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Faculty Senate Minutes

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Vicki Potts

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MINUTES: Special Faculty Senate Meeting
March 16, 1983
Central Washington University

Presiding Officer: Lillian Canzler, Chair
Recording Secretary: Vicki Potts

The meeting was called to order at 3:10 p.m.

ROLL CALL

Senators Present: All Senators and/or their Alternates were present except for Briggs, Fairburn, Fitzgerald, Gries, Gunn, Hawkins, Kerr or Schactler.

Visitors Present: Bo Beed, Tim Yoxtheimer, Willard Sperry, David Kaufman, Bob Bennett, Jimmie Applegate, Don Garrity and Don Schliesman.

CHANGES TO AGENDA

At the request of Chair Canzler, President Garrity will speak to the motion from the Department of Anthropology. Consideration of the Amendment #2171 to the main motion will be before the main motion (#2170).

OLD BUSINESS

Motion No. 2174 from the Anthropology Department as follows:

WHEREAS: CWU is an institution of Higher Education.
Tenure must constitute a protection against philosophical shifts.
Present fiscal difficulties do not qualify as an emergency.

BE IT MOVED THAT:

Education in the liberal arts and sciences be clearly/explicitly reaffirmed as the primary role/mission of Central Washington University.

The principle of tenure as a protection from extemporaneous/expedient administrative shifts in educational philosophy be reaffirmed.

The state of fiscal exigency be rescinded immediately and before further consideration is given to revision of lay-off policy and/or new programs.

Dr. Garrity addressed the three questions arising from the above motion. The first being the mission and roles of CWU. The definition of the mission and roles was defined by the faculty and ratified by the Senate and had not been modified. (Copies were circulated). He conceded that the collective conception of mission and roles is possibly more broadly construed than the resolution as it sees the liberal arts and sciences as the central core portion of the university, but does not define that in any kind of exclusive or ordering of import.

Secondly is the matter of tenure and the relation of tenure to modification of academic programs. He feels that the new program in technology is neither a shift in philosophy nor a shift in our sense of mission and roles. The program has been in jestation for over two years. The current code explicitly considers the matter of modification of educational programs and concerns that due and appropriate consideration be given to the consequences of any kinds of shift of a programatic sort.

The third is the fiscal exigency. In a common sense way it is understood that the conditions of financial exigency are coming to a close, however, the declaration of financial exigency is a matter which is an important ingredient in actions that the University has taken. Following discussions with Attorney Fritz Clarke on what the considerations were for closing the conditions for financial exigency, Dr. Garrity has been advised that it is not possible at this time because of legal considerations that involve Mr. Clarke and he does not want any complications to that. A time line of about two months more was estimated for continuation.

The state of financial exigency would automatically be removed by the new biennium. If there are legal matters not cleared up by that time, then a new independent evaluation of what the continuing obligations and liabilities might be, and what our budget responsibilities are would be done and we would go from there.

In answering a comment from Dr. Dugan that there is a fear that the economic exigency is going to turn into a means or device by which the mission of the University gets reprioritized and the University loses positions, Dr. Garrity stated that in conferring with the Governor and the Director of Finance, they specifically indicated that added money would not be used to resurrect program discontinuation. Dr. Garrity said he knew of no one in the University who has seen or planned to use the adjustments that were made as a result of the financial exigency or budget cuts as a way of reordering program priorities.

Questions regarding the funding of the proposed technology programs were raised along with the possible outcome if full funding was not provided. Dr. Garrity assured the Senators that these programs could not be implemented without Legislative support.

Dr. Bicchieri, Department of Anthropology, spoke on the format and the philosophy behind their motion. Their intent was not to impede progress but to expedite it. They would like a statement as to what our missions are and a reaffirmation of the original intent of academic freedom through tenure and would feel much more protected if an internal reaffirmation within the insitution is made on the purpose of education. They would like assurance that they are not working on planned obsolescence. He said we are failing the missions and roles of this institution if we are not given the opportunity to protect the ability to challenge the premises of the political economic system. We must be able to think, to have time to think and to evaluate what we are doing and not be making these major decisions on a moments notice. We must separate as well as we can, fiscal exigency from

from philosophical shifts which are dictated ultimately by the position and posture of a political body like the legislature. It was assumed that since we supposedly had something to say when financial exigency was declared that a reversal of the process was possible but now we are told that that is a legal decision by the attorney. As long as the state of financial exigency exists, all of the rules by which decisions were made exist also. He closed by indicating that the Department would withdraw their motion, if the administration would make a written response to their statement through the Senate.

