbiased mechanism of evaluation is put in place. This will normally require that another suitably qualified peer review all material submitted for evaluation, review the grades assigned, and report whether those grades are reasonable.
- 4.6 Where a conflict of interest may arise in a professional role, one or more of the following methods should be used to avoid or resolve such conflict.
  - 4.6.1 Before adopting a self-authored text or materials, one or more qualified peers should review the text and materials for quality and appropriateness for the course.
  - 4.6.2 When preexisting or ongoing professional relationships exist, a peer case review or oversight process should be used to help mediate the potential conflict of interest.
- 4.7 A failure to comply with these guidelines constitutes unprofessional conduct.

5. LIBRARY SERVICE POLICY FOR FACULTY (discussion only)

1. Checkout period of 90 days with unlimited renewals
2. Fines as stated in the policy
3. Establishment of a 10-day grace period after a book becomes overdue
4. No limit on the number of items checked out
5. Application of fines if a faculty user does not return a recalled item within 10 days of notice

6. CURRICULUM COMMITTEE : General Education Program Proposal

**MOTION:** The Curriculum Committee recommends the following changes to the General Education Program:  
(attached)

NEW BUSINESS

-\$100,000 FACULTY DEVELOPMENT FUNDS

The following motions are based on recommendations received from the Faculty Development and Research Committee (2/23/96)

MOTION #1

The Faculty Senate recommends that all of the \$100,000 made available for faculty development be devoted to improvement of classroom instruction. Examples of instructional development activities include, but are not limited to:

- Instruction-related travel, e.g. to workshops and conferences that have direct application to the enhancement of classroom performance.
- The purchase of software to bolster teaching and to aid in the use of educational technology in the classroom.
- The purchase of materials and resources for the department or for the library which can enhance instruction including videotapes and CD-ROMS. (Major pieces of equipment and computers would not be purchased with the limited faculty development money).
- The hiring of consultants for departmental visitation for curriculum development and/or reform.

MOTION #2

The Faculty Senate recommends that the funds made available for faculty development be distributed on a prorated basis based on the number of continuing, more than half-time faculty position per department (not to include adjuncts hired on a course-by-course basis). All CWU faculty should have access to these funds to enhance their instructional capabilities, not just those faculty of departments which profit from large class enrollments during the summer quarter. However, each Department/Program receiving their prorated share for instructional development should decide for what instructional development purpose and to whom the funds are to be allocated.

## A Proposed General Education Program

May 4, 1996

### Mission, Rationale and Student Outcomes

The general education program offers our students a liberal education, an education intended to help them become liberated, or free, persons, able to make informed and enlightened choices. We assume that a free and liberally educated person has the following:

basic competence in reasoning and communication;

an awareness of the wide range and variety of human knowledge, scientific, humanistic, and artistic, including an awareness of at least some of the best that the human spirit has yet achieved;

a sense of the interconnectedness of knowledge;

a critical awareness of the ways in which knowledge is discovered and created;

a sense of the ways in which knowledge must and does evolve;

To these ends our general education program holds our students responsible for a high level of competency in the basic skills of reading, writing, speaking, and reasoning; it exposes them to a broad sampling of the range and variety of human knowledge and of the ways of knowing; and it attempts to instill a critical awareness of human knowledge and of its relationship to the human condition.

### Course Criteria

Each general education course is expected to help our students to an informed and critical appreciation of the best and most valued creations of the human spirit. ~~Thus, e~~ Each course is expected to engage the students in two different realms of knowledge:

The first realm can be called received knowledge, the accepted, standard, and conventional knowledge of the methods and matter of the field represented by that course.

The second realm can be called critical knowledge, which results from the critical examination of the field's received knowledge. This critical examination is from two main perspectives:

- (i) the criticism of the field's received knowledge as viewed against the nature of knowledge and truth in general;

- (ii) the criticism of the field's received methods and matter as viewed against the current human experience.

Each course is expected to address the following questions concerning received and critical knowledge:

#### 1. What are the received methods and matter of the field?

How do practitioners in this field do their work? What skills and methods of reasoning define proficiency in this field? What skills and methods of communication are esteemed? What are the received informing principles of the field? What are some of the field's key findings? ~~What are some of the field's~~ and key works? Who are some of the field's esteemed figures?

#### 2. What is the critical knowledge of the field?

How was, and is, the received knowledge defined, and validated, and challenged? How can the received knowledge be, or how is it being, challenged? How can this field illuminate, and be illuminated by, the current human experience, ~~particularly in matters of diversity and multiculturalism in all its diversity?~~

### Assessment of the General Education Program

1. Students will be surveyed as to how well they think their courses addressed the mission of the general education program.
2. Instructors will be surveyed as to how well they think the course addressed the mission of general education.
3. Student achievement in general education classes will be examined regularly by means of examinations.

**BASIC SKILLS REQUIREMENT.** All students must satisfy the following requirements in basic academic and intellectual skills:

- (a) English 101 (3) and ENG 102 (3). Students must ~~also take and pass the an~~ Intermediate Writing Assessment examination ~~Students who do not pass this examination must retake ENG 102 until they are able to do so; in order to pass~~ ENG 102.
- (b) MATH 102 (3) or qualification in an appropriate examination;

- (c) either MATH 130.1, MATH 172.1, PHIL 201 (amended version), or CS 105 (Logical Basis of Computing);
- (d) one year of college or university study of a single foreign language or two years of high school study of a single foreign language;
- (e) students must either pass an examination in the fundamentals of computing prior to taking more than 60 credits at Central Washington University or take and pass one of the following classes:

ADMG 202	Microcomputer Applications (3)
BSED 316	Education Technology (3)
CS 101	Computer Basics (4)
ED 316	Educational Technology (3)

**BREADTH REQUIREMENT.** Students must take a minimum of 14 credits from each of the three broad areas of the general education program.

**I. THE NATURAL SCIENCES.** The natural sciences provide basic methods for rigorously describing and comprehending the natural world. Students must take at least one course from each of the three groups, but may take more than one class from a single department. Inquiry-driven laboratory and field observations are an essential mode of teaching, learning, and practicing natural science. Students must take three courses (14 credits) outside their major department, one from each of the three groups. It may be advantageous for students to take courses from categories in the order they appear below. Students may not take more than one class from a single department.

**Fundamental Materials of the Natural World Disciplines of Physical and Biological Sciences** An introduction to the study of those sciences whose subject matter is the fundamental objects and forces of the physical world: those sciences that study the fundamentals of physical and life systems.

BISC 104	Fundamentals of Biology (5)
CHEM 111/111.1	Introduction to Chemistry and Lab (5)
CHEM 181/181.1	General Chemistry and Lab (5)
GEOL 145/145.1	Physical Geology and Lab (5)
PHYS 111	Introductory Physics (5)
PHYS 211	General Physics (5)

**Patterns and Connections in the Natural World**—An introduction to the study of those sciences that use a knowledge of fundamental materials in order to examine large and complex combinations of those materials. Those sciences that use a knowledge of basic scientific disciplines to examine large and complex physical and life systems.

ANTH 110/110.1	Introduction to Biological Anthropology and Lab (5)
BISC 385	Introduction to Evolution (5)
BOT 211	Plants in the Modern World (5)
ENST 301	Earth as an Ecosystem (5)
GEOG 107	Introduction to Physical Geography (5)
GEOL 150/145.1	Geology of National Parks and Lab (5)
GEOL 170	Volcanoes Earthquakes, and Climate Change (5)
PHYS 101	Astronomy (5)
ZOOL 270	Human Physiology (5)

**Applications of Natural Science**—An introduction to the study of the use of natural science toward human purposes. These courses explicitly treat social, economic, technological, ethical or other implications of natural phenomena, of human influence on natural systems, or of responsive scientific inquiry.

BISC 302	Human Ecology (5)
CHEM 101	Contemporary Chemistry (5)
ENST 302	Resources and Man (5)
FCSN 245	Basic Nutrition (5)
GEOL 380	Environmental Geology (4)
PHYS 103	Sound, Musical Sound and Musical Instruments (3)

**II. SOCIAL AND BEHAVIORAL SCIENCES.** Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

**Perspectives on the Cultures and Experiences of the United States.** An introduction to the institutions, cultures, and traditions of the United States intended to encourage a critical and analytical understanding of how the past affects the present and the future. An introduction to the complexities of social, economic, and political processes, issues, and events in the United States intended to provide a context for informed decision-making and citizenship.

ECON 101	Economic Issues (5)
----------	---------------------

ECON 356	Government and Business (5)
ETS 101	Ethnic Awareness (4)
HIST 144	U.S. History Since 1865 (5)
POSC 210	American Politics (5)
SOC 101	Social Problems (5)
SOC 205	American Society (5)
WS 201	Introduction to Women Studies (3)

**Perspectives on World Cultures.** An introduction to institutions, cultures, and traditions of nations, groups, and societies outside the United States intended to encourage an understanding and appreciation of the dimensions of human diversity as well as similarities. An introduction to contemporary international and transnational issues intended to provide a broader perspective of the individual's relationship to other cultures and to common human concerns.

ANTH 130	Introduction to Cultural Anthropology (5)
AST 102	Introduction to Asian Studies (3)
ECON 102	World Economic Issues (5)
GEOG 101	Man's Changing Earth (5)
HIST 102	World Civilization: 1500-1815 (5)
HIST 103	World Civilization Since 1815 (5)
LAS 102	Introduction to Latin American Studies (5)
POSC 370	International Politics (5)

**Foundations of Human Adaptations and Behavior.** An introduction to and analysis of the fundamental principles underlying human interaction intended to foster a better understanding of the human condition. An introduction to the fundamental patterns and understandings of human interaction with natural and man made environments intended to help students make informed judgments concerning broad environmental issues.

ANTH 107	General Anthropology (5)
ANTH 120	Introduction to Archaeology (5)
ENST 303	Environmental Management (5)
GEOG 308	Cultural Geography (5)
POSC 101	Introduction to Politics (5)
PSY 101	General Psychology (5)
PSY 205	Psychology of Adjustment (5)
SOC 107	Principles of Sociology (5)

**III. ARTS AND HUMANITIES.** Students must take at least one course from each of the three clusters. No more than one class from a single department may be counted toward this requirement.

