

**REGULAR MEETING**  
**Wednesday, October 31, 2018, 3:10 p.m.**  
**BARGE 412**  
**Minutes**

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

**ROLL CALL All senators, or their alternates were present except:** Wendie Castillo and Teresa Sloan

**Guests:** Jeff Dippmann, Christopher Boone, Claire-Anne Grepo, Gail Mackin, Lindsey Brown, Bernadette Jungblut, Kevin Archer, Hared Odd, Scott Robinson, Julia Stringfellow, Mike Harrod, Kathy Whitcomb, Becky Pearson, Janet Finke, Mark Samples, Daniel Herman, Carey Gazis, Teri Walker, Eric Cheney, Michael Goerger, Ginny Blackson, Jeff Stinson, Kande Kleary, Joey Bryant, Jill Hoxmeier, Bonnie MacEwan, and Todd Shiver

**CHANGES TO AND APPROVAL OF AGENDA** – Senator Szeliga moved to amend the agenda to put the Budget and Planning Committee before the General Education committee. Amendment was approved.

**MOTION NO. 18-08(Approved):** APPROVAL OF MINUTES of October 3, 2018

**COMMUNICATIONS** - Student Progress Report memo from the Associate Provost office. Communication is available for review in the Faculty Senate office.

**ORMSBY AWARD** - Bret Smith presented the Ormsby Award to Chuck Reasons. The Ormsby award is now in its fifth year. Dr. Charles Reasons is part of the Kittitas Law and Justice Council. His research with legal scholars, social science scholars and practitioners was part of a report on a needed change in the Washington State Criminal Justice system to reduce discrimination based on race and ethnicity. His work is an illustration of his altruistic commitment to the students and the larger community. Dr. Reasons is involved with the creation of an Immigration Law Clinic in Ellensburg. The clinic provides assistance to members of the Ellensburg community regarding immigration issues and provides contact information for other services within the community. Dr. Reasons formed the Law and Justice Advisory Board in 2000. The Advisory Board has played an important role in enhancing the visibility of the department and CWU. Emerging from the Advisory Board, he developed a strong relationship with Steve Cordero and the Parke Creek Juvenile facility that now provides internship opportunities for students. Dr. Reasons works with the McNair Scholars Program at CWU for first-generation, low-income students preparing for graduate school. He also works with the Africana Black Studies program.

**STUDENT RIGHTS & RESPONSIBILITIES** – Joey Bryant, Executive Director of Student Rights and Responsibilities provided a brochure regarding student concerns and resources. His office works with student behavior intervention and threat assessments. His office will meet with individual faculty and/or departments about student threat assessments or behavior intervention. The Behavior of Concern reporting goes through his office. Faculty that submit a behavior of concern will receive an automated email and should receive a follow-up from someone from the Student Rights & Responsibilities office. If a student is trespassed from a faculty's classroom, that faculty member will be notified when this happens. Joey indicated they are required to follow the student conduct code that in the Washington Administrative Code (WAC) as well as other state and federal laws. They are currently working with the Senate Executive Committee to develop a policy regarding notification of faculty regarding students in their classrooms so everyone will know what is expected and that can be provided. Joey encouraged faculty that would like to be part of the workgroup that is being put together to reach out to the Executive Committee.

**SENATE CHAIR REPORT** – Chair Claridge wished everyone a Happy Halloween. She thanked everyone for their participation in the reaffirmation of accreditation last week. At the end of last week, four of the Executive Committee (EC) traveled to Austin, TX to meet with other faculty senate leaders across the country. Amy announced that they voted to launch a National Council of Faculty Senates, and CWU faculty senate is among the founding members. The goal of the organization is to ensure that various faculty senates nationwide play a coordinated, decisive role in university faculty members' shared governance with their administrations. Our hope in the next year is to articulate our mission and vision, write a constitution and bylaws, and elect officers. Our own Cody Stoddard is an interim officer representing the Western region of the United States. The Board of Trustees (BOT) was also on campus last week. A subset of the Trustees attended a Murdock Research Laboratory open house and another group of Trustees met with the Senate Executive committee. At the EC meeting, we engaged in a

productive conversation about the many pressures on faculty members that play a part of low faculty morale. We received positive feedback from the Trustees about both faculty events. The Trustees indicated they want to continue direct conversation with faculty. Chair Claridge indicated that if senators have ideas of how their department may be able to host Trustees in a faculty event to please let her know. The Senate had three proposed Faculty Code changes before the BOT at their meeting. One about distinguished faculty awards, one adding reorganization of academic units as an area meriting faculty consultation and a new appendix detailing the process of faculty consultation in cases of academic reorganization. Amy reported that unfortunately the BOT decided not to vote on any of the changes and instead to consider them at their February meeting. Amy shared some of the context that led to this result. Faculty Senate has been working on putting into writing the process of reorganization consultation for about five years. The Academic Affairs Committee (AAC) started work on a policy detailing the overall process of reorganization. Over the past several years, AAC and Senate have passed several versions of policy that have been held up at the Provost Council stage and often sent back to AAC. Last year, the President encouraged the EC to add language to the Code to clarify the process of faculty consultation in reorganization. This language passed the Faculty Senate last spring. The Provost Council expressed concern with the language this summer and felt Senate had not consulted with them. The language was held from the summer BOT meeting to work on potential language changes. There were some language changes made and the Bylaws & Faculty Code Committee agreed they changes were clerical and could go forward to the BOT in October. The Provost Council formally communicated with the BOT asking them not to approve the reorganization appendix to the Faculty Code. Amy indicated she gave a public comment as well as a written communication to the Trustees at this meeting. In the end, the Board decided not to vote on the changes as they didn't want to have to choose sides between faculty and the Provost Council. They charged the President with mediating the discussion between Senate and Provost Council and bringing a revision to the February Board meeting.

Amy gave an overview of the General Education redesign process. Last February the Senate approved the populated program, but there were concerns expressed around the implementation. The General Education Implementation Task Force (GEITF) and the General Education Committee (GEC) have been working with offices on campus this summer and fall to bring forward the information you have today.

**FACULTY ISSUES** - Amy gave follow-up to some previous issues. Amy has spoken with Andreas Bohman and he is looking at Environmental Health and Safety and has moved the office under the chief of police. Andreas will be doing a holistic look at all of the areas in his division. Amy reported that the faculty communication issue is waiting to get additional information from IS. The concerns around student behavioral issues was the reason for Joey Bryant presenting today in response to this concern. Amy indicated the EC is excited to have this workgroup and want to have a communication protocol. If you are interested in serving on this workgroup, please send an email to Amy. At the last Senate meeting senators were asked to take the idea of passing times with final exams back to your department to get feedback. Exams are 1 hr. 50 minutes so there is 10 minutes of between exams. Sense of Senate proposed 10 minute passing time and making exam blocks to 1 hr. 50 minutes. The sense of the senate is in favor of having 10 minute passing times between exams. Amy also asked for a sense of the senate on the format change on the schedule to move the time the class meets to be the first column. This was also approved.

Parking has proposed to issue the parking permits 10 days prior to the quarter for faculty and will be available in Parking office or a couple of times in the SURC.

There was a concern of when the senate agenda goes out. This was a particular challenging meeting, but the EC will look into this issue.

Senator Dormady indicated that he has looked at the 10 year construction plan. He didn't see arts and humanities in that plan. L&L has some structural issues, with uneven floors, small evaluator for medical emergencies, asbestos, mold, and spiders. They are not getting much responsiveness from Facilities. Provost Frank indicated the plan is very specific, but there are some other things not tied to a building. Longer list of projects that are described as deferred maintenance projects. The Provost suggested it might be useful for Andreas Bohman to come and talk about deferred maintenance and how capital plan is used.

**PRESIDENT** – President Gaudino thanked everyone for the work on accreditation. Central couldn't get better comments than what was received. Three recommendations all plans should be brought up to the division level and listed in the same website. Need to do a better job of outcome evaluation at the course

level. Advising was the third recommendation. They also gave three commendations. One accommodation was regarding community service, a second was the commitment to student achievement and the third was the movement on self-evaluation. There was an incredible amount of data produced. They will work to make this information available to the campus. Central will receive a report from the accreditation team within the next couple of weeks that will allow for an opportunity correct errors of fact. That document will go before the NWCCU board in January to be reviewed. They will vote and Central will receive the final report in February. The next accreditation report will be due March 2020. The President indicated they have received an early draft of the Governor's capital budget. The Health Education building received very high scores. Early conversations with key legislatures are showing support for the second half of the funding for this building.

**PROVOST** – Provost Frank thanked those who attended the visioning and work plan forums. She will be making updates to the work plan based on some of this feedback. The university will be looking at core themes to see if they need to be updated. The Library search committee will know about the new appointment today and the campus will know tomorrow. The final candidate for CB dean was on campus this week. The Provost is collecting feedback. Today the finalists for the Student Success dean were announced. Provost Frank encouraged faculty to attend the open forums. The CAH dean committee has been charged. They will be working to review candidates and hope to have someone in place by July. The others positions will be January/February appointments.

**STUDENT REPORT** - Claire-Ann Grepo reported about the event in the SURC to watch the live debate for 8th district. Voter's day is November 6 and they are looking for volunteers. Email ASCWU legislative if you or someone you know is interested. ASCWU is working with the Westside campuses to collaborate with them. Still looking for student senators and have application form that is in the agenda today. Claire-Ann spoke with the Academic Affairs Committee talked about changing the commencement process. She indicated she is excited about the new general education program as well as other students. She encouraged the Faculty Senate to move forward with the program.