It was suggested that an ad hoc committee be formed to include among others, Dr. Garrity and Dr. Bicchieri, to answer the concerns mentioned. Dr. Bicchieri agreed to withdraw the motion with the agreement that an ad hoc committee be formed and given a specified mission based on the motion, and a mandate of substance and time to discuss, solve and make a presentation.

B. AMENDMENT NO. 2171:

Motion reads as follows: Move to amend the motion to the following effect. Move the Senate approve the B.S. in Mechanical Technology major subject to the following condition. Contingent upon the acceptance of this major by the Council for Post Secondary Education, an interdisciplinary committee consisting of representatives from TIE, Physics, Mathematics and Chemistry departments, will be appointed by the vice president for academic affairs to review the involved courses and their prerequisites and if, or when, necessary to make recommendations for changes to the University Curriculum Committee and the Faculty Senate.

The intent of the motion was explained to consider the concerns over the subject matter in courses included in the program without impeding passage of the program and to provide for that discussion and for change.

Dean Applegate spoke on the history of technology in the Department of TIE and how they have been moving toward the development of these programs. TIE was working on the mechanical technology program long before the writing committee was formed in December to prepare the prospectus for the legislature. The writing committee did not have as its charge to serve as a pseudo-curriculum committee for the faculty. The courses in these programs must be under a continuous state of development. They are not locked into place as other programs are not locked into place. Dean Applegate also mentioned that an individual recommended by the accrediting board for engineering technologists did work with TIE in putting the program together and did say, without any commitment, that this program would appear to meet the guidelines for the accrediting board and would be accredited on that basis, provided it met all of the other conditions.

The motion was withdrawn.

C. MAIN MOTION NO. 2170

With the approval of the Senators, portions of the tabled main motion #2170 that were approved in a following motion (#2173) were struck and the motion reworded to read:

The senate approve the course additions on pages 642 and 643, the mechanical technology courses, and the B.S. in Mechanical Technology as listed on page 643.

Motion carried unanimously.

Page 642 - Course Additions -	MET 211, Structural Systems I	MET 315, Fluid Dynamics
	MET 212, Structural Systems II	MET 411, Energy Systems I
	MET 213, Technical Dynamics	MET 412, Energy Systems II
	MET 314, Applied Thermodynamics	

Page 643 - Course Additions -	MET 418, Mechanical Design I	MET 423, Computer Aided Design and Manufacture
	MET 419, Mechanical Design II	TIE 375, Applied Digital Controls

- Program Addition - B.S. Mechanical Technology

ADJOURNMENT

Meeting adjourned at 4:45 p.m.

SPECIAL SENATE MEETING

3:10 p.m., Wednesday, March 16, 1983

SUB 204-205

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. COMMUNICATIONS
- IV. OLD BUSINESS
 - A. Motion --- Catherine Sands
 - B. Motion --- B.S. Mechanical Technology
Faculty Senate Curriculum Committee as
amended
- V. ADJOURNMENT

****Next Regular Faculty Senate Meeting -**

Wednesday, April 6th

****Code Hearing - April 13th**

Senator

Alternate

John AGARS

Gary GALBRAITH

Phil BACKLUND

John FOSTER

Don BLACK

Cal GREATSINGER

Ken BRIGGS

Karen JENISON

Jerry BRUNNER

Bob WEIKING

David CANZLER

Mark HALPERIN

Lillian CANZLER

Larry WALD

Jim CASSIDY

Barney ERICKSON

Robert DEAN

David KAUFMAN

John DUGAN

John MEANY

Clint DUNCAN

Ray WHEELER

Henry EICKHOFF

Ed GOLDEN

Wayne FAIRBURN

David FALEY

Carol Lynn FITZGERALD

Larry SPARKS

Roger FOUTS

Sidney NESSELROAD

Peter GRIES

David SHORR

George GROSSMAN

Richard MACK

Jerry GUNN

Betty EVANS

James HAWKINS

Don RINGE

James HINTHORNE

Stan SORENSON

Robert IRVING

Joel ANDRESS

Martin KAATZ

Jay BACHRACH

Chester KELLER

Robert JACOBS

Tom KERR

Charles GUATNEY

Wayne KLEMIN

John CARR

Bob LAPEN

Wells MC INELLY

Kathleen MORRIS

Max ZWANZIGER

Owen PRATZ

Larry LOWTHER

Daniel RAMSDELL

Marco BICCHIERI

Catherine SANDS

David Gee

Carolyn SCHACTLER

Patrick O'SHAUGHNESSY

Eric THURSTON

Nancy LESTER

Rosco TOLMAN

Thomas BLANTON

John VIFIAN

William CRAIG

Charles VLCEK

Ann DONOVAN

Tom YEH

- Sub.