#### Literature and the humanities:

ENG 105	The Literary Imagination: An Introduction to Literature (4)
ENG 328	World Literature I (4)
ENG 329	World Literature II (4)
HUM 101	Introduction to the Humanities (5)
HUM 102	Introduction to the Humanities (5)
HUM 103	Introduction to the Humanities (5)

#### The aesthetic experience:

ART 101 (5)	Introduction to Art (5)
ART 357 (3)	African and Oceanic Art (3)
ART 456 (4)	History of Eastern Art (4)
MUS 101 (5)	History of Jazz (5)
MUS 102 (5)	Introduction to Music (5)
PE 161 (3)	Cultural History of Dance (3)
TH 101 (3)	Appreciation of Theatre (3)
TH 107 (4)	Introduction to Theatre (4)
TH 382 (4)	Ethnic Drama (4)

#### Philosophies and cultures of the world:

Foreign Languages 251, 252, or 253	Second year foreign language (5)
PHIL 101	Introduction to Philosophy (5)
PHIL 302	Ethics (5)
PHIL 310	Philosophies of India (5)
PHIL 352	Western Philosophy I (5)
PHIL 353	Western Philosophy II (5)
PHIL 354	Western Philosophy III (5)
RELS 101	Introduction to Religion (5)
RELS 201	Sacred Books of the World (5)

# Administration of the General Education Program

May 4, 1996

## Committee Structure

We believe that the General Education Committee should be restructured to provide for greater continuity. To have one third of the committee turn over every academic year as at present means starting anew every year. We propose a faculty committee of eight, whose members will serve four-year terms.

## Assessment of the General Education Program

1. Syllabi, outlines, and learning objectives will be collected for each general education course.
2. Students will be surveyed as to how well they think the course addressed the mission of general education.
3. Instructors will be surveyed as to how well they think the course addressed the mission of general education.
4. Student achievement in general education classes will be examined regularly by means of examinations.
5. The General Education Committee will judge the extent to which general education criteria are being satisfied and will make appropriate recommendations to the Faculty Senate.

## Writing and Speaking Across the Curriculum

The faculty affirms the importance of writing and speaking as essential skills and significant forms of learning. Thus guided practice in writing and speaking should be integrated into instruction across all disciplines. Competence in literacy writing is supported in the following ways:

1. The English department will offer two required writing courses, ENG 101 and 102, which provide guidance and practice in the kinds of writing required in academic settings. ~~Students who fail the Intermediate Writing Assessment will be required to retake ENG 102. Passage of an Intermediate Writing Assessment examination will be required to pass ENG 102.~~

2. Departments will be encouraged to include guided writing and/or speaking assignments in their general education classes. Classes which provide significant written and/or oral response to the assignments will be held to a maximum class size of 25. The staff of the English department's Computer Writing Center will provide assistance to faculty who wish to review and revise the syllabi of their general education classes for the clarity, appropriateness and evaluative measures included as part of writing assignments.
3. Students who require assistance with writing assignments encountered in their general education courses will be provided tutorial support by the academic skills center.
4. ~~The Office of Institutional Research and Assessment will administer departmentally approved intermediate assessments of writing to insure that students entering major programs can read and write at a level which will promote successful learning. The results of these assessments should be reported to the General Education Committee as well as to departments.~~
5. ~~Students who, based on their performance on the intermediate writing assessment or on the recommendation of a professor, require assistance with writing assignments encountered in the context of their major programs will be provided tutorial support and will repeat ENG 102.~~
4. Recognizing that the modes of inquiry and expression which characterize the writing of an area of study are an integral part of disciplinary knowledge, we recommend that the faculty of all major programs designate, as part of their end-of-major assessment, an upper division writing requirement as a means for monitoring writing competence in the major program. The requirement could be a discipline-specific writing course, a senior thesis, a series of course-embedded writing assignments, a portfolio, a professional project, or a capstone seminar in which writing is a key component, or a major course linked to a section of ENG 301.
5. Workshops on effectively integrating and evaluating writing and speaking assignments will be offered regularly by the English Department's Computer Writing Center staff.

## Advising

The committee believes that student advising services must be closely integrated with the general education program. At present, coordination of the academic advising program is under the jurisdiction of the Dean of Academic Services. We recommend that the Associate Director of Admissions and Advising sit *ex officio* as a non-voting member with the General Education Committee in order to coordinate advising services with the content of the general education program.

At present hundreds of waivers of general education requirements per quarter are signed in the office of the Dean of Admissions and Records. Policies for issuing these waivers should come from the General Education Committee.

### New Classes

Two new classes appear in the basic requirements section of our proposal:

Math 102. Mathematical Topics (3). Overview of numeration systems, modeling with algebra, role of geometry, financial matters, probability and statistics, and other selected topics.

The committee felt very strongly that all students should be required to have some knowledge of college level mathematics. The mathematics department has devised this class to meet that requirement. Under our proposal students who are able to pass a suitable examination will not be required to take this course.

CS 105. The Logic of Computing (3). Problem solving; algorithm development; complexity; computability. Representation of algorithms as computer programs: data; decision and control; inherent sources of error.

This class is added to strengthen the formal reasoning component of the basic requirements.

### Revised Classes

Several existing classes have been or are being revised by departments to assure their suitability for the general education program:

PHIL 201. Introduction to Logic (5). This class will offer greater emphasis on formal syllogistic and symbolic logic. The general critical thinking aspects of the existing PHIL 201 are being moved to a new class, PHIL 202.

HUM 101, 102, 103 Introduction to Humanities. Class descriptions are being rewritten to reflect the actual content of these courses.

Other departments are considering reducing three and four-hundred level classes which are part of the general education proposal to the one or two hundred level. Art, Geography, Philosophy, Economics, Theatre Arts, and Political Science have either put these changes in train or are actively considering them.

### The Computer Proficiency Requirement

The committee is of opinion that students should have to demonstrate some skill at operating computers. Such skills may be acquired in many ways. Students will be asked to pass a simple computer literacy examination or to offer complete one of the following classes:

ADMG 202	Microcomputer Applications (3)
BSED 316	Education Technology (3)
CS 101	Computer Basics (4)
ED 316	Educational Technology (3)

The examination is described in Appendix A.

### Staffing Impacts of the Proposed General Education Program

A major concern for the University as well as for individual departments is the impact of this proposal on staffing and course offerings. Once the proposal had clearly taken shape, the Committee undertook a study in an attempt to determine the probable effects of replacing the existing program with this proposal. A summary of the results of this study is presented below. Those interested in more information are encouraged to contact the Committee.

Many courses in the existing general education program have not been included in this proposal. These include 54 Physical Education activities courses and 62 other academic courses. Thirteen courses would be added to the program under this proposal, although only two of these are newly created courses.

It is impossible to account for every effect which could ensue from the implementation of this proposal. However, the Committee feels that only very minor reallocations of resources will be required and that most of these will be within departments. That is, departments may have to adjust staffing from one course to another, but (with one exception) departments will not lose faculty.

In order to ascertain the impact of this proposal, the Committee began by studying the current program. It was necessary to develop an approximation of the number of students taking courses in each of the present sections of the program to determine if enough sections of classes would be present in the new program to meet student demand. From this information it was determined that approximately 1000 students would need to be accommodated in each of the nine subsections of the Breadth portion of the proposal and that a like number would be needed in each of the English composition courses, Math 102, and the Reasoning component of the Basic portion.

The expected impact in each of the sections of the general education program is given below, followed by a brief discussion of the impact on individual departments.



### Basic Skills

ENG 101. The current demand will continue.

ENG 102. There will be an increase in the number of sections offered in line with the number of students who fail the writing proficiency exam.

MATH 102. A new course which will require staffing. Part of this will be offset by the staff released from the reasoning requirement reduction in MATH 130.

CS 105. A new course which will require staffing.

MATH 130. There will be a reduction by 1/6 in required staffing due to the addition of CS 105 as an option.

PHIL 201. There will be a reduction by 1/6 in required staffing due to the addition of CS 105 as an option.

FOREIGN LANGUAGE. The current demand will continue.

### The Natural Sciences

Fundamental Materials of the Natural World Disciplines of Physical and Biological Sciences. There will be approximately 400 excess student slots available in the courses in this section. If four fewer sections of BISC 104 are offered and two fewer sections of GEOL 145 are offered, this surplus will be eliminated.

Patterns and Connections in the Natural World. The courses in this section are sufficient to meet the current demand. The added course GEOL 170 may require two additional sections.

Applications of Natural Science. Approximately 500 more students need to be accommodated in this section. If four sections of BISC 104 are eliminated from "Fundamental Materials Disciplines" and replaced by four sections of BISC 302, and if one or two new courses are offered, this section will meet the current demand.

### Social and Behavioral Sciences

Perspective on the Cultures and Experiences of the United States. The courses in this section are sufficient to meet the current demand.

Perspectives on World Cultures. The courses in this section are sufficient to meet the current demand.

Foundations of Human Adaptations and Behavior. The courses in this section are sufficient to meet the current demand.

### Arts and Humanities

Literature and the Humanities. The courses in this section are sufficient to meet the current demand.

The Aesthetic Experience. The courses in this section are sufficient to meet the current demand.

Philosophies and Cultures of the World. The courses in this section will probably need to be enhanced by places for 100 to 200 new students. A small portion of this will probably be made available by expanded enrollments in existing 2xx Foreign Language sections. The remainder will need to come from expanded offerings by Philosophy.

### Departmental Impact

As stated above, most departments should experience little or no alteration in their current staffing requirements. Those departments which may be called upon to make more substantial adjustments are listed below with a brief explanation of the required changes.

**BIOLOGY.** The Fundamental Materials of the Natural World section of the Natural Sciences will likely provide more places for students than will be necessary. BISC 104 is the highest enrollment course in this section. Therefore, Biology could reduce its offering of BISC 104 by four sections. Biology could then use this staffing to add four sections of BISC 302 in the Applications of Natural Science section of the Natural Sciences, as this section requires additional places for students.

**COMPUTER SCIENCE.** Nine sections of the new course CS 105 will be needed for the Reasoning section of Basic Skills. Thus, Computer Science will require 1.0 FTE.