OLD BUSINESS - None

## REPORTS/ACTION ITEMS

### **SENATE COMMITTEES:**

#### **Executive Committee**

**Motion No. 18-09(Approved):** Endorses the 2020-2021 Academic Calendar as outlined in Exhibit A.

**Budget and Planning Committee** - Kathy Temple reported that the Budget & Planning Committee had an extra meeting this morning. The Faculty Senate Budget and Planning Committee approved the following motion last week, in advance of discussions at Cabinet:

“The new general education program will be a benefit to the entire university, increasing student engagement and student success. As such, the Faculty Senate Budget and Planning Committee strongly supports a university-wide solution to funding the start-up costs of the new program. We are very concerned about any funding solution that puts pressure on our existing obligations to students.”

At their meeting today, we unanimously approved the following motion:

“The Faculty Senate Budget and Planning Committee feels that an allocation of \$440,000 for general education expenses in 2019-20 from currently unallocated revenue is a workable way to fund the initial estimated costs of the first year of implementation.

We believe that it would be prudent to set aside the remainder of unallocated revenue from 2018-19 for future general education expenses, to provide a cushion for unexpected fluctuations in expenses or overall university revenue.

Going forward, we require detailed program-related cost and revenue projections for future years of the program, including assumptions and spreadsheets or forecast models, with enough time to carefully evaluate assumptions and forecasts.”

#### **General Education Committee**

**Motion No. 18-10(Delayed to 11/14):** Endorses proceeding with implementation efforts so that the new general education program can be launched in Fall 2019.

**Motion No 18-18 (Approved as amended):** Senator Dormady moved to postpone Motion No. 18-10 to November 14, 2018 meeting. Second. Approved as amended.

Senator Douglas moved to amend Senator Dormady's motion to have a special meeting on November 14, 2018 to discuss general education. Second. Approved.

Senator Erdman moved to amend Senator Dormady's motion to have a special meeting on November 7, 2018. Motion failed.

**Motion No. 18-11(Delayed to 11/14):** Recommends suspending catalog year policy (5-90-040(10)(B)) for current and transfer CWU students so they have the option to either remain in their catalog year general education program or switch to the new general education program plan during Spring 2019 only. Students with catalog years prior to 2019-2020 who are not attending in Spring 2019 must make a choice of general education program within one quarter of returning to CWU.

**Motion No. 18-19 (Approved):** Senator Rajendran moved to postpone Motion Nos. 18-11, 18-12, and 18-13 to November 14 meeting. Seconded and motion was approved

**Motion No 18-12(Delayed to 11/14):** Recommends amending General Education policy CWUP 5-100 as outlined in Exhibit B.

**Motion No. 18-13 Delayed to 11/14):** Recommends amending the General Education program rules as outlined in Exhibit C.

#### **Bylaws & Faculty Code Committee**

**Motion No. 18-14(First Reading):** Recommends amending Senate Bylaws Section III as outlined in Exhibit D.

**Motion No. 18-15(First Reading):** Recommends amending the Faculty Code Section IV as outlined in Exhibit E.

**Motion No. 18-16(First Reading):** Recommends amending Section III. Distinguished Faculty Awards and Appendix B as outlined in Exhibit F.

#### **Curriculum Committee**

**Motion No. 18-17(Approved):** Recommends amending Curriculum policy CWUP 5-50-070(D) as outlined in Exhibit G.

**Evaluation and Assessment Committee** - Written report

**Faculty Legislative Representative** – Written report

**CHAIR-ELECT:** Chair-Elect Szeliga reported that nominations for Distinguished Faculty awards are due December 3. The supporting documents are due in February. There will be Strategic enrollment plan forum on November 15 from 3:00 -5:00 p.m. in SURC 137B. There is additional information on the website.

NEW BUSINESS - None

Meeting was adjourned at 5:05 p.m.

# Exhibit A

## *Proposed FALL 2020 UNIVERSITY ACADEMIC CALENDAR*

All deadlines are due by the close of business on that date. Information in this handbook may be subject to change.  
If you have any questions, contact Registrar Services at 509-963-3001.

### REGISTRATION AND CLASSES

April 27	Registration Assignment	Log into MyCWU to view enrollment appointment for web registration
April 27	Schedule Goes Live	View in MyCWU
April 27	Advising Begins	FALL 2020 advising
May 11-June 19	Registration	For continuing students ( <i>During the assigned enrollment appointment</i> )
August 1	OPEN ENROLLMENT	Students may add/drop classes until change of schedule period ends.
September 9	Leave of Absence	Students not attending FALL quarter must submit request
<b>September 17</b>	<b>Faculty Development Day</b>	<b>Before classes start</b>
<b>September 23</b>	<b>CLASSES BEGIN</b>	<b>First day of classes for FALL</b>
Sept 16-Oct 4 until midnight	CWU Payment Plan - Open Enrollment Period	Students may split their quarter charges into three payments instead of one. A \$50 enrollment fee applies.
September 29	Change of Schedule Period Ends	Add/Drop classes- <i>Drops completed prior to this date or by the close of business on this date will not appear on transcripts or have tuition assessed.</i>
September 29	TUITION AND FEES DUE	Check with the Cashiers Office or view your statement online for amount due. Student has 100 percent tuition liability if classes are not dropped by this date.
September 29	Audit and Credit/No Credit	Deadline to declare audit and credit/no credit
Sept. 30-Oct. 6	\$25 Late Registration Fee	Instructor signature required to enroll
October 6	\$50 Fee - Unpaid Tuition and Fees	A \$50 late fee will be assessed on unpaid tuition-and-course-fee balances. Student has 100 percent tuition liability.
Oct. 7-Nov. 3	\$50 Late Registration Fee	Instructor and Department Chair signatures required to enroll
October 22	\$100 Fee-Unpaid Tuition and Fees	A \$100 late fee will be assessed on unpaid tuition-and-course-fee balances. Student has 100 percent tuition liability.
Nov. 4-Dec. 4	\$75 Late Registration Fee	Instructor and Department Chair signatures required to enroll
Nov. 9-Dec. 4	Registration for WINTER	See WINTER 2021 calendar
November 11	Veterans Day (Observed)	No classes/administrative offices closed
November 25-27	Thanksgiving and Native American Heritage Day Recess	No classes/administrative offices open November 25 No classes/administrative offices closed November 26-27
December 4	Course Challenge Form Deadline	Deadline to submit course challenge forms to Registrar Services
December 4	Classes End	Last day of class instruction
<b>December 7</b>	<b>Study Day</b>	<b>Study Day</b>
<b>December 8-11</b>	<b>FINAL EXAMS</b>	<b>See exam schedule</b>
December 11	End of Quarter	End of Quarter (last day of finals)
December 15	Grades Due	10:00 p.m. deadline for instructors to submit grades via MyCWU
54	Instructional Days per Quarter	Includes final exams and study days

### WITHDRAWAL DEADLINES

### GRADUATION DEADLINES

Oct. 22	Deadline for 50 percent refund with complete withdrawal	Jul. 6	Deadline to apply for baccalaureate degree for FALL 2020
Nov. 6	Uncontested withdrawal period deadline	Sept. 23-29	Master's degree final folder check for FALL needs to be requested during first week of classes
Dec. 4	Hardship withdrawal petition deadline	Oct. 2	Deadline to apply for baccalaureate degree for WINTER
Dec. 4	Complete university withdrawal	Nov. 30	Complete the final "Turnitin" check. All forms submitted and fees paid for FALL graduation for Thesis Option Students
		Dec. 11	Complete all master's degree requirements for FALL graduation

## *Proposed WINTER 2021 UNIVERSITY ACADEMIC CALENDAR*

All deadlines are due by the close of business on that date. Information in this handbook may be subject to change.  
If you have any questions, contact Registrar Services at 509-963-3001.

## REGISTRATION AND CLASSES

October 26	Registration Assignment	Log into MyCWU to view enrollment appointment for web registration
October 26	Schedule Goes Live	View in MyCWU
October 26	Advising Begins	WINTER advising
Nov. 9- Dec. 4	Registration	For continuing students ( <i>During the assigned enrollment appointment</i> )
December 14	OPEN ENROLLMENT	Students may add/drop classes until change of schedule period ends.
December 22	Leave of Absence	Students not attending WINTER quarter must submit request
<b>January 5</b>	<b>CLASSES BEGIN</b>	<b>First day of classes for WINTER</b>
Dec. 29-Jan. 16 until midnight	CWU Payment Plan - Open Enrollment Period	Students may split their quarter charges into three payments instead of one. A \$50 enrollment fee applies.
January 11	Change of Schedule Period Ends	Add/Drop classes- <i>Drops completed prior to this date or by the close of business on this date will not appear on transcripts or have tuition assessed.</i>
January 11	TUITION AND FEES DUE	Check with the Cashiers Office or view your statement online for amount due. Student has 100 percent tuition liability if classes are not dropped by this date.
January 11	Audit and Credit/No Credit	Deadline to declare audit and credit/no credit
January 12-19	\$25 Late Registration Fee	Instructor signature required to enroll
January 18	Martin Luther King Jr. Holiday	No classes/administrative offices closed
January 19	\$50 Fee - Unpaid Tuition and Fees	A \$50 late fee will be assessed on unpaid tuition-and-course-fee balances. Student has 100 percent tuition liability.
Jan. 20-Feb. 17	\$50 Late Registration Fee	Instructor and Department Chair signatures required to enroll
February 3	\$100 Fee -Unpaid Tuition and Fees	A \$100 late fee will be assessed on unpaid tuition-and-course-fee balances. Student has 100 percent tuition liability.
February 15	Presidents Day	No classes/administrative offices closed
Feb. 16-Mar. 12	Registration for SPRING	See SPRING 2021 Calendar
Feb. 19-Mar. 12	\$75 Late Registration Fee	Instructor and Department Chair signatures required to enroll
March 12	Course Challenge Form Deadline	Deadline to submit course challenge forms to Registrar Services
March 12	Classes End	Last day of class instruction
<b>March 15</b>	<b>Study Day</b>	<b>Study Day</b>
<b>March 16-19</b>	<b>FINAL EXAMS</b>	<b>See exam schedule</b>
March 19	End of Quarter	End of Quarter (last day of finals)
March 23	Grades Due	10:00 p.m. deadline for instructors to submit grades via MyCWU
52	Instructional Days per Quarter	Includes final exams and study days

## WITHDRAWAL DEADLINES

## GRADUATION DEADLINES

Feb. 3	Deadline for 50 percent refund with complete withdrawal	Oct. 2	Deadline to apply for baccalaureate degree for WINTER
Feb. 19	Uncontested withdrawal period deadline	Jan. 5-11	Master's degree final folder check for WINTER needs to be requested during first week of classes
March 12	Hardship withdrawal petition deadline	Jan. 15	Deadline to apply for baccalaureate degree for SPRING
March 12	Complete university withdrawal	March 5	Complete the final "Turnitin" check. All forms submitted and fees paid for WINTER graduation for Thesis Option Students
		March 19	Complete all master's degree requirements for WINTER graduation

### *Proposed SPRING 2021 UNIVERSITY ACADEMIC CALENDAR*

All deadlines are due by the close of business on that date. Information in this handbook may be subject to change. If you have any questions, contact Registrar Services at 509-963-3001.

