



English for Eagles

EWU English Department Newsletter
Winter 2015



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Critical Foundations and FYE

By Cassandra Oppedal

Eight years ago, Kevin Decker sat on a committee for general education. Decker thought that Eastern's General Education Core Requirements (GECR) could be improved, because the current GECR's were not providing enough variety for students. He and several other professors are involved in getting, Critical Foundations: The First Year Experience, approved.

Critical Foundations is an alternate program that will replace the current General Education program at EWU. Almost everything about this program will differ from our current program, except for the senior capstone. The First Year Experience (FYE) will have classes of about 24 students who will select a program they are interested in, and then progress throughout the year with that same group of students.

**"Almost everything will differ....less
credits required for general edu-
cation will help students graduate
within four years."**



*Kevin Decker
Professor of
Philosophy*

This strategy is meant to create an environment that will help students build a stronger community and lasting friendships throughout college. The FYE program will be nine credits in total (three credits each quarter), and this program will only require 58-62 credits of general education. Having less credits required for general education will help students graduate within four years; something the board of trustees is really excited about!

As far as signing up for classes in the new program, it will be the same as it is now; which means a first come first serve basis. When the new program is accepted, phasing out the old programs will start as soon as next fall! Phasing in the FYE program will be taking place and be a fully developed program hopefully as soon as Fall 2016.



EWU | Graduate Research & Creative Works

SYMPOSIUM

April 16th | Located Throughout Campus

Sustainability at EWU

By Morgan O'Dell, Cassandra Oppedal, and Joshua Ponting



Sustainability, what is it? In short, it is the act of not being harmful to the environment or depleting natural resources, and thereby supporting long-term ecological balance. Collectively as a human race we have not been mindful of the harm we cause by releasing greenhouse gasses into the atmosphere. With this in mind in 2007 Eastern Washington University accepted the challenge to reduce campus emissions by becoming a part of the American Colleges and University President's Climate Commitment (ACUP-CC). The mission of EWU's Sustainability Committee is to support university leadership by promoting environmental sustainability on campus and in our community. Sustainability at EWU includes: recycling, alternative modes of transportation, and the campus garden.

provides free Spokane Transit Authority (STA) bus rides to students, faculty, and staff of EWU. This program gives almost 1 million rides per year to 30% of students and 14% of employees that utilize this resource. This alternative transportation opportunity decreases the amount of carbon dioxide emissions into the atmosphere.

Our campus has a community garden that few people know about. This garden is growing each year and actually provides fresh food for dining services during the summer quarter. In the most recent Sustainable Food Forum, there was actually food from our community garden present. The sustainability committee really wants students to get involved in our community garden. Currently the garden



LeeAnn Case
Employee Transportation
Coordinator



Solar panels by Washington Digital
State Archives Building



Mary Voves
Vice President for Business
and Finance division

Recycling on campus comes in many shapes and sizes; from recycling bins to hydration stations. At Eastern we pride ourselves in having at least one recycling bin on every floor of every building. With such convenient means to recycle this is just one way sustainability is being implemented on campus. Another way Eastern is reducing waste is through the 58 Hydration Stations located throughout campus. These stations have eliminated the waste of 597,031 plastic bottles as of February 15th, 2015. Some students might not know that you can also recycle your old cellphone at the campus bookstore; a neat opportunity to reduce e-waste!

is located behind the Red Barn and lacks a manager for the summer quarter. Besides being involved in helping the environment, the \$15 hourly wage for working in the garden, creates a heavy incentive to get involved. Although helping out in the community garden is a great way to get involved, there are several other ways to get involved in sustainability on campus.

So, what can you do to contribute to the cause? Eastern has a Sustainability Club that anyone can join. The next time you think of driving, instead consider taking the bus. Look into getting involved in the campus garden. Reduce your waste and reuse your products. It doesn't take a lot to get involved in sustainability, so in the words of Mary Vovus, "find your piece and get involved!"

Everyone has either utilized or heard of the Eagle Pass Program here at Eastern, but not many know the advantages it has on the environment. The Eagle Pass Program



Changes to the AIP

By Cassandra Oppedal



Joanna Joyner
Associate Professor of
Biology

Direct Resolution

1. Professor informs Student and Office of Undergraduate studies within 5 days of infraction.
2. Student does **not** respond within 5 days and is punished
3. Student responds within 5 days and arranges a meeting with professor
4. Professor meets with student, outlines punishment and shows evidence.
5. Student accepts consequence as outlined by professor.
6. Student does **not** accept consequence, appeals, process moves to indirect resolution.

Five years ago, the Academic Integrity Board (AIB) realized there were problems with the current Academic Integrity Policy (AIP) at Eastern Washington University. The major problem was that professors were not following the current policy when handling an infraction. These teachers would decide to handle the problem by themselves, skipping the paperwork, which meant skipping the students right to due process. This became a problem because students were accepting grades that they did not necessarily deserve, and were unaware that this action did not follow the AIP.