**ENGLISH.** The elimination of ENG 301 will save about 36 sections per year of this course. (ENG 301 is counted as a 4 credit course for load purposes.) This will result in approximately 144 fewer load points required for English. However, ENG 102 enrollments can be expected to increase as those who do not pass the writing competency test are forced to retake this course. At a 33% failure rate, about 15 new sections of ENG 102 would be required, for a gain of 60 load points. Thus, English can expect a loss of approximately 84 load points, or 2.3 FTE.

**GEOLOGY.** The Fundamental Materials of the World section of the Natural Sciences will likely provide more places for students than will be necessary. GEOL 145 is the second highest enrollment course in this section. Geology could offer two fewer sections of this course. To compensate, Geology could offer two additional sections of the course GEOL 170 which is new to general education and will appear in the Patterns and Connections in the Natural World section of the Natural Sciences. Therefore, there will be no net change in Geology staffing.

**MATHEMATICS.** Four fewer sections of MATH 130 will be required because there will be three departments offering courses in the Reasoning section of Basic Skills instead of two. This will make 20 load points available. However, Mathematics will require 20 to 25 sections per year

to staff the new 3 credit MATH 102 Basic Skills requirement. This will require approximately 70 load points. The net result will be a need to staff roughly 50 load points. Thus, Mathematics will require 1.5 FTE new faculty.

**PHILOSOPHY.** Four fewer sections of PHIL 201 will be required because there will be three departments offering courses in the Reasoning section of Basic Skills instead of two. However, Philosophy will need to accommodate up to 200 new students in the Philosophies and Cultures of the World section of the Arts and Humanities. This will require four sections. Therefore, Philosophy will need to adjust its offerings, but should not be affected with respect to staffing.

**OTHER DEPARTMENTS.** Changes in offerings to other departments should be more obvious and have less impact than those listed above.

## Appendix A

### Computer Literacy Qualification Examination

To qualify, a student must be able to:

1. Identify and explain the function of the basic components of a computer
2. Explain the difference between software and hardware.
3. Perform the basic operating system functions:
  - a. Format a disk.
  - b. Copy files to and from a floppy disk.
  - c. Create directories in a logical fashion.
  - d. Delete files.
  - e. Print a file.
4. Perform basic spreadsheet operations:
  - a. Create a spreadsheet.
  - b. Add labels.
  - c. Simple functions using arithmetic operators.
  - d. Generate graphs.
5. Perform basic word processing operations:
  - a. Create a document.
  - b. Select fonts.
  - c. Set margins
  - d. Activate the spelling checker.
  - e. Print a document.
6. Access the library's on-line catalog.
7. Perform basic Internet operations:
  - a. E-mail
    - i. Send a message.
    - ii. Send a file.
    - iii. Read a message.
    - iv. Extract and save a message as a file.
  - b. Discussion lists
    - i. Join a list.
    - ii. Communicate with a list.

c. Read a Usenet article.

d. World Wide Web

i. Understand the form of Uniform Resource Locators

1. http
2. ftp
3. telnet

Stephen JEFFERIES  
 Karen BLAIR  
 John BURKHARDT  
 Minerva CAPLES  
 Bobby CUMMINGS  
 Terry DeVIETTI  
 Susan DONAHOE  
 Robert FORDAN  
 Ken GAMON  
 Michael GLEASON  
 Gerald GUNN  
 Steven HACKENBERGER  
 Jim HAWKINS  
 Webster HOOD  
 Paulette JONVILLE  
 Katarin JURICH  
 Walter KAMINSKI  
 Michelle KIDWELL  
 Deborah MEDLAR  
 Luetta MONSON  
 Robert MYERS  
 Ivory NELSON  
 Sidney NESSELROAD  
 Vince NETHERY  
 Steve OLSON  
 Rob PERKINS  
 Dieter ROMBOY  
 James ROBERTS  
 Sharon ROSELL  
 Eric ROTH  
 Charles RUBIN  
 James SAHLSTRAND  
 Richard MACK (P. SAUNDERS F'96)  
 Hugh SPALL  
 Kristan STARBUCK  
 Carin THOMAS  
 Morris UEBELACKER  
 Lisa WEYANDT  
 Rex WIRTH  
 Marla WYATT  
 Thomas YEH

Dan RAMSDELL  
 Carol BUTTERFIELD  
 Loretta GRAY  
 Roger FOUTS  
 Dale OTTO  
 Roger GARRETT  
 James HARPER  
 Wayne FAIRBURN  
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 Mark ZETTERBERG  
 Peter BURKHOLDER  
 Bruce BARNES  
 Barry DONAHUE  
 Gary HEESACKER  
 Cindy EMMANS  
 Patrick OWENS  
 Thomas MOORE  
 Andrew SPENCER  
 Robert GREGSON  
 Terry MARTIN  
 Cathy BERTELSON  
 Stella MORENO  
 C. Wayne JOHNSTON  
 Michael BRAUNSTEIN  
 Geoffrey BOERS  
 James HINTHORNE  
 Margaret SAHLSTRAND  
 Wolfgang FRANZ  
 Ed ESBECK  
 Martha KURTZ  
 John ALWIN  
 Stephanie STEIN  
 Carolyn SCHAETLER

5/15/96

Date

**VISITOR SIGN-IN SHEET**

Clara Richardson

Beverly Heckart

Peter Burkholder

Michael Chinn

Carolyn Weiler

David Hony

M. H. Jacobs

DeSi Gaines

Jim Cadello

Felton Knight

Don Bunnell

Michael Kamin

Aimee Peterson

J. B. H.

Please sign your name and return sheet to Faculty Senate secretary directly after the meeting. Thank you.



CENTRAL WASHINGTON UNIVERSITY

LIBRARY SERVICES  
Office of the Dean

**MEMORANDUM**

To: Dr. Thomas Moore, Provost and Vice President  
for Academic Affairs

From: Dr. Gary A. Lewis, Dean of Library & Media Services *G. Lewis*

Date: May 6, 1996

Subject: Recommendation for Library Service Policy

You have received the recommendations of the Library Advisory Committee concerning the faculty rules within the Library Service Policy. I have discussed those recommendations with the Library Department Heads. We recommend the following changes to the Library Service Policy.

1. checkout period of 90 days with unlimited renewals (same as LAC)
2. fines as stated in the policy (same as LAC)
3. establishment of a 7 day grace period after a book becomes overdue before fines are levied (LAC recommended 10 days, but 7 days is the policy now in place for all other users)
4. limit of 75 books checked out to a faculty member at one time (our original recommendation; LAC recommended no limit)
5. application of fine if a faculty user does not return a recalled item within 7 days of notice (LAC recommended 10 days grace, but 7 days in current policy for all other users)

c: Library Department Heads  
Library Advisory Committee

400 E. 8th Avenue • Ellensburg, WA 98926-7548 • 509-963-1901 • FAX 509-963-3684  
EED/AA/TITLE IX INSTITUTION • TDD 509-963-3323

**RECEIVED**  
MAY 06 1996  
OFFICE OF THE PROVOST

Recommendation Prior to 1996 Referral  
to Library Advisory Committee

1. checkout period of 30 days  
with unlimited renewals
2. (same as original recommendation\*)
3. (same as original recommendation)
4. limit of 25 books checked out  
to a faculty member at one time
5. (same as original recommendation)

\* All borrowers are subject to charges. The date stamped in the book is the first notice of the due date. Failure to receive notices does not exempt borrowers from responsibility for charges. The following charges are incurred when items from the regular collection are not returned to the Library:

- A \$2.00 fine is assessed for each item that becomes seven days overdue
- An additional fine of \$3.00 per item charge is assessed when materials become fourteen days overdue
- An additional \$7.00 per item processing fee is assessed when materials become 21 days overdue
- A replacement cost is also assessed on the 21th day after the due date. The replacement cost is based on the value of the book estimated by the vendor.
- If the missing item is returned to the Library or found, the replacement cost is refunded.
- The fines and processing fee are not refunded unless the Library is found to have incorrectly assessed the fines.

The fine for overdue Reserve materials is \$1.00 per hour not to exceed \$30.00. If a reserve item is not returned within 48 hours of the due date and time, the borrower will be charged the full amount of charges due plus the current replacement cost of the material.

All charges must be paid at the cashier's office in Barge Hall. University records may be held until such charges are cleared. Failure to comply with Library policy may result in the revocation of library borrowing privileges.



22 April 1996

CENTRAL WASHINGTON UNIVERSITY

Department of Biological Science

Hugh Spall, Chair  
CWU Faculty Senate

Dear Hugh:

The Faculty Senate Library Advisory Committee met on 17 April 1996 to discuss the Library Service Policy with respect to the changes in library service that affect faculty. As you are aware a new Library Service Policy was approved by the Dean's council and the Provost in March 1995. As the new policy was about to be put into effect during spring quarter 1996, concern arose regarding the fines and restrictive lending policy toward faculty. Recently, the Library Advisory Committee was asked to review the policy and make recommendations to the Dean of Libraries.

The LAC members discussed the pros and cons of several options regarding check-out periods, limits to the number of materials that can be borrowed, and fines for overdue books. The LAC voted unanimously to recommend the following changes to the Library Service Policy regarding faculty:

- 1) Period of check-out shall be 90 days with unlimited renewals.
- 2) Fines as stated in the Library Service Policy shall be issued on overdue books with a 10 day grace period beginning on the initial date of the overdue notice.
- 3) There shall be no limit on the number of books that a faculty member may check-out.
- 4) The library shall initiate a recall system to have books returned if requested by another patron. Upon notification of a recall request a faculty member shall return the item(s) requested within 10 days or be subject to an overdue fine.

The LAC felt that these recommendations are reasonable and should not unduly restrict the use of library resources by any faculty member. If you would like some explanation or justification as to how or why we made these recommendations please contact me at x1895 or email at "jamesp" and I will be glad to discuss this issue.