## REGISTRATION AND CLASSES

Feb. 1	Registration Assignment	Log into MyCWU to view enrollment appointment for web registration
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Feb. 1	Schedule Goes Live	View in MyCWU
Feb. 1	Advising Begins	SPRING advising
Feb. 16-Mar. 12	Registration	For continuing students ( <i>During the assigned enrollment appointment</i> )
March 16	Leave of Absence	Students not attending SPRING quarter must submit request
March 22	OPEN ENROLLMENT	Students may add/drop classes until change of schedule period ends.
<b>March 30</b>	<b>CLASSES BEGIN</b>	<b>First day of classes for SPRING</b>
Mar. 23-Apr. 10 until midnight	CWU Payment Plan - Open Enrollment Period	Students may split their quarter charges into three payments instead of one. A \$50 enrollment fee applies.
April 5	Change of Schedule Period Ends	Add/Drop classes-Drops completed prior to this date or by the close of business on this date will not appear on transcripts or have tuition assessed.
April 5	TUITION AND FEES DUE	Check with the Cashiers Office or view your statement online for amount due. Student has 100 percent tuition liability if classes are not dropped by this date.
April 5	Audit and Credit/No Credit	Deadline to declare audit and credit/no credit
April 6-12	\$25 Late Registration Fee	Instructor signature required to enroll
April 12	\$50 Fee - Unpaid Tuition and Fees	A \$50 late fee will be assessed on unpaid tuition and course fee balances. Student has 100 percent tuition liability.
April 13-May 10	\$50 Late Registration Fee	Instructor and Department Chair signatures required to enroll
April 28	\$100 Fee -Unpaid Tuition and Fees	A \$100 late fee will be assessed on unpaid tuition and course fee balances. Student has 100 percent tuition liability.
May 3-June 23	Registration for SUMMER	See SUMMER 2021 Calendar (Schedule goes live April 19 <sup>th</sup> )
May 10- Jul. 4	Registration for FALL	See FALL 2021 Calendar (Schedule goes live April 26 <sup>th</sup> )
May 11-June 4	\$75 Late Registration Fee	Instructor and Department Chair signatures required to enroll
May 19-20	Source Days	Instructional days - Research projects
May 31	Memorial Day	No classes/administrative offices closed
June 4	Course Challenge Form Deadline	Deadline to submit course challenge forms to Registrar Services
June 4	Classes End	Last day of class instruction
<b>June 7</b>	<b>Study Day</b>	<b>Study Day</b>
<b>June 8-11</b>	<b>FINAL EXAMS</b>	<b>See exam schedule</b>
June 11	End of Quarter	End of Quarter (last day of finals)
June 12	COMMENCEMENT	Commencement Ceremonies - Ellensburg
June 13	COMMENCEMENT	Commencement Ceremonies - Kent
June 15	Grades Due	10:00 p.m. deadline for instructors to submit grades via MyCWU
53	Instructional Days per Quarter	Includes final exams and study days

### WITHDRAWAL DEADLINES

### GRADUATION DEADLINES

April 28	Deadline for 50 percent refund with complete withdrawal	Jan. 15	Deadline to apply for baccalaureate degree for SPRING
May 14	Uncontested withdrawal period deadline	Mar. 30-Apr. 5	Master's degree final folder check for SPRING needs to be requested during first week of classes
June 4	Hardship withdrawal petition deadline	April 9	Deadline to apply for baccalaureate degree for SUMMER
June 4	Complete university withdrawal	Jun 4	Complete the final "Turnitin" check. All forms submitted and fees paid for SPRING graduation for Thesis Option Students
		June 11	Complete all master's degree requirements for SPRING graduation

### *Proposed SUMMER SESSION 2021 UNIVERSITY ACADEMIC CALENDAR*

All deadlines are due by the close of business on that date. Information in this handbook may be subject to change. If you have any questions, contact Registrar Services at 509-963-3001.

### REGISTRATION AND CLASSES

April 19	Schedule Goes Live	View in MyCWU
April 19	Advising Begins	SUMMER advising
May 3-June 23	Registration	Summer Session
<b>June 21</b>	<b>CLASSES BEGIN</b>	<b>Classes begin for six-week and full session</b>

June 23	Change of Schedule Period Ends	Add/Drop classes-Drops completed prior to this date or by the close of business on this date will not appear on transcripts or have tuition assessed.
June 23	TUITION AND FEES DUE	Check with the Cashiers Office or view your statement online for amount due. Student has 100 percent tuition liability if classes are not dropped by this date.
June 14- 28 until midnight	CWU Payment Plan - Open Enrollment Period	Students may split their quarter charges into three payments instead of one. A \$50 enrollment fee applies.
June 24-June 30	\$25 Late Registration Fee Six-week Session	Instructor signature required to enroll
June 24-June 30	\$25 Late Registration Fee Full Session	Instructor signature required to enroll
July 1-16	\$50 Late Registration Fee Six-week Session	Instructor and Department Chair signatures required to enroll
July 1-29	\$50 Late Registration Fee Full Session	Instructor and Department Chair signatures required to enroll
July 2	\$50 Fee - Unpaid Tuition and Fees	\$50 fee will be assessed on unpaid tuition and course fee balances. Student has 100 percent tuition liability.
July 5	Independence Day Holiday (Observed)	No classes/administrative offices closed
July 19-30	\$75 Late Registration Fee Six-week Session	Instructor and Department Chair signatures required to enroll
July 20	\$100 Fee -Unpaid Tuition and Fees	\$100 fee assessed on unpaid tuition and course fee balances. Student has 100 percent tuition liability.
<b>July 30</b>	<b>Six-week Session Classes End</b>	<b>Last day of class instruction for six-week session</b>
July 30-Aug. 20	\$75 Late Registration Fee Full Session	Instructor and Department Chair signatures required to enroll
August 3	Grades Due Six-week Session	10:00 p.m. deadline for instructors to submit grades via MyCWU
<b>August 20</b>	<b>Full Session Classes End</b>	<b>Last day of class instruction for full session</b>
August 24	Grades Due Full Session	10:00 p.m. deadline for instructors to submit grades via MyCWU

### WITHDRAWAL DEADLINES

### GRADUATION DEADLINES

July 16	Deadline for 50 percent refund with complete withdrawal	April 9	Deadline to apply for baccalaureate degree for SUMMER
July 16	Uncontested withdrawal period deadline	June 21-25	Master's degree final folder check for SUMMER needs to be requested during first week of classes
July 23	Hardship withdrawal petition deadline for six-week session	July 2	Deadline to apply for baccalaureate degree for FALL 2021
July 23	Complete university withdrawal for six-week session	Aug. 6	Complete the final "Turnitin" check. All forms submitted and fees paid for SUMMER graduation for Thesis Option Students
Aug. 13	Hardship withdrawal petition deadline for full session	Aug. 20	Complete all master's degree requirements for SUMMER graduation
Aug. 13	Complete university withdrawal for full session		



## Exhibit B

### Policy & Procedure Review



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**Policy & Procedure Number:** CWUP 5-100-010, CWUP 5-100-020, CWUP 5-100-030, CWUP 5-100-040, CWUP 5-100-050, CWUP 5-100-050,

New  Revision

**Title:** General Education

**Summary:**

This revision to policy in response to the new general education program updates the roles and responsibilities of the general education committee, defines the new general education program terms, outlines the process of curricular and structural changes to the program, describes the process of general education petitions, and outlines the assessment plan for the new program.

*[xx/xx/2018: Responsibility: **Faculty Senate**; Authority: Katherine Frank, Provost/VP for Academic & Student Life ; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: xx/xx/2018; Approved by: James L. Gaudino, President]*

CWUP 5-100-010 General Education Committee

~~The General Education Committee reports to the Faculty Senate and makes recommendations to the Faculty Senate concerning the following:~~

~~(1) Reviewing and recommending policies regarding the general education requirements.~~

~~(2) Establishing criteria for the addition and deletion of courses and program changes to the general education program.~~

~~(3) Maintains section CWUP 5-100 of the CWU Policies Manual.~~

~~Changes to the general education requirements and the general education program follow the same process as any curriculum change. Final approval requires a majority vote of the Faculty Senate.~~

(1) As with all curriculum, Central Washington University's general education program is owned and maintained by its faculty. The faculty senate general education committee oversees the general education program and reports to the faculty senate.