The old policy had two separate processes for implementing a sanction; the direct and the indirect. The Direct process involved just the teacher and the student agreeing on a sanction and signing it to be filed away. There was no board or arbitrator involved in this process and it was between the student and teacher. The Indirect process involved the teacher taking the case to an arbitrator (appointed by EWU from an outside University) and having a sanction decided by the arbitrator. The student then could appeal if they did not like the sanction decided by that arbitrator. However, a major problem with this policy was that the professor could not appeal the sanction made. It was pointed out that the arbitrator would sometimes come up with absurd sanctions that the professor would not approve of. Since they could not appeal, this became an awkward situation between the student and professor for the remaining quarter.

Thus the AIB decided to revise the AIP into something more modern and effective. The new policy allows instructors to file their paperwork online through a program called Maxient. This new online program takes about four minutes to file paperwork making it more appealing for professors to follow the policy. The records remain at EWU and do not follow the student if they move to another university.

The new process involves the direct and indirect options as well. However (as indicated by the chart) there are several different processes that can now be taken. The student that has committed the infraction will be notified by their instructor about a possible sanction. The student will have five school days to respond to the email and if there is no response then the professor applies the sanction. The professor and student can also agree on a sanction together. If the student wants to elect an AIB review then the Vice Provost will notify the professor and a hearing will be scheduled. If the professor or student does not agree with the sanction they can appeal. After that, the sanction will be the final. This new AIP gives both students and professors their due process. When Dr. Joanna Matos was asked what was most important when it comes to EWU's new AIP she responded with, "Follow the policy".

An Interview with Gregory Spatz



Professor Gregory Spatz is the author of *Inukshuk*, *Fiddler's Dream* and *No One But Us*.

Earlier this quarter we spoke with Gregory Spatz about his extended leave.

Who are you? (How long at EWU? What you teach? Etc.)

GS: I'm a professor of Creative Writing – Fiction, and I've been at the university since 1998. I teach fiction writing workshops, fiction form and theory classes, and I work one-on-one with MFA candidates on their thesis projects. Since I've also served as Program Director for Creative Writing for much of my time here, I've had a reduced teaching assignment and have consequently worked primarily with our graduate MFA students and have not had as many opportunities to teach at the undergrad level for a few years now.

Where did you go on your leave?

GS: For the first part of the leave I was at home, working in my own studio and doing battle with an infestation of clothing moths in my spare time. But from the end of October until just before Christmas I was in Portland, Maine.

When was your leave, and for how long?

GS: I was gone for all of fall quarter – Sept.-Dec. [2014]

What did you do/research?

GS: I worked on a new novel. Kind of a wacky thing which seems to be evolving into two short novels, with a short story or two thrown in, all focused around the same themes and subject matter – violins. Building violins. Buying, selling, trading violins. It's a fascinating world full of ridiculous ideals and highly styled nonsense, genuine passion and beauty, and not a little criminality. I've played the violin all my life, so the subject matter has intrinsic interest for me, but like most players, I've mostly been a total naïf when it comes to the trade, history and construction of violins.

What did you aim to accomplish while on leave?

GS: My aim, while I was on leave, was to get a lot of firsthand information and to write lots of pages. Check marks on both accounts. One of the short novels, which focuses on a family of builders with a more criminal streak and reads more in the style of a musical "fantasy" – thicker, more fanciful or playful language and some magical elements – is complete for now. A draft, anyway. The other short novel, which focuses on a love story between a young violin maker who's reluctant to take up his family fate as a builder, and the hot-tempered violinist he's fallen in love with against his own better judgment (reads more in the style of a musical "romance" – slow and poignant; less embellished) is close but not there yet. It grew many pages in length but the end is not yet in sight.

What drew you to this particular place?

GS: I was drawn to Portland, Maine for many reasons. It's close to where I went to grad school about 25 years ago, so there were many friends I wanted to reconnect with, and some family. It's also just an exciting and vibrant small town with a lot of culture to inspire good writing. Mainly, I was there because a friend of mine, Jonathan Cooper, easily one of the best violin makers in the world today, has his shop there (also kind of a hub for all of the arts in Portland Maine). The opportunity to spend afternoons with him tagging along as he made crazy deals and built violins was the main attraction. All grist for the fiction mill. Further grist, I fell in love with one of his instruments and brought it home with me, which helped me to understand some of my characters' attachments to particular magic-seeming instruments.

How did you fund your leave?

GS: My professional development money helped to fund some of it. I also had some money left over from my National Endowment for the Arts Fellowship (2012) which helped offset costs, and the rest was just personal savings. Best money I've ever spent!

**29th Annual National Conference
on Undergraduate Research**

When: April 16-18th

Where: Located Throughout Campus



Made in TCOM 205
by Josiah Baldwin, Morgan
O'Dell, Cassandra Oppedal,
and Joshua Ponting