Sincerely,

Paul W. James  
Chair, Library Advisory Committee

cc: Provost Moore  
Dean Lewis

Dean 201 • 400 E. 8th Avenue • Ellensburg, WA 98926-7537 • 509-963-2731 • FAX 509-963-1241

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CENTRAL WASHINGTON UNIVERSITY

Office of the Provost / Vice President  
for Academic Affairs

RECEIVED  
MAY - 9 1996  
CWU FACULTY SENATE

## MEMORANDUM

TO: Hugh Spall, Chair  
Faculty Senate

FROM: Thomas D. Moore *TDM*  
Provost/Vice President for Academic Affairs

DATE: May 9, 1996

SUBJECT: Library Service Policy

I am forwarding to you the recommendation of the Dean of Library and Media Services regarding the Library Service Policy. There were no stated objections at the Deans' Council meeting.

These recommendations are somewhat different than the Library Advisory Committee's recommendations but have substantially changed from the recommendations approved last year by the Deans' Council. Earlier this year, in response to Senate/Faculty concern, the initial approved policy was suspended by me in order to allow the Library Advisory Committee to review the issue.

As you know, I believe the earlier recommendations are more responsive to the central purpose of a university library and appropriate public policy. If requested, I would be glad to review these concerns with the Senate. Of course, I am aware of the position of various faculty and at least two departments, that the Council's initial recommendation was too restrictive. I still believe that view to be misguided but somehow the issue must be brought to a close.

/s

Attachment

Barge 302 • 400 E. 8th Avenue • Ellensburg, WA 98926-7503 • 509-963-1400 • FAX 509-963-2025  
EO/AA/TITLE IX INSTITUTION • TDD 509-963-3323

ACADEMIC AFFAIRS MOTION:

Move to extend expiration date of Motion #3022 for one more year.



Memo

To: Faculty Senate Executive Committee  
From: Faculty Senate Academic Affairs Committee  
Charles McGehee, Chair

La May the Faculty Senate approved a plan to reorganize the Faculty Senate Academic Affairs Committee and redirect its charge to encompass those activities which earlier had been performed by the now-defunct Undergraduate Council.

The Committee undertook as its prime task the collation and compilation of all academic policy on campus. Up to now, there is no single, definitive repository for academic policy. The Committee has met regularly every Thursday since last fall on this task, plus a number of others which intervened.

We are pleased with the structure and new function of the Committee. It has become quite clear to us that we are performing a critical function which was lost with the dissolution of the Undergraduate Council and the abolition of the position of Dean of Undergraduate Studies. We are, apparently for the first time, are beginning to address in a systematic fashion the general scope and detail of academic policy.

The task is greater than we anticipated, however. We have completed the section on admissions policy and are nearly finished with general academic policy. We are delaying action on the former pending completion of the latter, since we frequently find items scattered out of place that need to be inserted into a section which we thought complete. We have also discovered a number of items under Student Affairs as well as general campus policy and procedures which may need to be incorporated into academic policy.

We therefore, request extention of our trial period for one additional year.



## CENTRAL WASHINGTON UNIVERSITY

Department of Physical Education,  
Health Education, Leisure Services

### Physical Education Department

**To:** Faculty Senators

**From:** Dr. Stephen C. Jefferies *Steve Jefferies*

**Subject:** Comments on the "New" General Education Program

**Date:** May 10, 1996

---

Recently, an interesting event occurred in one of the hallways of our institution. A colleague was disturbed at the noise of students outside of the lecture room. Rushing out of the room to express his discontent he apparently questioned whether members of this disruptive element "were PE students or something." News of this comment interested me because almost 10 years earlier I had for some minutes been engaged in conversation with this individual about computers, when, with a puzzled expression he asked, "But what do you guys in physical education do with computers?"

Well, the fact that times have in some ways not changed was recently reinforced to me by the "new" general education proposal now before you. Once again, good ol' PE (*fiz ed*, sports, play, games, gym - or whatever disparaging term we choose to use) is out. And once again, general ed's mission is revealed in a statement of exemplary literary gobbledygook. Maybe it's because I'm just a *fized* teacher that I don't comprehend what's new. You see to me it looks like old wine in a new bottle with a fancy incomprehensible label. Although we leave most of the classes unchanged, miraculously, in the future they will achieve some new super eminent intellectual mission.

Not surprisingly, this new program has no place for anything the PEHLS department could possibly offer (What the heck do those *fized* coaches do anyway?). Fortunately, we can rest assured that the intellectualism our new general education program will foster, will enable students to reason their way through the debilitating diseases rampant in today's society. What flowery prose they'll be able to communicate at the eulogies of recently departed middle-aged stroke victims. And how accurately they'll be able to compute the most profitable life insurance to protect their families when a hypokinetic disease curtails their productivity. Yep, absolutely no need to share any information about health, fitness, or wellness with students at this institution. But even if there was a need who could we possibly find to teach it?

Everyone knows us *fized* people are just coaches. "What sport?" is the question I'm always asked. Imagine the surprise if news got out that some of our faculty actually teach in rooms other than the gymnasium. Consider the consternation if it became known that PEHLS faculty regularly present at state, regional, or national professional meetings. Wouldn't it be amazing to learn that our faculty even write for journals, have published books, conduct research and routinely compete for grants. Yes, in addition to being enthusiastic proponents of a physically active lifestyle, some of my department colleagues do participate in a few minor intellectual activities in their meager attempt to support the academic goals of our more esteemed academic colleagues. And some of us (over the past 10 years) have even found a use for computers.

Departmental discrimination? Academic snobbery? Intellectual elitism? Nah! I wouldn't want to suggest that. After all, aren't we all so cognizant about avoiding discriminatory thinking or policies in our administrative and educational practices? Aren't we the defenders of intellectual freedom and purveyors of enlightenment? I'm sure that the "new" general education program before you in no way represents the self-interests of any group, is not myopic in its focus, nor has been concocted to ensure the viability of courses or departments whose offerings our students might otherwise choose to ignore.

As for *fized* I guess I'll just go on doing whatever it is us *gym teachers* do and leave the general education of our students to my respected colleagues, members all of a higher intellectual echelon.

PS. For anyone who has read this far and detects the possibility of inequity, I've attached our department response the last time elimination of the PE requirement was proposed. This time, we unfortunately weren't given any rationale, thereby conveniently eliminating our opportunity to provide a counter argument.



PHYSICAL EDUCATION MEMORANDUM

To: Members of the Faculty Senate  
From: Stephen C. Jefferies, Director of Physical Education  
Date: April 20, 1990  
Subject: THE INCLUSION OR EXCLUSION OF THE PHYSICAL  
EDUCATION REQUIREMENT

=====

At the next Senate meeting (April 25th) you will be asked to vote on the proposed elimination of the physical education activity requirement. Summarized below is evidence supporting the inclusion of a physical education requirement.

1. The health of the adult American population is declining.
  - fewer than 10% of adult Americans exercise adequately
  - evidence indicates physical activity reduces the incidence of heart disease, colon cancer, diabetes, and obesity
2. Universities are moving to reinstate required physical education activity courses.
  - In 1984, 37% had a physical education requirement. In 1989 this figure had increased to 45%
3. Five of the nation's six top rated national liberal arts colleges have a physical education requirement.
4. "Many human meanings are expressed through means other than English or Mathematics--through physical movement...The Committee feels that work in expressing such meanings is a legitimate and essential part of a general education."  
(Statement from 1978 report on General Education Program - "the last philosophy paper on General Education").

Please evaluate this evidence against the evidence presented to you for proposing the elimination of a physical education requirement. Thank you.

Central  
Washington  
University



Department of Physical Education,  
Health Education, Leisure Services

Nicholson Pavilion  
Ellensburg, Washington 98926

(509) 963-1911

February 28, 1990

Faculty Senate  
Central Washington University

Dear Senator:

At the next Senate meeting a proposal will be made to eliminate the two credits of required physical education from the Basic requirements. The implications of this decision for our department is not the issue we wish to address in this letter. Rather, we wanted to draw your attention to the manner in which decisions affecting General Education are being made.

Enclosed is a copy of a letter informing the department of the decision of the General Education Committee to propose the elimination of the physical education requirement. The department was never informed that this proposal was being discussed, nor given the opportunity to respond before a final decision was made. You will note the inclusion in that letter of the rationale of the Committee in making their decision. Enclosed also is a copy of the response I drafted to the Committee attempting to address the stated rationale.

Last week members of the Physical Education Department met with the General Education Committee and were informed that justification for the Committee's decision was not made on the basis of the criteria listed in the enclosed letter. Instead it was now being made on the basis of the current catalog statement which notes that Basic Requirements "are intended to help students better use the English language to formulate and communicate ideas, and to make them more aware of and skillful with logic and mathematics." This definition has undergone transformation from the last Senate-approved General Education Statement of 1978.

It is the belief of our faculty that decisions regarding the addition or deletion of courses in the Basic Requirements should be deferred until Central Washington University's philosophy of General Education has been discussed and clarified by the Senate.

Sincerely,

A handwritten signature in cursive script that reads 'Stephen C. Jefferies'.

Stephen C. Jefferies  
Director of Physical Education

Central  
Washington  
University



Dean of Undergraduate Studies

Boillon 2071  
Ellensburg, Washington 98926

(509) 963-1403

June 28, 1989

RECEIVED

JUN 30 1989

CWU PE/ATHLETICS

Dr. John Gregor, Chair  
Physical Education Department  
CAMPUS

Dear Dr. Gregor:

During a meeting in May, the General Education Committee passed a motion recommending that the "Physical Education Activities" requirement be eliminated from the Basic portion of the General Education Program. The purpose of this letter is to inform you that it is my intention to advance the recommendation to the Faculty Senate with my endorsement. I will be requesting the change become effective as soon as possible and no later than fall, 1991 (next edition of the catalog).

In arriving at its decision, the committee was mindful of (1) the fact that almost all colleges in Washington state have dropped such a requirement (Indeed, many institutions have established a maximum number of physical education activity credits it will allow toward degree requirements.), (2) requiring two credits of P.E. activity is woefully inadequate for developing healthful living habits, (3) requiring P.E. activities is not consistent with the statement of purpose for Basic Requirements printed in the catalog, and (4) the Committee is considering recommending replacement requirements in critical thinking and math computations.

My letter will be sent to the Senate Chair prior to the beginning of fall quarter.