(2) In order to ensure the coherence, consistency, academic integrity, intellectual quality and transparency of the program the GEC assumes the following responsibilities:

(A) Decision making authority regarding:

1. Student petitions (CWUP 5-100-50);

2. Exceptions to the general education program requirements;

3. Strategic planning;

4. Pathway coordination;

5. Assessment and program improvement;

6. Oversight of the general education program's elements as described in 5-100-020.

7. Committee member position descriptions.

(B) Recommendations to the faculty senate concerning the following:

1. Policies regarding the general education requirements;

2. Criteria for the addition and deletion of courses and program changes to the general education program;

3. Section CWUP 5-100 of the CWU policies manual;

4. General education program revision; and

(C) Communication regarding the general education program philosophy and requirements to students and other stakeholders, including:

1. Public relations plan/materials coordination and approval;

2. Review of pertinent advising materials; and

3. Coordination with faculty and advising staff for general education requirements.

(D) Coordination with FSCC on relevant curriculum changes.

(E) Organization of workshops and other forms of faculty development related to general education.

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

CWUP 5-100-020 ~~Initiation of General Education Requirement/Program Changes~~ Definitions of General Education Terms

~~Individuals proposing general education curriculum changes submit a completed General Education Rationale Form with a description of the proposed change, including an effective date and a New Course Form, if the course is not an existing course, along with all appropriate signatures, to the General Education Committee. After the General Education Committee acts on the proposal, if approved, the chair of the General Education Committee completes a Program Change Form and sends it to the Faculty Senate curriculum committee chair. The FSCC lists it in the curriculum summary log. The academic community has two weeks to respond to the curriculum summary log. Following the two week hold the FSCC acts on the proposal, the chair adds a memo documenting curriculum committee action, and sends it to the general education committee chair to be placed on the Faculty Senate agenda for action. The Faculty Senate chair then submits the Faculty Senate action to the provost.~~

(1) The general education program structural elements, include the guiding philosophy, program goals, framework, knowledge area, outcomes, pathway criteria, and rules.

(A) The guiding philosophy articulates the program's philosophical underpinnings. The other program elements must be consistent with the guiding philosophy.

(B) The program goals make clear what students can expect to gain through participation in the program.

(C) The framework indicates the structure of the program including required areas of study and the sequence of the program.

(D) Knowledge areas ~~are~~encompass the conceptual content and skills that serve as a foundation for general education.

1. The knowledge area outcomes define the scope of concepts, skills, or other content that will be examined in program assessment. These outcomes drive the pedagogy within the knowledge area.

(E) The pathways constitute the themes through which knowledge area courses are taught and provide opportunity for students to explore and make connections

1. The pathway criteria align with the ~~guiding~~ philosophy and introduce competencies to be learned within a particular theme.

(F) The rules govern the implementation of the general education program.

(2) Curriculum refers to the individual courses approved to populate the general education framework, and is distinct from the framework outcomes, and criteria of the program.

(3) Pathway coordination refers to pathway oversight ensuring coherence, appropriate breadth, and timely resolution of concerns among participating departments.

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

CWUP 5-100-030 ~~General Education Program Approval Effective Date~~ General Principles for General Education

~~Program and general education requirement changes become effective in the fall quarter following publication in the official electronic catalog.~~

(1) General Education Approval Effective Date

The electronic catalog is the official compilation for all curriculum. The electronic catalog will become available at the end of spring quarter of each year. General education requirement changes will become effective in the fall quarter following publication in the official electronic catalog.

## (2) General Education Deadlines

The GEC, in consultation with the Faculty Senate Executive Committee, will establish annual deadlines for general education course submissions. Once a year, GEC will review submissions and prepare a program change proposal, which must be submitted to the FSCC by the established curriculum deadlines (CWUP 5-50-030(2)).

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

## CWUP 5-100-040 General Education Changes

### (1) Structural Changes to the Program

Program changes (i.e., changes to guiding philosophy, program goals, framework, knowledge area outcomes, pathway criteria, and rules) are addressed in this section. Structural changes to the general education program will have broad impact on university constituents. The program will be flexible enough to implement reasonable and justifiable improvements to its structure, but the known and reasonably anticipated benefits of a proposed change must be weighed against the known and reasonably anticipated costs, both quantifiable and less quantifiable. Faculty are invited and encouraged to suggest improvements to the program using the process outlined in CWUP 5-100-040 (A), (B), (C), and (D).

(A) Initiation of Structural Changes. Proposals to recommend changes to the general education program may originate from any faculty member. Proposals must use the form provided by the GEC to outline proposed changes, their justification and a summary of potential impacts on departments, faculty and students.

(B) Review of Structural Changes. The GEC will review proposed changes, discuss and evaluate anticipated costs and benefits, and decide whether to propose the change to the faculty senate for approval. The GEC may invite proposal originators and other interested constituents to a committee meeting to discuss proposals. GEC reserves the right to engage in broader faculty consultation (i.e., a faculty forum, surveys, etc.) prior to deciding whether to forward proposed changes to the faculty senate.

(C) Approval of Structural Changes. The GEC will recommend structural changes through a formal motion at a faculty senate meeting. Structural changes must be approved by a two-thirds majority vote of those present and voting.

(D) Timeline for Structural Changes. Proposals must follow the catalog deadlines posted by the FSCC and the general education deadlines posted by the GEC. Structural changes cannot be implemented sooner than the subsequent fall.

### (2) General Education Curriculum Changes

General education curriculum changes (including course additions, deletions, or revisions) are addressed in this section.

(A) Initiation of General Education Curriculum Proposals. Faculty proposing general education curriculum changes will submit a completed general education proposal through Curriculog. Depending on the type of proposal (e.g., existing course with changes, new course, or existing course with no change), additional curriculum forms may be required. Proposals must follow the catalog deadlines posted by the FSCC and the general education deadlines posted by the GEC. All proposals will be reviewed by the GEC.

### (3) Timeline

(A) Proposals must follow the catalog deadlines posted by the FSCC and the general education deadlines posted by the GEC.

(B) Provided that proposals do not require clarification and revision, they must proceed through the process without delay. The proposal originator is responsible for tracking the proposal's progress through Curriculog. Curriculum proposals must not remain in any campus office longer than the established number of calendar days. Proposals that require clarification and/or revision will be returned to the proposer, who then must resubmit by the established deadline.

(C) All structural and curriculum proposals approved by the GEC will be published on a log for campus review for a period of two weeks. Any member of the academic community may request a hold on GEC action by submitting a completed hold petition form.

1. The hold petition form requires a justification for the hold, including the impacts of- structural change or the course addition or deletion to departments; a list of the affected department(s); and written, dated proof of notification of affected department(s) and dean(s). The form must be submitted to the faculty senate office one week prior to the next GEC meeting.

2. The party originating the hold must notify the affected department(s) of the justification for the hold. A memorandum of resolution must be submitted to the GEC within two weeks after the hold has been recorded. If a resolution has not been reached, a representative for the department(s) involved will appear before the GEC for a decision at the next scheduled GEC meeting.

(D) Once per year, in accordance with curriculum deadlines, the GEC will prepare a program change proposal that includes all approved structural and curriculum changes. The proposal will follow the established procedures in CWUR 2-50-040.

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

#### CWUP 5-100-050 Petition for Exception to the General Education Requirements

(1) In accordance with CWUP 5-90-030, a student who has completed a direct transfer agreement (DTA) or already has a bachelor's degree (from a regionally accredited institution) has fulfilled their general education requirements.

(2) All students other than those described in (1) must complete the general education requirements for the catalog year in which the student was admitted to Central Washington University, in accordance with CWUP 5-90-040(10).

(3) For a transfer student without a DTA, the registrar will evaluate the fit of transfer (non-CWU) courses with the CWU general education program. A student may appeal the registrar's decision regarding transfer courses to the GEC, who will consult with relevant academic departments before making a decision as to the appeal.

(4) A student readmitted to the university and with three or fewer general education courses remaining in their original general education program may petition to complete the general education requirements under the catalog for the year when they were first admitted to CWU, even if the catalog has expired.

(5) Prior to applying for graduation, a current CWU student may (based on extenuating circumstances and with documented support of an academic advisor) petition the registrar regarding exceptions to a general education requirement.

(A) The registrar and GEC maintain a record of previously approval general education course exceptions for consistency in decision-making.

(B) For students using a catalog for years prior to academic year 2019-2020, CWU courses that are not already approved writing (W) courses may not be petitioned to meet the general education writing requirement.

(C) A student may appeal registrar decisions to the GEC, with the support of an academic advisor and strong, documented justification.

(6) It is the purview of the GEC to grant substitutions and other exceptions to the general education requirements in cases of appeal of registrar decisions. Requests must be submitted with supporting documentation, and exceptions will only be considered when the GEC determines the student will still have the opportunity to meet general education program and component outcomes.

(A) On rare occasions, the faculty senate executive committee in consultation with the GEC program director may render decisions on general education appeals when the GEC is not available for regularly scheduled meetings, such as during the summer term.

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*

#### CWUP 5-100-060 General Education Program Assessment

##### (1) Responsibility for Assessment

Responsibility for assessment of the general education program falls to the GEC and to the faculty teaching courses in the general education program. Multiple campus stakeholders have an interest in ensuring accurate and meaningful assessment data are available; thus, the GEC will share information regarding current and intended assessment practices, strategies, and tools with the academic community. Formal opportunities for faculty and administrator input regarding assessment practices, strategies, and tools will be offered annually, and may include a faculty forum or brief surveys, etc.

##### (2) Collection of Assessment Data

Departments and programs who offer courses for the general education program are responsible for providing the data used to evaluate the courses and program. Pathway coordinators are responsible for collecting data from departments and programs and sending it to the GEC. The GEC will analyze the data and produce reports on an annual basis.

The general education assessment report for each year will be delivered to the faculty senate as an information item as well as to administrative units (e.g., associate provost's office) responsible for assessment.

##### (3) Levels of Assessment

General education assessment ensures alignment with the general education guiding philosophy, goals, knowledge area outcomes, and pathway criteria. The general education program will be assessed at three levels: program, course and student.