VISITORS PLEASE SIGN

3/14/83

Bo Beed

Tim Yoxheimer

WILLARD SPERRY

DAVID KAUFMAN

Bob Bennett

Dean Applegate

W. Savity

Don Schlessman

February 24, 1983
CURRICULUM PROPOSALS APPROVED BY THE
UNIVERSITY CURRICULUM COMMITTEE AND
FORWARDED TO THE SENATE

643

TECHNICAL AND INDUSTRIAL EDUCATION CONTINUED
COURSE ADDITIONS

MET 418, Mechanical Design I. (5). Prerequisites, MET 213, TIE 465. Four hours lecture; two hours lab. Shafts, springs, couplings, clutches, bearings, cams, linkages and crank mechanisms.

MET 419, Mechanical Design II. (5). Prerequisite, MET 418. Four hours lecture; two hours lab. Continuation of MET 418, including fasteners; welds; machine frames; pressure vessels; hydraulic cylinders and motors; and electrical motors and actuators. Design project required.

MET 423, Computer Aided Design and Manufacturing. (4). Prerequisite MET 419. Three hours lecture; two hours lab.

TIE 375, Applied Digital Controls. (3). Prerequisite TIE 271. Two hours lecture; two hours lab. Examine and compare the basic components of microprocessor systems as applied to numerical control and robotics.

PROGRAM ADDITION

BACHELOR OF SCIENCE
MECHANICAL TECHNOLOGY

3/16/83 from Mr. Harrington

THE MISSION AND ROLES OF THE UNIVERSITY

"Central Washington University is one of several institutions of higher education created by the Washington State Legislature and governed by a five-member lay board of trustees. The powers and duties of the Board of Trustees as well as mission and roles of Central Washington University are identified in the Revised Code of Washington, Chapter 28B.40. Further definition of the mission and roles may be found in the "Planning and Policy Recommendation for Washington Postsecondary Education 1976-1982", published by the Council for Postsecondary Education, State of Washington. Broadly stated, Central's mission is to provide educational services to the citizens of the state of Washington, with particular, but not exclusive attention to the residents of the area including King, Pierce, Snohomish, Chelan, Kittitas, Yakima, Benton, Klickitat, Franklin, Douglas, Grant, Okanogan and Walla Walla counties. It exists so that people may learn and help others to learn those meanings which organize and symbolize human experience. The prime function is academic-- discovering and creating new knowledge, preserving and transmitting it, applying it to life's experiences; all other areas of the university organization complement that function. First and foremost, the University pledges itself to provide the highest quality in fulfilling any aspect of its mission. The best qualified faculty must be employed; knowledgeable and imaginative members of the administration and staff must complement the faculty; and excellent library resources, appropriate facilities, and instructional equipment must be provided. These strengths directed through a well-planned curriculum will yield quality education to all who meet admission standards.

The mission is manifest through various roles. First, degree programs provide theoretical and practical instruction in the liberal arts and sciences and in the professions and applied fields through the bachelor's and master's levels. Such a multi-dimension curriculum requires a careful balance of the elements, ensuring that each contributes to the other in appropriate and effective ways. The balance may change as our capabilities change, our student population varies, and demands of society change, but we must serve both those who want training to earn a living and those who want education to live more fully.

Second, non-degree programs are provided to meet the needs of those students who intend to transfer into professional programs at other institutions or enter the work force after one or two years of study. To a large extent, the content of these programs is set by the colleges or universities to which students transfer, certifying groups or employing agencies.

Third, opportunities to engage in both pure and applied research activities are provided to members of the faculty, frequently working with students. Results of their work are shared with others by means of scholarly publication, presentation of papers at public or professional meetings, and lecturing.