Sincerely,

Donald M. Schliesman  
Dean of Undergraduate Studies

lp

c: Provost Edington  
Dean Applegate

Central  
Washington  
University



Department of Physical Education,  
Health Education, Leisure Services

Nicholson Pavilion  
Ellensburg, Washington 98926

(509) 963-1911

January 19, 1989

Donald M. Schliesman  
Dean of Undergraduate Studies  
Bouillon 207 I  
CAMPUS

Dear Dean Schliesman:

I would like to respond on behalf of the Physical Education faculty to your letter dated June 28th (copy attached), in which the Chair of the Department of Physical Education, Health, and Leisure Services was informed of the proposed elimination of the "Physical Education Activities" requirement from the Basic portion of the General Education Program. In this letter, you outlined the rationale for the Committee's proposal. This letter is in response to the rationale provided.

1. "almost all colleges in Washington state have dropped such a requirement"

While it is true that the other state universities currently do not have a physical education requirement, our faculty questions this rationale as the basis for making decisions of any kind at this university. This logic would presumably lead us to similarly conclude that we should eliminate all curricular committees at Central and simply clone our programs on the decisions made by the other, apparently more enlightened, state universities. We anticipate that most faculty would agree that decisions at CWU should be made on an independent basis with a view to making decisions that represent the best interests of our students. It is our belief that the burgeoning enrollment we are currently experiencing is indicative of Central's reputation as a leader in Washington State higher education. As such, while it is certainly appropriate for us to review developments in other state universities we should not make or justify curricular decisions based solely on their actions.

If, on the other hand, the Committee felt it appropriate to be guided by trends and programs in other universities, then surely a less parochial perspective ought to have been adopted. For example, the results of a recent national survey of 251 colleges and universities which showed that whereas in 1984, 37% reported a physical education requirement, in 1989 this figure had increased to 45% (Miller, G.A., Dowell, L.J., & Pender, R.H., 1989, August, JOPERD, pp. 20-23). Apparently, a growing number of institutions are moving to reinstate required activity courses.

In the October 16th, 1989 edition of U.S. News and World Report, the nation's top ranked universities and colleges were listed. According to the report, "In the vast array of American education, no group of institutions comes closer to matching the popular ideal of what higher learning should be than do the nation's 141 national liberal arts colleges." Five of the top six colleges listed in this report have physical education requirements; the exception has no requirements of any kind except for an introductory course to liberal studies. Several of the schools rated toward the top of this listing not only have physical education course requirements but also mandatory physical fitness and swimming tests. Closer to home, Pacific Lutheran University, ranked in the top twenty of the listing of 562 regional colleges and universities in the United States demands 4 semester hours of physical education for all undergraduate students. In fact, in PLU's General University Requirements only one course, P.E. 100 is specifically mandated (see attachment).

2. "requiring two credits of P.E. activity is woefully inadequate for developing healthful living habits"

On this premise we are in total agreement. The Physical Education faculty do not however agree that the solution is total elimination of the physical education requirement. We would suggest that an alternative and more appropriate viewpoint might be to address a well documented societal problem.

A recent report carried in national and regional newspapers (attached), noted that fewer than 10% of adult Americans exercise at levels recommended by the Surgeon General. A study by the Institute for Aerobics Research showed that people who are more active have a lower death rate from heart disease or cancer. According to the Center for Disease Control, "Evidence indicates that regular physical activity reduces the incidence of...many medical conditions " (including heart disease, colon cancer, diabetes, and obesity). Unfortunately, the CDC also noted that at least five of the 11 physical fitness goals for 1990, which it outlined at the beginning of the decade will not be met. Attached to this letter are statements that represent a summary of the scientific evidence on the benefits of physical activity. The evidence clearly indicates that the physical condition of American children and adults is deteriorating. We believe that it would be irresponsibly remiss for an educational institution to ignore this condition. We note the debilitating impact drug abuse is currently wreaking on a society that chose for many years to ignore the problem. The evidence is clear that similar repercussions will be forthcoming if we don't take steps to counter young people's attitudes towards physical well-being.

It's true that students are typically exposed to the importance of physical fitness in the public schools. It's also true they are exposed to mathematics, literature, and the appropriate usage of the English language. In our current General Education Program selected concepts and skills from these areas are reviewed and



embellished. Upon what basis should the case be different for concepts and skills selected from physical education? The Physical Education faculty believe it vital that students are exposed to concepts that will motivate them into activity. To do this effectively, students must be required to demonstrate knowledge of fitness concepts and skills. Just as with any other skill, those who are deficient are reluctant to voluntarily expose themselves to physical activity. In other words, without a requirement those students who are already active will likely continue to participate in regular exercise, whereas those students most at risk will continue to move along a path of physical impoverishment.

It is significant that through the Department's 'Wellness' program almost 200 faculty and staff at our university have endorsed the importance of regular physical activity by dedicating an hour each day to exercise. The numbers alone testify to the importance faculty and staff place on the maintenance of physical fitness. Few other campus events can boast similar faculty interest. In fact we would estimate that faculty attendance over the year at Central's Wellness hour is greater than faculty attendance at all other university events combined! If physical activity is so highly valued by our faculty, surely we must conclude that it is indeed worthwhile and should be promoted among our students? As the Committee rightly concluded two credits of P.E. activity are woefully inadequate. Surely the logical conclusion of this observation ought to be to increase the requirement so that students are participating in physical activity every quarter?

3. "requiring P.E. activities is not consistent with the statement of purpose for Basic requirements printed in the catalog"

The existence of physical education under the Basic requirements led us to reason that at one time the statement of purpose appearing in the catalog must have read a little differently from the current catalog. Indeed, if we go back to the 1978-79 catalog we discover a distinctly different statement of purpose: "Communication skill, preceding all other effective academic endeavors, and Physical Education (my emphasis), developing an appreciation for physical fitness, recreational skills, and cooperative activities, constitute the basic requirement." In the 1980-81 catalog it was noted that, "The Basic skills requirements include both Academic Skills and Expressive Skills (my emphasis)...The Expressive Skills requirements are intended to help students better express meanings through vehicles other than English and Mathematics." The same statement is included up to the 1985-87 catalog.

Without belaboring the point it seemed apparent to our faculty that the intent of the Basic Skills requirement has changed from catalog to catalog. Initially, we asked ourselves whether these changes reflected conscious decisions agreed upon by the appropriate university committees and endorsed by the Faculty

Senate, whether they represented editorial "improvements" in the catalog descriptions, or whether they were simply errors of omission? Upon investigation, it appears that the last (and most recent) published statement regarding the General Education Program was produced in 1978 and apparently was "...the result of several years of study and discussion by members of more than one General Studies Committee." This report notes the importance of traditional academic skills then continues with the following statement:

"However, in addition to these traditional academic skills, the Committee also supports the development of other expressive skills. Many human meanings are expressed through means other than English or Mathematics--through physical movement, through dance and music, in dramatic performances, in the arts and crafts. The Committee feels that work in expressing such meanings is a legitimate and essential part of a general education (our emphasis).

In the absence of a more recent revision, the 1978 report clearly stands as the prevailing university philosophy regarding General Education. As such the Physical Education faculty suggest that the rationale noted under #3 is itself inconsistent with Central Washington University's General Education Program philosophy.

As you are of course aware the tentative draft on five-year university goals, proposes a review of the "CWU philosophy of General Education." Proposing a significant change in the General Education Program at this time in the absence of an acceptable philosophy statement is in our opinion premature and might be perceived by some as unacceptably prejudicial. As the current Committee proceeds in the task of formulating an acceptable philosophical statement for the General Education Program it will of course be entirely appropriate to review the rationale for inclusion of physical education and all other courses currently offered under the General Education rubric. At this time we would suggest that in order to make an informed decision the Committee should permit departments the opportunity to argue the legitimacy of their offerings in view of the goals of the new program.

4. "the Committee is considering recommending replacement requirements in critical thinking and math computations."

The Physical Education faculty contends that such suggestions are premature for reasons noted above. In addition, while the faculty have no reason to suggest that the proposed new classes would not be of value to our students, we observe that classes in philosophy and mathematics are currently included in both the Basic and Breadth requirements. Presumably the Committee felt that students are currently exposed insufficiently in these areas, therefore justifying additional requirements. We would like to make two additional observations. First, we do not understand how under premise #2 inadequate exposure to physical activity justified a suggestion to delete classes in this area,

while inadequate exposure to critical thinking and mathematics apparently justifies the addition of classes in these areas. Second, we ask 'How much is enough?' Will the addition of one class in critical thinking and mathematics fully prepare our students to deal with life's decision making or computational problems? We somehow doubt it. Based on the 1978 philosophical statement it seemed to us that the intent of the General Education Program was to expose students to important concepts which hopefully will be reinforced as they continue into their majors. We must conclude that this interpretation represents the philosophy of the Committee that originally developed the General Education Program or why else would they have included such a wide selection of introductory classes.

Is not the entire purpose of the General Education Program one of exposure and avoidance of specialization? It can hardly be argued that our students are not already exposed to the two additional areas proposed. By excluding any exposure to expressive physical skills in the General Education program, we risk creating a program that exists simply as a means for supplementing student deficiencies in selected curricular areas. Liberal education by definition demands exposure to a broad range of skills; to promote specialization is to distort the purpose for which General Education requirements were intended.

In summary, we believe that the rationale upon which last year's General Education Committee made its decision to propose the elimination of the physical education requirement was based on several inconsistent interpretations. Based on the information provided in this letter, we urge the present Committee to reconsider the proposal made to eliminate the physical education requirement from the university's general education program. I would be happy to discuss this matter further at your convenience or at the convenience of members of the current General Education Committee.

Sincerely,



Stephen C. Jefferies  
Director of Physical Education

cc. Beverly Heckart, Chair, Faculty Senate  
Members of General Education Committee  
John Gregor

Date: Sun, 12 May 1996 12:08:30 -0700 (PDT)  
From: Personal Name <romboyd@CWU.EDU>  
To: Senate@CWU.EDU  
Cc: Senators@CWU.EDU  
Subject: Amendment to the Proposed General Education Program

Hugh,

I would like to submit a motion to amend the General Education Proposal under BREADTH REQUIREMENT, PART III, "Philosophies and cultures of the world" at the May 15th Faculty Senate meeting. The amendment would allow students to count a first-year foreign language course to satisfy the breadth requirement in the above area where the language is different than the one they studied in high school.