(A) Program assessment takes into account course assessment and student assessment, but it also evaluates other areas such as class size, facilities, staffing, and ratios of full- to part-time faculty. Program assessment will follow the guidelines used for other academic programs (e.g., self-study guidelines and template from the associate provost's office).



(B) Course assessment evaluates the alignment of individual courses with general education program and knowledge area outcomes and pathway criteria (where applicable). Course assessment may include evaluation of course syllabi, course assignments, a sample of graded assignments, other artifacts as appropriate, and a summary of how the course continues to meet outcomes/ criteria of its knowledge area and/or pathway(s). Courses accepted to and offered in the general education program shall undergo continuous review to ensure they meet learner outcomes.

1. Consequences of determination of a course's inadequate performance. If a course does not meet approved outcomes, the general education program director and pathway coordinator (if applicable) will notify the department of needed changes and work with the department faculty to ensure outcomes are being met. The course will be assessed again the next quarter it is offered. If the course fails to meet approved outcomes in the subsequent review, the GEC may remove the course from the general education program (effective the next catalog year) or extend the assessment period.

2. Timeframe in cases of inadequate course performance. All decisions will be communicated to the offering department and dean within 15 days. If the assessment period is extended, the GEC program director will offer support and consultation to the faculty member and department to help ensure successful re-review.

(C) Student assessment will be based on course and program outcomes. Design of assessment will be determined by the GEC in collaboration with the office of the associate provost. Assessments will be designed to evaluate student achievement. Students will also be surveyed regarding perceived value of general education, perceived opportunities to meet program goals, and other variables related to academic retention and success.

#### (4) Assessment Cycle

Assessment for the general education program will operate on a seven-year cycle.

(A) The first six years of the assessment process will constitute two rotations of student- and course-level assessment by knowledge area:

1. Year 1: First-Year Experience (187) and three (3) knowledge areas

2. Year 2: Academic Writing I and three (3) knowledge areas

3. Year 3: Quantitative Reasoning, Culminating Experience, and two (2) knowledge areas

(B) Starting Year 4, the assessment cycle will repeat:

1. Year 4: First-Year Experience (187) and three (3) knowledge areas

2. Year 5: Academic Writing I and three (3) knowledge areas

3. Year 6: Quantitative Reasoning, Culminating Experience, and two (2) knowledge areas

(C) Year 7 will emphasize program-level assessment.

#### (5) Assessment Criteria and Activities

The GEC in collaboration with the associate provost's office is responsible for developing criteria and activities for use in the three levels of general education assessment.

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: 07/2009; Approved by: James L. Gaudino, President]*



## Exhibit C

### Policy & Procedure Review

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**Policy & Procedure Number:** N/A

**New**  **Revision**

**Title:** General Education Program Rules

**Summary:**

The changes to the general education program rules include: a reorganization of the document to clarify areas of confusion as well as new details about the approval process for first year seminar topics, detail the student requirement of completing the first year experience courses within the first 60 credits, provide a detailed description of the “lab component,” and change course offering restrictions that were previously applied to departments to now be applied to programs.

*[xx/xx/2018: Responsibility: **Faculty Senate**; Authority: **Faculty Senate**]*

## General Education Program Rules

The following rules govern the main elements of the General Education Program, including the First Year Experience, Pathways, Knowledge Areas, and Culminating Experience Courses.

### First Year Experience

#### First Year Seminar Class

- ~~1. A given course within this area may change its topic, as long as the general education outcomes are still being met. An approved First Year Seminar (e.g., XYZ 187) may be offered with multiple sub-topics as long as outcomes are still being met. Sub-topics are submitted to the General Education Committee for review and shared with the campus community.~~
- ~~2.1. All first year students will be expected to complete the First Year Seminar.~~
- ~~3.2. The First Year Seminar classes will be capped at 20 students.~~
- ~~4. Transfer students who have not completed their General Education requirements must complete this course if they have not completed equivalent coursework (courses with equivalent outcomes as determined by the GEC and/or Registrar). A version of this course will be offered specifically for transfer students.~~

#### Quantitative Reasoning

1. Quantitative reasoning courses are to be capped at a maximum of thirty-five (35) students.

#### Academic Writing I

1. The Academic Writing I classes are to be capped at twenty (25) students.

#### Rules for Students

1. All students except those who transfer to CWU must complete their First Year Experience courses (First Year Seminar, Academic Writing I, and Quantitative Reasoning) by the end of the quarter in which they complete 60 credits. Transfer students without a Direct Transfer Agreement (DTA) must complete a First Year Experience course within 3 quarters of enrolling at CWU. An advising hold will be placed on students who do not meet these requirements.

## Pathways

The Pathways are intended to excite and engage students in their General Education experience and help them draw connections between different disciplines and perspectives on a given topic.

#### Rules for Students

- ~~1. The Pathways are meant to get students excited about and engaged in their General Education experience and to help them make connections between different disciplines and perspectives on a given topic. Students must take one course from each knowledge area. Three of these courses must be in a single pathway. If students choose to, they can take five courses within a pathway and their focus in that pathway will be recorded on their transcripts.~~
  1. In order to fulfill the Pathway part of the General Education requirement, no more than 2 classes from a single department may be counted toward this requirement (current policy). That is, a student may take courses from the same department in no more than 2 knowledge areas. In fulfilling the required Knowledge Areas, students must take at least three (3) courses in a single Pathway.
  2. Students may choose to complete a minimum of five (5) courses within one (1) Pathway and receive a notation in their transcripts regarding having achieved a focus in that pathway.

### Rules for Courses/Departments Management

- I.1. Courses in ~~the a~~ Pathway must provide multiple opportunities for students to draw connections (engage in integrated learning) in the Pathway. ~~There are no outcomes for the pathways, but there is a list of selection criteria.~~
- I.2. Each course within ~~that a P~~ pathway must address at least two (2) of ~~those the~~ criteria listed for that Pathway.
- II.3. Courses may be offered in up to three (3) Pathways.
- III.4. ~~Departments Programs~~ may offer as many as 3 courses per Pathway (i.e., in 3 K knowledge A areas).

### Other Requirements- General Pathway Management

1. Online offerings must be provided such that online students are able to get earn a certificate-focus (five courses) within at least one Pathway.

## Knowledge Areas

### Rules for Students

1. Students must take one course in each of the eight Knowledge Areas.
2. Students may take courses from a single program in no more than two Knowledge Areas.

### Rules for Courses/Departments- Program Rules for Offering Courses

- a.1. All ~~C~~ courses offered in ~~the a~~ K knowledge A areas must address-meet ALL outcomes in ~~the that~~ Knowledge Area.
- b.2. A given course may only be offered within 1-one (1) Knowledge Area (~~but, as stated above, it can be offered in up to 3 pathways~~).
- e.3. There is no limit to the number of courses that a ~~department-program~~ can may offer within a given K knowledge A area.
- d.4. All ~~C~~ courses must be offered at least once every other year.
- e.5. The Academic Writing ~~I and~~ II courses are to be capped at twenty (25) students. ~~Academic Writing I courses must have a pre-requisite of "Students must achieve an appropriate test score or successfully complete transitional English before enrolling in an Academic Writing I course. Academic Writing II courses must have a pre-requisite of "Students must achieve a C- or better in Academic Writing I prior to taking Academic Writing II".~~
- f.6. All Knowledge Area courses must be four (4) or five (5) credits.
1. ~~Quantitative reasoning courses are to be capped at a maximum of thirty five (35) students. Quantitative reasoning courses must have a pre-requisite of "Students must achieve an appropriate test score or successfully complete MATH 100B before enrolling in a Quantitative Reasoning course".~~
- g.7. All classes in Physical and Natural World must include a lab component. A lab component can take the form of: 1) a separate contact type designation (see CWUR 2-50-060 Curriculum Rules for Implementation) of either LAB (Laboratory) or LEP (Lecture and Practice) that is associated with activities or exercises that clearly meet expectations of a laboratory component and constitute a significant amount of graded work; 2) a number of hands-on lab activities comprising a significant amount of graded work within a course described as "integrated lecture and lab"; or 3) a number of significant graded exercises typical of what might occur in a laboratory that could be conducted either online or independently by the students that approximated the typical work requirements of a laboratory component.—

## Recommended General Education Curriculum Outcomes

1. ~~General curriculum outcomes represent basic skills, such as information literacy and critical thinking, that are to be covered throughout the curriculum.~~
2. It is recommended that each General Education course address at least one of these basic skills: creative thinking, critical thinking, diversity awareness, information literacy, oral communication, professional competencies, quantitative reasoning, and written communication. ~~Some of these outcomes are incorporated into certain Knowledge Areas (e.g. Quantitative Reasoning outcomes in Physical and Natural Sciences).~~

## Culminating Experience Courses

1. ~~Students may take~~ Capstone courses within majors ~~to satisfy~~ ~~can be submitted to meet~~ the General Education Culminating Experience requirement, as long as ~~they~~ ~~these courses~~ meet the ~~specified outcomes for~~ General Education ~~outcomes~~ ~~courses~~.
2. Culminating Experience courses ~~can~~ ~~may~~ have prerequisites.
3. General culminating experience options will be offered ~~in the case where~~ ~~for~~ students ~~who~~ do not ~~take them within~~ ~~they~~ ~~have~~ major-specific Culminating Experience courses available to them.
4. ~~The maximum size of a non-major culminating experience course is~~ ~~Culminating Experience non-major courses~~ ~~will be capped at~~ 20 students.

### ~~Summary Requirements for Individual Courses within the Pathway/Knowledge Area Matrix~~

1. ~~A course may be within only one Knowledge Area. The course must address ALL outcomes for that Knowledge Area.~~
2. ~~A course may be in up to three Pathways. For each Pathway that the course is in, it must provide opportunities for students to make connections within the pathway by addressing two of the selection criteria.~~

~~It is recommended that courses in the Pathway/Knowledge Area matrix address one or more of the General Curriculum skills.~~



## Exhibit D

### Policy & Procedure Review

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**Policy & Procedure Number:** Senate Bylaws Section III

New  Revision

**Title:** Senate Standing Committees

#### **Summary:**

The changes to this section of the Senate Bylaws provide detail about the new general education program director and director-elect eligibility criteria and term lengths. The changes also outline a new subcommittee structure for the General Education Committee.