Fourth, through its faculty, facilities and instructional material resources, Central provides public services to citizens of the region and state. Such services include faculty advice, clinics, laboratories and

Central
Washington
University



Ellensburg, Washington 98926

TO: All Senators and Alternates

FROM: Lillian Canzler, Chair
Faculty Senate

DATE: March 10, 1983

RE: B.S. Mechanical Technology

Enclosed is the outline of the B.S. in Mechanical Technology in its corrected form with 110 credits.

Below is Bob Dean's amendment to a motion by Don Black that the Senate approve the ~~course additions, program deletions on pages 640 through 642 and the~~ mechanical tech courses and B.S. in Mechanical Technology as listed on page 643:

The amendment reads as follows:

"Move to amend the motion to the following affect: Move the Senate approve the B.S. in Mechanical Technology major subject to the following conditions: contingent upon the acceptance of this major by the Council for Post Secondary Education and an interdisciplinary committee consisting of representatives from TIE, Physics, Mathematics and Chemistry departments, who will be appointed by the vice president for academic affairs to review the involved courses and their prerequisites and if, or when necessary to make recommendations for changes to the University Curriculum Committee and the Faculty Senate."

Bachelor of Science Degree
Mechanical Technology

A Mechanical Technologist supports engineering activities through the application of scientific knowledge, methods and techniques. His/her work lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closer to the engineer. The program emphasizes skills in the areas of production, applied design, equipment modification, service and repair.

Graduates obtain employment in such areas as manufacturing, research, development, sales, maintenance, and operation in industry, government, consulting firms, and many related activities.

In absence of an appropriate background, the student may find it necessary to take one or more of the following:

- Math 163.1
- Math 163.2
- TIE 165

<u>Required Courses in the Major</u>		<u>Credits</u>
*MET 211	Structural Systems I	4
*MET 212	Structural Systems II	5
*MET 213	Technical Dynamics	5
*MET 314	Applied Thermodynamics	5
*MET 315	Fluid Dynamics	5
*MET 411	Energy Systems I	5
*MET 412	Energy Systems II	5
*MET 418	Mechanical Design I	5
*MET 419	Mechanical Design II	5
*MET 423	Computer Aided Design and Manufacturing	4
TIE 265	Engineering Drawing II	4
TIE 271	Basic Electricity	5
TIE 351	Metallurgy	4
*TIE 375	Applied Digital Controls	3
ELT 372	Electrical Power and Machinery	4
MATH 172.1	Calculus	5
MATH 172.2	Calculus	5
PHYS 111	Introductory Physics - Mechanics and Heat	5
PHYS 112	Introductory Physics - Electricity and Magnetism	5
PHYS 113	Introductory Physics - Sound and Light	5
CHEM 181, 181.1	General Chemistry	5
ENG 310	Technical Writing	4
COM 345	Business and Professional Speaking	4
CPSC 101	Basic Computer Science	4

68 cr.**

*New Courses

**68 credits in TIE

3/16/83

Universities in the State of Washington, which are designed to offer a balanced educational experience to the youth of the country, are currently being stampeded by ballyhoo about "high tech." Judging from the fervor with which "high tech" is being promoted, some elements in our society apparently hope to develop a large Orwellian labor force of trainees who can docilely perform narrowly defined tasks.

The recent advocacy of "high tech" bears strong resemblance to other educational programs launched by various societies facing problems in the past. Frequently, these have been totalitarian regimes. One example that comes to mind is an educational movement inaugurated in 1962 under the leadership of Mao Zedong in the Peoples Republic of China. The main objective of this Socialist Education Movement was to stress practical subjects with the dual purpose of promoting technological advancement while degrading the country's intellectuals who were essentially distrusted because they taught non-technical, hence more dangerous, subjects such as anthropology, history, literature, philosophy, etc. Behind this was the notion that work and the mastery of technology were the only ideologically acceptable ways to serve the economic ends of the state.

For the universities in Washington State, which should serve all of the people, to jump precipitously into the "high tech" race at the possible expense of non-technical fields of study seems unsound and imprudent. Undoubtedly, high technology education has a place in a university education, but it is only one field of study among a large number of equally important fields. We should proceed with balance, care, and forethought and not be coerced by technological zealots.

Submitted by: *Daniel B. Ramsdell*
Daniel B. Ramsdell
History Department