This motion has the signed support of 10 out of 11 tenured and tenure-track faculty members of the foreign languages department. (List of signatures available upon request)

Dieter Romboy  
Faculty Senator

Motion:

Students may take either a first-year (151, 152 or 153) foreign language class in a language different than the one used to meet the two-year admission requirement or they may take any second-year (251, 252 or 253) foreign language class in the same language as studied in high school.

Rationale:

Giving our students the option of choosing a second foreign language to satisfy the breadth requirement would continue to increase their knowledge of foreign cultures, would further sharpen their sensitivity to intercultural relationships and diversity, and could improve individual expressiveness and communicative competence through a better understanding of their own language.

First-year courses present to the student much more than just language acquisition. A review of most first-year as well as second-year language texts reveals substantive sections devoted to history, culture, civilization and linguistic differences between English and the foreign language. In addition, language as such is an expression of a particular culture. It reveals not only how the people who speak it think about and conceptualize the world but how they function within that world. Encouraging our students to deepen their awareness of a second foreign culture and language through a first-year breadth requirement course can be an effective mechanism for developing additional insights into the nature of human language and its uniqueness in expressing cultural identity. First-year courses do meet the rationale and course criteria for the proposed general education program by illuminating linguistic diversity and multiculturalism.

This amendment would also assure that no student is re-taught the same language at the beginning levels which was studied in high school in order to fulfill the breadth requirement, as is permitted under the current General Education Program. It would also allow access for breadth at the first-year level to the less commonly-taught languages in high school, such as Japanese, Russian and Chinese. The proposed general education program would prevent most students from using these languages for breadth until after one full year of study at CWU. It clearly places them at a disadvantage for being selected by students for breadth.

Date: Tue, 1 May 1996 13:00:49 -0700 (PDT)  
From: neth...@CWU.EDU  
To: senate@CWU.EDU  
Cc: senators@CWU.EDU  
Subject: Amendment motion for General Education Proposal

The following is a motion to amend the "General Education Proposal" before you today. This motion asks you to request the general education committee to include the below stated course which deals with health issues and behaviors and the consequences of these on personal health and well-being.

Motion:

Health Essentials - HED 101, a course dealing with personal health issues and health behaviors, be included in the general education program.

Rationale:

The rationale for the inclusion of this course is derived from several sources:

1. Central Washington University Mission Statement:  
The following two excerpts from the 1995 Central Washington University Mission statement remind us of the overriding purpose of education at this institution:

"All members of the university community support a relationship between teacher and student which makes both partners in learning, scholarship, research, creative expression, and the application of knowledge to solve human and societal problems".

"The university carries out this mission by fostering an environment which nurtures the physical, intellectual, social, and ethical development of each student".

2. General Education purpose statement  
The aim of General Education is to provide an education intended to enable students:

"to make informed and enlightened choices" (General Education Proposal, 1995).

A request for clarification of this statement with regard to "choices about what?", brought the following elaboration :

"To provide knowledge and skills to students that will enable them to be better decision makers on the multitude of issues they will face in life" (Robert Jacobs - General Education open forum, January 22, 1996).

3. Identification of the issues students will need knowledge of in order to make decisions about, in life???

Questions and concerns about health issues and behaviors that impact personal health are prominent in today's society and must be addressed. Choices made by young adults today will directly affect their quality of being and their potential risk of succumbing to chronic lifestyle-oriented diseases that negatively impact their quality of life.

(a) Evidence to support this contention is extensive, and ranges from the

many mass media outlets that reflect public concern about personal health and well-being, to the many federal, state, and private agency documents that reinforce health as a major issue facing society (Surgeon General's Office, Center for Disease Control, Dept. of Health and Human Services,.....).

(b) National demand for education reform in schools, colleges and universities resulted in the formation of the Washington State Commission on Student Learning. This 11-member body has called for the implementation of "Essential Academic Learning Requirements" in the following content areas:

1. Mathematics.
2. Reading and Writing.
3. Communication.
4. Science.
5. Social Studies.
6. The Arts.
7. Health and Fitness

In a recent document to inform the public of these changes, the commission wrote:

"Giving students the opportunity to develop knowledge (about health issues), skills (related to healthy living) and healthy attitudes can lead to a lifetime of healthy practices. The essential academic learning requirement in Health and Fitness establishes concepts and skills necessary for safe and healthy living and, in turn, successful learning".

(c) Further evidence for personal health issues as a dominant societal concern is provided in the comprehensive Healthy People 2000 report - resulting from the corroboration of over 300 federal, state, professional, and community agencies. Specific goals for the 'health of the nation' were established and have served as cornerstones for a multitude of private and government public health service projects and for educational reform. Specific components of the Healthy People 2000 report that are addressed by this course include:

- .% Substance abuse (including tobacco, alcohol, and other licit and illicit drugs)
- .% Non-communicable lifestyle-oriented diseases including cardiovascular disease, cancer, diabetes, osteoporosis, and obesity
- .% Communicable lifestyle oriented diseases including HIV, AIDS, other STD's, hepatitis,..
- .% The relationship between low physical activity levels, various diseases, and the failure to maintain functional independence with aging

4. Nature of the course.

This course is academic in nature and is designed to:

1. provide the student with an intellectual awareness of the fundamental concepts and contemporary research on the multitude of factors associated with health behaviors and a healthy lifestyle and,
2. through this knowledge, better their ability to make intelligent, rational, and thoughtful decisions about health behaviors that contribute to the quality of life with some understanding of the consequences of their decisions (critical thinking).

You can't educate a student who isn't healthy - and you can't keep a student healthy who isn't educated

This motion is unanimously supported by the faculty in the Department of Physical Education, Health, and Leisure Services. Furthermore, it has the unqualified support of Dr. David Lundy, M.D., other medical, and allied health personnel at the CWU Health Center; Dr. Sarah Shumate - Vice President for Student Affairs; and Mr. Jack Baker, Director - DAPPER Prevention Program and Director - Student Health and Counseling Center.

Date: Wed, 15 May 1996 10:28:12 -0700 (PDT)  
From: Patsy Callaghan <username@cwu.edu>  
To: senators@CWU.EDU  
Cc: senate@CWU.EDU  
Subject: General Education Program

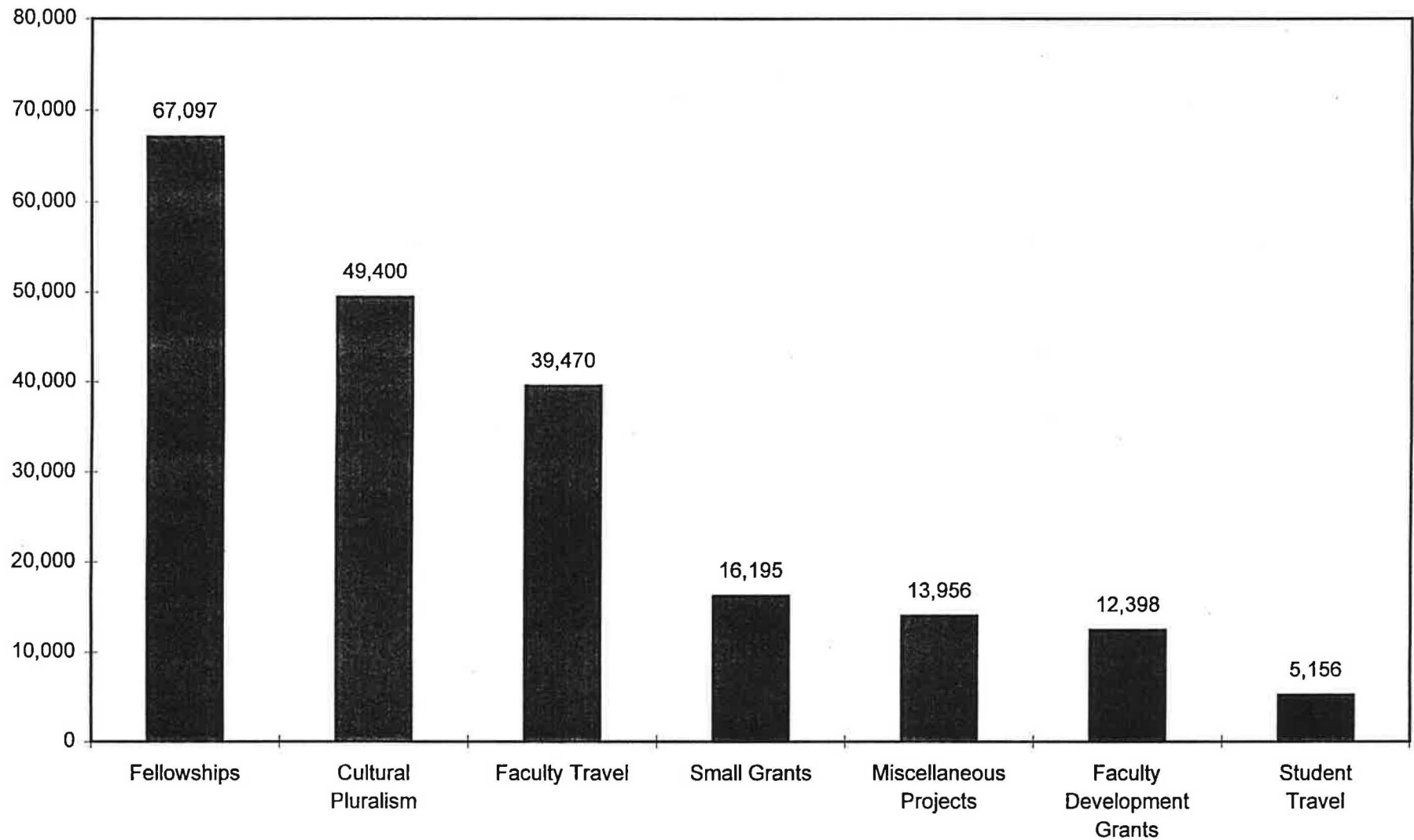
You received another e-mail message today regarding the English department's desire to delete ENG 328 and 329 from the course offerings listed under "Literature and the Humanities." That request, sent under my name by the department secretary, was still under consideration by our senators.