The GEC Curriculum and Assessment Subcommittee is responsible for: (1) managing the curriculum submission and review process, and (2) organizing and reviewing General Education materials for assessment. The members of the GEC Coordination and Management Subcommittee (Pathway Coordinators) are responsible for oversight of the General Education pathways.

*[xx/xx/2018: Responsibility: Faculty Senate]*

## Senate Bylaws

### III. Senate Standing Committees

#### A. Organization and Procedures

1. Each year, standing committees ([with the exception of the General Education Committee \(GEC\)](#)) shall elect their own chairs from among the members of the committee. Each chair will serve as the liaison to the Executive Committee. If not a Senator, the chair becomes an ex officio member of the Senate without vote.
  - a. [General Education Program Director will serve as the GEC Chair. All faculty members who have served on GEC at least one academic year within the last four years are eligible. Each program director will serve a three \(3\) year term, comprising one \(1\) year as program director-elect followed by two \(2\) years as program director. GEC will forward the program director-elect nomination to the Executive Committee for ratification at the January Faculty Senate meeting.](#)
  - b. [General Education Program Director-Elect duties will begin June 16.](#)

#### B. Membership

2. The membership of the General Education Committee shall consist of:
  - a. [GE Curriculum and Assessment Subcommittee:](#)
    - i. ~~two (2) faculty from each college with the exception of the Library~~ [one \(1\) faculty member from each academic college and one \(1\) faculty member from the library;](#)
    - ii. [General Education Chair;](#)
    - iii. one (1) student selected by ASCWU, [non-voting;](#) and
    - iv. the Director of Academic Planning, [Associate Provost designee,](#) ex officio, non-voting.
    - v. Registrar designee, ex officio, non-voting
  - b. [GE Coordination and Management Subcommittee:](#)
    - i. [seven \(7\) faculty members elected as general education pathway coordinators;](#)
    - ii. [General Education Chair; and](#)
    - iii. [one \(1\) student selected by ASCWU, ex officio, non-voting.](#)

# Exhibit E

## Policy & Procedure Review

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**Policy & Procedure Number: Faculty Code Section IV**

New  Revision

**Title:** Faculty Senate

**Summary:**

The changes to this section of the Faculty Code provide detail about workload release for the new general education program director, director-elect, and pathway coordinators.

Roles and responsibilities of each position are outlined in General Education committee procedures.

*[xx/xx/2018: Responsibility: **Faculty Senate**; Authority: Board of Trustees; Approved by: Board of Trustees]*

## Faculty Code

### **Section IV. FACULTY SENATE**

#### D. Committees

##### 1. Standing Committees

The Senate shall maintain six standing committees. They are the General Education Committee, the Academic Affairs Committee, the Curriculum Committee, the Bylaws and Faculty Code Committee, the Evaluation and Assessment Committee, and the Budget and Planning Committee.

- a. The General Education Committee shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend courses, programs, and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested or approved by the Executive Committee.

#### E. Assigned Time and Workload Units for Senate Offices and Activities

##### 8. Senate Committee Chair

Workload units (WLU) for the position of chair of a Senate committee are estimated at two to four (2-4) per academic year, except for the General Education Program Director and Chair (as detailed in sections IV.E.8.a, b, & c). When elected committee chairs configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.

h.a. The General Education Program Director and Program Director-Elect shall be relieved of a total of thirty-two (32) WLU of teaching for the academic year, to be divided between them. The General Education Program Director and Direct-Elect will determine the distribution of the 32 WLU based on their specific expertise and interests. Workload distribution decisions will be made as soon as possible following the ratification of the Director-elect, and will be forwarded to the Executive Committee no later than the first Friday in February.

h.b. The General Education Program Director will serve as chair of the General Education Committee and Subcommittees. The department(s) in which the program director and program director-elect teach shall receive compensatory funds from the Provost's office.

h.c. The program director, or GEC designee, assumes certain duties and responsibilities in the summer, for a total of four (4) WLU. Any additional units will be negotiated with the Provost.

##### 9. Senate Committee Member (Non-Chair)

Workload units for the positions of non-chair members of Senate committees are estimated at one to two (1-2) per academic year, except for General Education Pathway Coordinators (as detailed in section IV.E.9.a & b). When ratified committee members configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.

a. General Education Pathway Coordinators shall be relieved of three (3) WLU of teaching for the academic year to perform their duties.

b. Pathway Coordinators will be compensated one (1) WLU during the summer from the Provost's office.

# Exhibit F

## Policy & Procedure Review

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**Policy & Procedure Number: Faculty Code Section III**

New  Revision

**Title:** Distinguished Faculty Awards

**Summary:**

This revision adds a new distinguished faculty award to the Code. The proposed new award, the Board of Trustees Distinguished Faculty Award, will recognize faculty members with long-term records of excellence in teaching, scholarship, or artistic activities.

*[xx/xx/2018: Responsibility: **Faculty Senate**; Authority: Board of Trustees; Approved by: Board of Trustees]*

### Section III. DISTINGUISHED FACULTY AWARDS

The Distinguished Faculty Awards are the highest awards attainable at the university and must represent the highest level of performance. The awards are overseen by the Senate (Appendix B is incorporated by reference). There are no honorable mention awards.

#### A. Annual Distinguished Faculty Awards

The Senate confers four unique awards annually to recognize outstanding distinguished faculty in the following areas:

1. Distinguished Teaching Award (there are 2 awards, 1 for tenured/ tenure-track and 1 for non-tenure-track faculty)

Teaching excellence shall be defined as:

- a. a demonstrated breadth and depth of knowledge;
- b. clarity in methodology and organization of materials, and effective methods of presentation;
- c. continued scholarship and its integration of scholarship into course work;
- d. assistance to students in understanding the value and relevance of the subject matter and course materials, both within the discipline and in a broader context.

2. Distinguished Service Award

Service shall be defined as endeavors contributing to the welfare of individuals, professional organizations, university groups, the community at large, or the university.

3. Distinguished Scholarship/ Artistic Accomplishment Award

- a. Scholarship shall be defined as scholarly or scientific investigation or inquiry, conducted to advance the state of knowledge of the discipline.
- b. Artistic accomplishment shall be defined as the composition, creation, production or other significant and/or innovative contribution to an artistic event. Artistic accomplishment may include, but is not limited to, innovation in music, drama, film, art, dance, poetry or fiction that is a significant contribution to our understanding of the range of human experience and capabilities.

#### B. Board of Trustees Distinguished Faculty Award

The Board of Trustees Distinguished Faculty Award is bestowed on a faculty member who has demonstrated a long-term combined record of excellence in teaching, scholarship or artistic activities, and service (as defined in the previous section Sections III.A.1, III.A.2, and III.A.3) at CWU. The Board of Trustees awards one recipient every other year.



## Appendix B: Distinguished Faculty Awards

### Section I. FUNDING

- A. Funding for the awards (~~(\$2,500 for each category)~~ and release time is generously provided by the Office of the President.
- B. Recipients of the annual Distinguished Faculty Awards in teaching, scholarship, and service will receive a one-time \$2,500 stipend.
- C. Recipients of the Board of Trustees Distinguished Faculty Award will receive a \$5,000 stipend and one quarter release from teaching (12 WLU for tenured faculty and 15 WLU for senior lecturer faculty) the academic year following their award.

### Section II. OBLIGATION OF RECIPIENTS

- All award recipients are expected to serve on future selection committees at some time during their careers.
- Recipients of the Board of Trustees Distinguished Faculty Award will present two lectures/performances in the academic year following their award.

### Section III. INITIAL REQUIREMENTS

#### A. Due Dates

1. Letters of nomination are due ~~to~~ ~~in~~ the office of the Senate by December 1 or, if this date falls on a weekend, the first instructional day thereafter. ~~All letters of nomination must be originals (fax and e-mail versions will not be considered).~~
2. All material supporting the nomination (i.e., nominees' notebooks) must be received ~~by~~ ~~in~~ the office of the Senate by February 1 or, if this date falls on a weekend, the first instructional day thereafter.

#### B. Eligibility

1. Distinguished Faculty Awards are limited to CWU faculty who have been at CWU a minimum of six years and have worked at least 135 WLU.
2. Board of Trustees Distinguished Faculty Awards are limited to active CWU faculty who have been at CWU a minimum of 15 years, and have performed the greater part of the activities for which they are nominated in connection with the nominee's employment at CWU. Active eEmeritus, tenured, and senior lecture faculty are eligible.

#### C. Nominations and Supporting Materials

1. Nominations may be made by faculty, students, alumni or others in a position to evaluate the achievements of a faculty member in any of the award categories. Self-nominations will not be accepted. Nomination letters and supporting materials must be submitted to the Senate in accordance with Part A above.
2. Nominations are presented by a Nominator. The Nominator writes the letter of nomination, providing a full description of the nominee's work that is deserving of the respective award; a short statement of nomination will not be sufficient. The Nominator shall also help the nominee to compile and order a notebook for the selection committee to substantiate the nomination, incorporating materials required and/or suggested in the accompanying criteria. No materials may be added to the notebook after the due date.
3. The selection committee is not an investigative body. Therefore, it is imperative that supportive

material be complete, orderly and self-explanatory.

4. Nominators may not nominate more than one faculty to share the same award.
5. An individual may receive an award in more than one category, although not in the same year. An individual may not receive an individual award more than once.
6. A nominee may be renominated.
7. Material of award recipients shall be retained for three years in the office of the Senate.
8. ~~Awards are announced by the President and approved by the BOT. Awards shall be officially presented at the Spring Honors Convocation.~~ Neither nominees nor nominators should attempt to contact the committee, the Senate office, or the President's Office about the progress or outcome of the committee's deliberations. No information will be given out.
9. After reviewing submitted materials, the committee, at its discretion, may elect not to recommend recipients of one or more awards in a given year.

#### **Section IV. SELECTION COMMITTEE**

##### **A. Membership**

1. Members of the selection committee are approved by the Executive Committee.
2. Committee membership is finalized by early February at the latest.
3. The committee will include six volunteer members:
  - a. Four must be past Distinguished Faculty Award winners representing each annual award category selected by the Executive Committee.
  - b. One must be an alumnus selected by CWU Alumni Relations.
  - c. One must be an individual selected by the Executive Committee from three names forwarded by the CWU Retiree Association to balance out the composition of the committee.
4. Emeritus Distinguished Professors/Faculty are eligible to serve.

##### **B. Award Selection Process**

1. Nominees shall be considered for Distinguished Faculty Awards based on excellence of work and activities conducted solely while at CWU. Nominees shall only be considered for the category of award they were nominated for, the award for which they were nominated.
2. The selection committee makes the award choices, and forwards those names and materials to the President with a brief summary statement describing each awardee.
3. The President forwards the awardee file for the Board of Trustees Distinguished Faculty Award to the Board of Trustees for approval at their spring meeting.
- ~~3. After the award winners have been notified by the President, letters will go out to the other candidates informing them the status of their nomination. The committee will not give individual feedback on the merit of applications or the selection process.~~

#### **Section V. NOTIFICATION OF AWARD**

A. The president will notify the award winners.

B. After the award winners have been notified by the President, letters will go out to the other candidates informing them the status of their nomination. The committee will not give individual feedback on the merit of applications or the selection process.

C. The Board of Trustees Award will be awarded at the Board of Trustees spring meeting.

## **Section VI. ~~DISTINGUISHED FACULTY AWARDS-REQUIRED APPLICATION MATERIALS~~**

### ~~A. Eligibility~~

- ~~1. Distinguished Faculty Awards are limited to CWU faculty who have been at CWU a minimum of six years and have worked at least 135 WLU.~~

### **A. Materials for Distinguished Teaching Award**

The Distinguished Teaching Award nominee's notebook should contain the following items, organized in the following order:

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is a member of the CWU faculty and has a minimum of six years' service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.
3. Personal statement by nominee of philosophy, goals and achievements in the area of research or artistic achievement and invention. This statement must not exceed 1000 words.
4. Evidence of teaching skills in the area of communication and methodology – exemplified in the clarity of organization and presentation of course materials, and of the challenge to and motivation of students – corroborated by:
  - a. letters of recommendation, support or corroboration from colleagues, associates, students or relevant others (20 maximum);
  - b. a portfolio reflecting the full range of the nominee's teaching assignment, containing summary sheets for student evaluations of instruction, arranged chronologically, taught during the last five years, including all available written comments;
  - c. representative class syllabi;
  - d. if a video recording is included in the file, please limit the length to 15 minutes.
  - e. Evidence of teaching that has been informed by scholarship, as demonstrated by activities such as:
    - i. participation in professional activities such as conferences, symposia, colloquia, exhibitions;
    - ii. membership in professional associations;
    - iii. peer reviewed scholarship or juried presentation;
    - iv. continuing education in one's field or related fields;
    - v. efforts in the development of new courses to broaden and update the university curriculum or other relevant evidence of continued scholarship.
  - f. Evidence of the extent of participation in student advisement.

### **€B. Materials for Distinguished Service Award**

The Distinguished Service Award nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is a full-time member of the CWU faculty and has a minimum of six years full-time service at CWU. The vitae must bear the date stamp of the Senate

office verifying submission of the notebook by February 1.

3. Personal statement by nominee of philosophy, goals and achievements in the area of service. This statement must not exceed 1000 words.

4. Evidence of service as exemplified by activities in which the nominee has applied his/her academic expertise to the welfare of individuals, professional organizations, university groups, the community at large, or the university, with evidence of the magnitude of effort and level of commitment to the community in the service provided, all corroborated by:

- a. letters of recommendation, support or corroboration from colleagues, associates, students, members of the community, or relevant others (20 maximum);
- b. public acknowledgement, such as, newspaper clippings, testimonials, awards, etc.;
- c. chronological listing or concise summary of the nominee's service, indicating the recipient group and/or geographical area benefited by the service.

#### **∅C. Materials for Distinguished Scholarship/ Artistic Accomplishment Award**

The Distinguished Scholarship/ Artistic Accomplishment nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.
2. Vitae of nominee. The vitae should verify that the nominee is a full-time member of the CWU faculty and has a minimum of six years full-time service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of notebook by February 1.
3. Personal statement by nominee of philosophy, goals and achievements in the area of research or artistic achievement and invention. This statement must not exceed 1000 words.
4. Evidence of scholarship or artistic achievement, corroborated by:
  - a. letters of recommendation, support or corroboration from colleagues, associates, students or relevant others emphasizing professional recognition, quality and credibility of research or artistic achievement (20 maximum).
  - b. for Artistic Accomplishment – reviews, newspaper clippings, programs, reports, awards, acknowledgments, grants funded, etc.
  - c. for Scholarship – reprints of publications and a chronological list of research projects, publications, reports, performances, presentations, program participation, or other professional work; or a summary of a single research program for which nomination has been made.

#### **∅D. Materials for Board of Trustees Distinguished Faculty Award**

1. Vitae of nominee, verifying that the nominee is a member of the CWU faculty and has a minimum of 15 years service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.

2. The Board of Trustees Distinguished Faculty Award nominee's notebook should contain all materials outlined in the previous sections (~~B, C, and D~~ A, B, and C) to demonstrate excellence in teaching, service, and scholarship/ artistic accomplishment.

# Exhibit G

## Policy & Procedure Review

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**Policy & Procedure Number:** CWUP 5-50-070

**New**  **Revision**

**Title:** Rules for Undergraduate and Graduate Degrees

### **Summary:**

This revision expands the definition of the Master of Fine Arts degree to be more inclusive of disciplines across arts and humanities.

*[xx/xx/2018: Responsibility: **Faculty Senate**; Authority: Katherine Frank, Provost/VP for Academic & Student Life ; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: xx/xx/2018; Approved by: James L. Gaudino, President]*

## CWUP 5-50-070 Rules for Undergraduate and Graduate Degrees

(1) Exceptions to the credit limits for degree programs for all undergraduate degrees as defined in CWUP 5-50-010(5) may be granted by the faculty senate upon justification by the proposing department. Justification must include, but not be limited to, documentary evidence of the following:

(A) Standards established by a national accrediting organization for the program. The accreditation process must accredit the program, not the student.

(B) Programs of similar content and size offered at comparable institutions of higher education.

(C) Contemporary employment practices in the involved profession.

(2) General Education Requirements. The general education requirements must be completed by all bachelor's degree recipients.

### (3) Graduate Degrees

(A) Master of Arts (M.A.). The Master of Arts degree designation is appropriate for those graduate study programs in the arts, humanities and certain social science areas as determined by the graduate council.

(B) Master of Science (M.S.). The Master of Science degree designation is appropriate for those graduate study programs in the sciences, mathematics, certain social sciences and other fields not covered by the Master of Arts or other professional degree designations.

(C) Master of Education (M.Ed.) The Master of Education is used in a professional area with a distinct professional practice emphasis.

(D) Master of Fine Arts (M.F.A.) The Master of Fine Arts is recognized ~~among the art professions~~ as the terminal degree in ~~studio art~~ the creative arts, such as fine arts/studio art, poetry, creative writing, play/screenwriting, film as well as theatrical acting, design and direction. The M.F.A. degree indicates a high level of professional competence in ~~visual art~~ the discipline making and the mastery of a particular medium and/or creative art form. The 90-credit degree program is comprised of concentrated study in a studio creative discipline, bolstered by advanced study of ~~art~~ the discipline's history and criticism, literature, other related electives, and most often culminating in a studio/thesis project.

(E) Master of Music (M.M.). The Master of Music is a professional graduate degree in the musical arts. The course of study is divided into three components. The student must complete a minimum of one-third of study in a specific major in the discipline (ex. composition, performance, music education, conducting, etc.); one-third in supportive courses in music; and one-third of elective studies in supportive areas.

(F) Master of Professional Accountancy (M.P.A.)

(G) Master of Arts for Teachers (M.A.T.)

(H) Educational Specialist degree (Ed.S), The Educational Specialist degree is a terminal academic degree providing training above the master's degree level, but below the doctoral level. Specialist programs generally involve two years of coursework and practica followed by an intensive internship. Specialist programs typically

require in excess of 90-quarter hours of coursework beyond the bachelor's degree, or approximately 45-quarter hours beyond a masters degree.

(I) Master of Public Health (M.P.H.) The Master of Public Health (MPH) degree is a professional graduate degree in public health and population health sciences. The course of study is comprised of: (1) foundational and specialized content courses, and (2) applied experiences in public health research or practice.

#### (4) Undergraduate Degrees

New undergraduate degrees: The description, specifications, and requirements of a new degree type and level are to be determined by the FSCC in conjunction with the faculty senate academic affairs committee in accordance with CWUP.