Instead of that amendment, the senators will be bringing to the meeting a written request to substitute ENG 247, Multicultural Literature, for ENG 328 and 329. The outcomes for that course fit quite appropriately with the goals of the revised general education program.

Thank you for considering this revision.

Patsy Callaghan, Chair, English Department

**Graduate Studies and Research  
Faculty Development Expenditures, 1995-96: \$203,692**





## CENTRAL WASHINGTON UNIVERSITY

Department of Political Science

May 15, 1996

Faculty Senate  
Central Washington University  
Campus

### SYNOPSIS

Dear Colleagues:

It is proposed that the university approve the creation of an major in Asian Studies leading to the granting of a Bachelor of Arts degree. Total credits required for program completion are 63. This proposal has been approved by the participating faculty advisory committee, associated departments, academic dean, Provost's Office, as well as the Curriculum Committee. The program may begin immediately in the Fall, 1996 quarter. With the imminent retirement of Dan Ramsdell (History), the program will be directed by Mike Launius and formally "housed" in the Political Science Department. This arrangement was approved by the Dean of COTS, Anne Denman, before her departure for China.

The proposed program requires the creation of no new courses, the acquisition of no new faculty, nor does it increase faculty loads. It represents the formal elevation of an already existing minor program (Asia/Pacific Studies) to the status of a major. In fact, it represents the recognition and formalization of an already existing major - one that has been conducted de facto via the Individual Studies major option. This proposal will reduce confusion and paperwork, routinize the program of study, facilitate systematic recruitment of student majors, and increase overt faculty responsibility for program oversight - at no (or minimal) additional fiscal cost to the institution.

The university's long-standing commitments to internationalization and cultural diversification may be furthered via this program's content and conduct. The successful track record of recent graduates in employment and graduate school also supports elevation of the program to major status. AS of now, there are four students applying for the IS program. All of this points toward the utility of the proposed major.

Sincerely,

Michael A. Launius  
Associate Professor & Chair



TO: Faculty Senate  
FR: Wesley Van Tassel, Chair  
Theatre Arts  
RE: New Graduate Program, plus New Specialization in the B.A. Program  
Date: May 15, 1996

## I. MASTER OF ARTS IN THEATRE PRODUCTION

- The proposed program has been approved by:
  - The Theatre Arts Faculty
  - The Dean of Arts and Humanities
  - The Graduate Council
  - The Dean of Graduate Studies and Research
  - The Faculty Senate Curriculum Committee
- It is now offered to the Faculty Senate for approval; then to proceed to the Provost, Board of Trustees and HEC Board.
- It is proposed to begin in June of 1997. Most of the courses are already in the catalogue.
- This is a summer-only, self-support program.
- Coordinator is Wesley Van Tassel, Chair of Theatre Arts.
- The M.A. is intended for teachers who have limited skills or training in theatre, and who wish to improve their production abilities.
- The M.A. is 50 credits, including a thesis production which is adjudicated by the candidate's committee in the home location.
- The program is the result of four years of inquiry into regional needs and market. There is no similar program in the entire Northwest.. More than 50 secondary teachers have written endorsement letters and contributed ideas. Many of the letters are included in the proposal.
- The regular CWU theatre arts faculty will teach the program during the summer months, with specialists from other universities hired as needed.

- A maximum of ten candidates will be enrolled at any one time. Most will take four summers plus thesis to complete the degree. Courses will be offered in each of the two summer sessions.
- Please contact the chair if you wish to peruse a copy of the proposal.

\*\*\*\*\*

II. A proposal to add a Theatre Management specialization within the B.A. major is also offered.

- This specialization becomes the fifth emphasis area in the undergraduate program.
- The core major is 55 credits; 20 additional credits comprise a specialization.

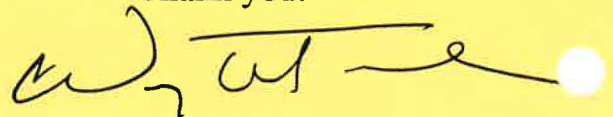
- The specialization in Theatre Management offers choices of courses from these areas:

Theatre Arts	TH350.1, .2, or .3	5 credits
ADMG	146 or	5 credits
ACCT	301	
ECON	101 or 201	5 credits
MGT	381 or 380 or	5 credits
MKT	360	

for a total of 20 credits

- All departments involved have approved the program.
- Theatre management is a viable field today, leading usually to graduate study in arts administration. Most jobs are available in not-for-profit arts organizations.
- A copy of the proposal is available from the chair.

Thank you!



**Central Washington University**  
**General Fund State and Tuition Revenue**  
**Fiscal Year 1997 Budget Estimate**

All figures in 000's

**Fiscal Year 1996-97**

	<b>FTE Current 7339</b>	<b>FTE (+ 94) 7433</b>	<b>FTE (+ 94 + 259) 7692</b>
<b>Funds:</b>			
State Appropriations	34,130	34,130	34,130
Supplemental Budget	1,146 *	1,146	2,195 **
<b>Total State Approps:</b>	<u>35,276</u>	<u>35,276</u>	<u>36,325</u>
 Operating Fee:	 15,072	 15,274	 15,810
 <b>Total Appropriations &amp; Operating Fee:</b>	 50,348	 50,550	 52,135
 <b>Allocations:</b>			
Base(from I-Allocns.xls)	49,298	49,298	49,298
Supplemental Budget**	1,351	1,351	1,351
Library-NonRecurring	886	886	886
<b>Total Allocations</b>	<u>51,535</u>	<u>51,535</u>	<u>51,535</u>
 <b>Total Approps &amp; Fees less Allocations</b>	 (1,187)	 (985)	 600

Supplemental Funding:

1,293	Library Funding
(96)	Health Benefits Rate Adjustment
(39)	Loan Fund Error W/EWU (\$39) FY96
(12)	Bond Payment Reduction(\$8) FY96
<u>1,146</u>	
<u>1,049</u>	Enrollment Funding State General (Dependent on 259 FTE)
<u>2,195</u>	Total State General
<u>535</u>	Enrollment Funding Tuition (Dependent on 259 FTE)
<u>2,730</u>	Total Supplemental Budget FY1996-97

\*^Dr. Nelson's allocations, net of Non-Recurring library

<u>ENROLLMENT HISTORY</u>	<u>FTE</u>
FY1993-1994	7339
FY1994-1995	7337
FY1995-1996	7339

**CENTRAL WASHINGTON UNIVERSITY  
FISCAL YEAR 1996-97**

**General Fund State and Tuition Revenue**

**INTERNAL ALLOCATIONS**

	FY97		Adjusted		Total	Total
	Original	Area	97 Base	Suppl.	Total	Addns
	Base	Allocations				
President (EL 10)	616	20	636	20	656	40
Student Affairs (EL 80)	1,525	35	1,560	100	1,660	135
University Adv (EL 50)	601 *1	45	646	86	732	131
Business Affairs (EL 20)	11,122	130	11,252	100	11,352	230
Academic Affairs (EL 40)	25,592	400	25,992	638	26,630	1,038
COOP Library Recurring				407 *3	407	407
COOP Library Non-Recurring				886	886	886
Central Budgets (EL 30)	9,164		9,164		9,164	0
	48,620	630	49,250	2,237	51,487	2,867
Base Changes		48 *2	48		48	48
Total FY 97 Base:			<b>49,298</b>			
FY '96 Enroll Shortfall:					(218)	
Allocation Reserve:	1,003	325	325	493	818	
Total Allocn + Reserve:	49,623	1,003	49,623	2,730	52,135	2,915

\*1 University Advancement FY97 BASE Reduced by \$73 for internal/annual funding shift

\*2 Base Changes: \$48; \$8 Mandatory GA Purchasing Revolving Fund Increase and \$40 Internet Access

\*3 COOP Library Recurring \$407: \$376 to EL 40 and \$31 to EL20

## MEMORANDUM

TO: Deans' Council, Department Chairs, President's Cabinet

FROM: Thomas D. Moore *TDM*  
Provost/Vice President for Academic Affairs

SUBJECT: 1996-97 Budget Allocation

DATE: May 13, 1996

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For your information please find below the resource allocations for the Academic Affairs area for the 1996-97 fiscal year. This is not a little money but we all must remember that the supplemental allocations are tied to our actual annual enrollment. Also note that these allocations may be adjusted as a result of flexible planning.

<u>Initial Allocation:</u>	\$400,000
Arts & Humanities, College of the Sciences	\$210,000
Business & Economics	85,000
Education & Professional Studies	<u>105,000</u>
	\$400,000
<u>Supplemental Allocation (Enrollment)</u>	\$522,000
Arts & Humanities, College of the Sciences	\$135,000
Business & Economics	150,000
Education & Professional Studies	165,000
Graduate Studies	<u>72,000</u>
	\$522,000

Page Two  
1996-97 Budget Allocation  
Thomas D. Moore  
May 13, 1996

<u>Control Number on Supplemental</u>	\$688,000	(638,000+50,000 add'l for promotion)
Allocated to Colleges	\$522,000	
Promotion Estimate	<u>125,000</u>	
	\$647,000	
Distance Ed. WHEN Project	\$23,000	
(Line in Provost Budget)		
Center Goods & Services	18,000	
Yakima	4,000	
Wenatchee	2,000	
SeaTac	5,000	
Lynnwood	5,000	
Steilacoom	2,000	
Total Allocated	<u>\$688,000</u>	
<u>Total 96-97 Allocations</u>	\$1,088,000	
Arts & Humanities, College of the Sciences	\$345,000	
Business & Economics	235,000	
Education & Professional Studies	270,000	
Graduate Studies	<u>72,000</u>	
	\$922,000	
<u>Additional Estimated Expenditures</u>	\$166,000	
Promotions	\$125,000	
Centers	18,000	
Distance Education	<u>23,000</u>	
	\$166,000	

c: President Ivory Nelson



# CENTRAL WASHINGTON UNIVERSITY

Office of the Provost / Vice President  
for Academic Affairs

## MEMORANDUM

TO: Deans Brown, Dauwalder, Murphy and Stacy

FROM: Thomas D. Moore *TD<sup>m</sup>*  
Provost/Vice President for Academic Affairs

SUBJECT: Enrollment Support Allocations

DATE: May 13, 1996

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Per our final discussions regarding proposed budget allocations for support of new enrollments, please find below the specific allocations in support of the targeted enrollment/program enhancements. These are in support of your stated program priorities with the induced enrollment goals noted. Given the need for flexibility and creativity as you move through the process, changes based on new information or better program and enrollment mix should be considered. Remember benefits must be included as part of your allocation.

<u>Unit</u>	<u>FTE Enrollment Goal</u>	<u>Total Allocation</u>
Business & Economics	75	\$150,000
Arts & Humanities College of the Sciences	75	135,000
College of Education & Professional Studies	95	165,000
Graduate Studies	<u>11</u>	<u>72,000</u>
<b>Totals</b>	256	\$522,000

You will notice that I have only allocated our limited resources to income/student enrollment/instructional units in order to advance our program and resource goals.

Thank you very much for your assistance. Remember this is no reason not to attempt to surpass your enrollment target. Think of them as minimum goals to ensure our fiscal integrity.

c: Don Schliesman  
Vern LaBay



STATE OF WASHINGTON

OFFICE OF FINANCIAL MANAGEMENT

Insurance Building, PO Box 43113 • Olympia, Washington 98504-3113 • (206) 753-5450

May 7, 1996

**TO:** Agency Directors  
Agency Budget Officers

**FROM:** Gary Robinson *G.R.*  
Acting Director

**RECEIVED**  
MAY 10 1996  
PRESIDENT'S OFFICE

**SUBJECT: 1997-99 OPERATING BUDGET INSTRUCTIONS (PUB. #B-96-01)**

Along with this memorandum, your agency will be receiving instructions from the Office of Financial Management (OFM) for preparation of your operating budget request for the 1997-99 Biennium. These instructions mark the beginning of a process of budget development that will culminate in Governor Lowry's December budget recommendation to the 1997 Legislature.

As you read through these instructions, you will note that particular attention is given to the planning and communication aspects of the budget submittal. Both the Governor and the Legislature have indicated their desire to refocus the budget process to ensure that future funding decisions can be tied to measurable goals which can be explained to the general public. Two years ago, many agencies took the first step in this process by identifying indicators of program effectiveness and outcomes in their budget submittals for the current biennium. The budget instructions for the 1997-99 Biennium are designed to build on this effort by:

- Integrating strategic planning and expected outcomes with funding requests submitted by state agencies.
- Encouraging agencies to refine their performance measures to ensure that they are consistent with their long-term strategic plans, mission, and core operating values.
- Forging a collaborative process for developing and reviewing expected outcomes that involves agencies, OFM and legislative staff.

These new elements will provide a perspective on expenditure data that will help both policy makers and the general public answer fundamental questions about how to prioritize funding at a time of increasing constraints on public resources. In addition, this process will provide a forum for state agencies to explain their purpose and direction, and to support their decisions with objective data that demonstrate the benefits provided to the public.



All Agencies  
May 7, 1996  
Page 2

The central challenge of any budget is to make effective use of limited resources. Because agency expenditure requests often exceed available revenue, statewide budget decisions involve a difficult balancing of resources and need. For this reason, agencies are encouraged to focus their budget requests on maintenance of critical services, new initiatives that demonstrate tangible benefits to the state, and proposals that result from downsizing or elimination of lower priority activities.

If you have any questions about these instructions, please contact the OFM budget analyst listed in Appendix D. I would encourage you to involve your OFM analyst early in your internal budget development process to help resolve any issues that might arise. I look forward to a cooperative effort between our agencies in the next several months.

gr:cb

Attachment

The instructions in this section provide preparation guidelines and format for each of the required components of an agency budget submittal.

### **3.1 Agency Strategic Plans and General Budget Narrative**

#### **Intent**

*A budget submittal communicates information relevant to major policy and resource decisions for the ensuing biennium. This information takes various forms, including an agency's strategic plan for the future, descriptions of the agency's activities, and the measures against which an agency's performance can be measured. Budget narrative should be succinct and proposed changes to the agency's budget should be clearly linked to the agency's vision and plan for the future.*

#### **3.1.1 Strategic Plan Format**

##### **Definition: Strategic Plan**

A long term comprehensive plan that represents an integrated set of decisions and actions designed to ensure that the intended goals and objectives of an agency are met.

As part of the budget submittal, agencies will provide to the Governor and the Legislature strategic plans describing the organization's mission, goals and objectives in the context of expected strategies for the next six years (Fiscal Years 1998-2003).

For maximum communication benefit, strategic plans and related financial information should be presented in a format and style easily understood by a general audience. The strategic plan presented with the budget document is expected to be a summary of more detailed plans developed by the agency. Agencies that are not yet engaged in strategic planning can use the suggested format on page 18 to get started this year. Strategic planning, according to experts, requires time and long-term commitment, but given the new legal requirements it is imperative that all agencies begin to define their missions and link budget proposals to a broad sense of the agency's planned accomplishments and future direction.

As noted, it is intended that agencies look out six years, which is roughly equivalent to the timeframe defined by the balanced federal budget outlook. It is expected that discussions of future plans will be more general than the narrative and fiscal information related to the 1997-99 Biennium. The intent is to generate some broad discussion of trends and expectations in the later years of the plan.

Agencies that already have strategic plans should consult with their OFM budget analyst to make sure that the existing plan satisfies OFM's requirements for the budget submittal. In general, if a plan meets the legal requirements in ESSB 6680 by including a mission, goals, objectives and performance measures, and also shows a coherent, high-level plan for future resource needs (i.e. a financial plan), OFM will accept it. For purposes of this budget submittal, the term "strategic planning" is defined by the text of these instructions, and every effort will be made to coordinate these requirements with existing agency efforts as long as the required elements are recognizably present in the agency budget submittal.

### **3.1.2 Elements of the Strategic Plan Presentation**

#### **Required Elements of a Strategic Plan**

- agency mission, including the statutory authority
- major strategies for carrying out the agency mission
- goals
- objectives, and related timelines
- performance measures
- financial plan (current funding, general discussion of future funding needs)
- appraisal of external environment (e.g. economy, demographics)

#### **Other Desirable Inclusions**

- risks, obstacles and opportunities that the agency is facing
- internal resource assessment (e.g. skills, technology)
- alternative strategies
- evaluation methods

*A definition of each element of the agency strategic plan is provided below:*

#### **Agency Mission**

An agency's mission is its reason for existence, described in general terms that capture its unique purpose and functions.

*Example: The Department of Natural Resources owns, manages and regulates public and private lands, and the minerals on and within these lands, for revenue production and stewardship of state natural resources.*

#### **Statutory Authority Statement**

The authority statement is a brief reference to the enabling legislation or statutes that authorize the establishment and operation of agency programs. Revised Code of

Washington (RCW) citations should be used when available. List the various RCW citations, along with the program or groups of program activities authorized.

*Example: RCW 43.185 authorizes the creation of the Housing Assistance Program.*

## **Major Strategies**

Major strategies establish broad themes for how an agency plans to accomplish its mission. The distinction between "primary strategy" and "goal" can be subtle, since both are high-level statements of direction and purpose; a strategy is an action, while a goal is a desired outcome.

*Example: Conduct ongoing geological surveys and inspections of public and private lands which are used to describe the state's geology, examine and quantify natural mineral resources, and prepare and publish information relating to the mineral wealth of the state.*

## **Goals**

Goals are statements of purpose that identify a desired result. Goals further detail an agency's mission, and tie to specific major strategies identified by the agency.

*Example: Contribute to the economic and environmental well being of State lands by administering and enforcing regulations pertaining to surface mining, metals extraction and milling, oil and gas exploratory drilling, and geothermal resource production.*

## **Objectives and Timelines**

Objectives are intermediary steps toward a goal, and are specific and measurable within a specified time period.

*Example: 1.) Complete an updated paper map coverage of the location of mineral and mining resources in the entire State by June 30, 1998.*

*2.) Have 75 percent of all surface mines and 100 percent of all metal mines in compliance with environmental operating regulations by June 30, 1999.*

## **Financial Plan (current funding, future funding needs)**

For the purposes of an agency's strategic plan, the financial plan is a brief narrative description of how well the agency's current funding matches its goals, and how future funding needs will change, based upon the strategic plan.

## **Performance Measures**

### ***Definition: Performance Measure***

A quantitative indicator that programs or services are directly contributing to the achievement of an agency's strategic plan. This includes indicators of a program's or activity's inputs, output, outcomes, productivity, timeliness, and/or quality.

Agencies should identify performance measures that link to the major elements of their strategic plan (major strategies, goals and objectives). As agencies refine and revisit the performance measures developed in 1994, they should focus on developing a manageable number of useful indicators, rather than attempting a large quantity of performance measures. See Sections 3.1.4 and 3.1.5 and Appendix A for more detail on creating performance measures.

In order to help ensure that the performance measures that agencies produce are useful to the budget process, agencies should meet with their OFM and legislative budget analysts to discuss which measures they plan to use. OFM and legislative budget analysts will help the agency determine which measures are best for budgetary purposes.

Agencies should attempt to create and use performance measures that provide meaningful indicators of progress toward accomplishing the goals and objectives identified in strategic plans. Budget proposals should be explained, where practicable, in terms of performance.

### **Performance measures in this budget are categorized into three types:**

- Outcome Measures (impact) - What results were achieved?
- Output Measures (workload) - How much was done?
- Efficiency Measures (inputs/outputs) - How productively was it done?

Each of these types must be represented in the performance measures submitted by agencies.

### **Criteria for selecting performance measures:**

- close connection to agency mission, objectives and strategies
- focus of major agency efforts
- possible to measure with a reasonable degree of accuracy
- not significantly corrupted by external factors
- easy to understand

### **Appraisal of External Environment (e.g. economy, demographics)**

It is important for decision-makers to understand the environment in which the agency's programs must operate. Is the client population growing? How do potential changes in the economy affect the client group, or the demand on the agency's services? The agency should provide a clear, concise description of the effect that the external environment has on the agency and its programs.

### **Alternative Strategies**

It may be relevant to describe in the strategic plan the alternative strategies considered by the agency, that the agency chose not to adopt. In most cases, decision-makers will be interested in understanding why the agency chose the major strategy that it did and not an alternative.