(A) Bachelor of Arts (B.A.). The Bachelor of Arts degree designation is reserved for those undergraduate programs which consist primarily of liberal arts study. They include approximately one-third study of general education, one-third study in a specialization, and one-third study in free electives. Majors may not exceed 75 quarter credits, unless approved by the faculty senate, and the minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(B) Bachelor of Science (B.S.). The Bachelor of Science degree designation is reserved for those undergraduate programs which emphasize the study of science, or a technical or professional field. They include the general education requirements, a specialization and free elective courses. Majors may not exceed 110 quarter credits unless approved by the faculty senate. Usually the recipient of the B.S. is ready for immediate entrance into a career in the field of specialization. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(C) Bachelor of Arts in Education (B.A.Ed.). The Bachelor of Arts in Education degree designation is reserved for undergraduate programs which are intended to prepare teachers. They include the general education requirements, major/minor, professional education study, and free elective courses. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(D) Bachelor of Music (B.Mus.). The Bachelor of Music degree designation is reserved for those undergraduate programs which are intended to prepare students for professional careers in music. They include the general education requirements, a specialization, and free elective courses. Majors shall be limited according to the policy governing professional degrees. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(E) Bachelor of Fine Arts (B.F.A.). The Bachelor of Fine Arts is the initial professional degree in art and design. It is designed to prepare students for significant roles in society as professional practitioners, educators and designers of visual art and associated media. The B.F.A. also prepares art students for graduate study in visual art and its allied fields of study. The degree is comprised of a general education component, a specialization in graphic design or studio art, and free electives. Students are required to complete 180 credits of course work including 60 credits of upper-division course work.

(F) Bachelor of Applied Science (B.A.S.). The Bachelor of Applied Science degree designation is reserved for those undergraduate programs that emphasize an applied technical or professional field. They include upper division general education requirements, a specialization in a major, and electives. Majors may not exceed 110 quarter credits unless approved by the faculty senate. Usually the recipient of the B.A.S. has an applied

technical degree from a community college. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(5) Listing Program Requirements

(A) All courses (except English 101 and 102) required for a degree, including prerequisites, must be listed as requirements in the course of study and included in the credit total for a major.

(B) All pre-admission course requirements (except English 101 and 102) are to be listed as requirements in the course of study and the credits must be included in the degree program total.

(C) All majors that require a specific minor or certificate are required to list the number of credits for that minor or certificate in their course of study for the major degree program and include them in the credit total.

(D) Majors that require minors or additional credits that are not specified must include catalog information that informs students of the additional requirements and the possible credit impact on their degrees.

(E) All teaching majors are required to list the Professional Education Program credits in the course of study for the major degree program and include them in the credit total.

*[07/2009; Responsibility: Faculty Senate; Authority: Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04/29/2014; 06/03/18: Cabinet/UPAC; Review/Effective Date: 06/04/2014; 06/13/18; Approved by: James L. Gaudino, President]*



## **Attached files**

- Ormsby Press Release
- GEC committee procedures
- GE Budget Planning document
- GE Budget spreadsheet
- Final Exam pass thru schedule



# Washington State Council of Faculty

Serving the state of Washington since 1971

FOR IMMEDIATE RELEASE

September 27, 2018

The Ormsby Award for Faculty Citizenship, now in its fifth year, was created in 2013 to encourage, recognize, and honor exemplary civic engagement by faculty from each of the six public baccalaureates in the state of Washington. Inspired by the many achievements of Representative Timm Ormsby, including his steadfast support of higher education in the state, award winners embody service in the public interest, including the development of programs of civic engagement, enhanced community participation in state government, legislative and local partnerships that strengthen the civic education of Washington residents, research that addresses critical needs and issues affecting the residents of Washington, and community-based programs that facilitate the democratic or electoral process. Winners for this year, Dr. Charles Reasons (CWU), Dr. Margo Hill (EWU), Dr. Susan Finley (WSU), and Dr. Sandra Alferts (WWU), were nominated by the faculty senates at each institution.

## **Central Washington University**

Dr. Charles Reasons is part of the Kittitas Law and Justice Council. His research with legal scholars, social science scholars and practitioners was part of a report on a needed change in the Washington State Criminal Justice system to reduce discrimination based on race and ethnicity. His work is an illustration of his altruistic commitment to the students and the larger community. Dr. Reasons is involved with the creation of an Immigration Law Clinic in Ellensburg. The clinic provides assistance to members of the Ellensburg community regarding immigration issues and provides contact information for other services within the community. Dr. Reasons formed the Law and Justice Advisory Board in 2000. The Advisory Board has played an important role in enhancing the visibility of the department and CWU. Emerging from the Advisory Board, he developed a strong relationship with Steve Cordero and the Parke Creek Juvenile facility that now provides internship opportunities for students. Dr. Reasons works with the McNair Scholars Program at CWU for first-generation, low-income students preparing for graduate school. He also works with the Africana Black Studies program.

## **Eastern Washington University**

Dr. Margo Hill is an Assistant Professor of Eastern Washington University's Department of Urban and Regional Planning, where she has served as full-time faculty for 5 years. She is also Director of the EWU Tribal Planning program. Margo Hill is a Spokane Tribal member and was raised on the Spokane Indian reservation. Although she is not a fluent speaker of the Spokane Indian language (Salish), she has been taught by her tribal elders the culture and the way of life of her people. She earned a Juris Doctorate from Gonzaga University School of Law and a Master of Urban and Regional Planning from Eastern Washington University. Her Bachelor's Degree is in Political Science from the University of Washington. As a former Spokane Tribal Attorney and Coeur d'Alene Tribal Court Judge, she has worked in the legal field to protect tribal sovereignty, water rights, and the land base of her tribe and other tribes. She believes traditional knowledge of the reservation land is a powerful weapon against environmental racism. Margo Hill is faculty at EWU where she teaches Planning Law and Legislation, Urban Design, Community Development, Tribal Planning classes, and American Indian Law.

## **Washington State University**

Dr. Susan Finley is an artist, scholar, and public voice for democratic practices that involve children, youths, teachers, and other citizens in problem solving initiatives. She has consistently engaged in individual and collaborative endeavors to address issues of poverty and homelessness. Dr. Finley is also an activist, having implemented community-based educational efforts with people living in tent communities, with street youths, and among economically-poor children and their families, housed and unhoused. During her 17-year career, she has devoted her teaching and research to community engagement, primarily through the At Home At School program (AHAS) she developed at WSU Vancouver in 2002 and continues to direct as part of her scholarly and service efforts. Since 2002, over 2,500 local students have participated in AHAS. In a collaboration with Slow Food Southwest Washington, Dr. Finley involves students in the conceptualization, painting, and circulation of mobile murals depicting food justice, local foods, food traditions among local immigrant communities, and other topics of health and nutrition. In addition to her efforts to influence food policy and distribution, Dr. Finley assists Clark County Planned Parenthood staff and volunteers in their efforts to establish the Untold Stories: Using Stories to Transform Culture & Create a Narrative research project.

### **Western Washington University**

Dr. Sandra Alfors is Professor of German and German Section Head in the Department of Modern and Classical Languages at WWU. She is the founding director of The Ray Wolpow Institute for the Study of the Holocaust, Genocide, and Crimes Against Humanity (<https://wp.wwu.edu/raywolpowinstitute/>) Under her leadership, the benefits of the many events and programs under the aegis of the Ray Wolpow Institute have been wide-ranging. In her first year (2016–17) as Director, Dr. Alfors led a fundraising event to introduce the Institute, which attracted the interest of WWU and Bellingham communities. She has developed relationships locally, regionally, nationally, and internationally with various stakeholders. She coordinated endeavors and communicated extensively with directors of organizations globally, including Holocaust education institutions, museums, religious communities, and professional organizations such as the Association of Holocaust Organizations. Dr. Alfors has led public programming focused on the Holocaust, genocide, and crimes against humanity by bringing to the WWU campus a variety of speakers, including internationally renowned scholars Professor Michael Berenbaum, and public figures Brian Cladoosby, President of the National Congress of American Indians.

For more information, please contact Roger Anderson ([Roger.Anderson@wwu.edu](mailto:Roger.Anderson@wwu.edu))

## Faculty Senate General Education Committee Procedures

Purpose of the Faculty Senate General Education Committee as Defined by the Faculty Code. The Faculty Senate General Education Committee shall be concerned with the study, development, and improvement of the General Education program. The committee shall review and recommend programs and policies of General Education in close cooperation with the college deans. [BT Motion 01:31, 5/11/01]

### Responsibilities of the Committee.

- The Faculty Senate General Education Committee (GEC) receives charges from the Faculty Senate Executive Committee.
- The GEC reports to the Faculty Senate Executive Committee and to the Faculty Senate.
- The GEC has two subcommittees:
  - The GEC Curriculum and Assessment Subcommittee is responsible for: (1) managing the curriculum submission and review process, and (2) organizing and reviewing General Education materials for assessment.
  - The members of the GEC Coordination and Management Subcommittee (Pathway Coordinators) are responsible for oversight of the General Education pathways.

### Elections

Election of General Education Program Director. The General Education Program Director will serve as the committee chair. All faculty members who have served on GEC at least one academic year and have taught a General Education course within the last four years are eligible. Each Program Director will serve a three (3) year term, comprising one (1) year as program director-elect followed by two (2) years as program director. GEC will forward the program director-elect nomination to the Faculty Senate Executive Committee for ratification at the January Faculty Senate meeting.

Election of Pathway Coordinators. Pathway Coordinators will be elected from among the faculty who teach at least one (1) course in the respective pathway and will serve a two (2) year term. Interested applicants will submit a letter detailing their experience and interest in General Education and this position to the General Education Director in January. Elections of Pathway Coordinators will take place in February, and the new term will begin June 16. Elections are managed by the GEC, and final candidates are ratified by the Faculty Senate.

- Replacements and terms of absence (e.g. sabbatical, medical leave, and other reasons).
  - Individuals who are taking leave should seek a replacement to serve during their leave time, and provide the name of the potential substitute to the GEC.
  - Substitutes will be voted on by the GEC.
  - The GEC may appoint someone to fill a Pathway Coordinator position for short-term absences of less than one academic year.
  - Terms of absence do not change original term dates.

### Responsibilities of the General Education Director.

1. Program Leadership and Advocacy
  - Plan and run meetings of the GEC.
  - Serve as liaison to Faculty Senate and the Office of the Provost.
  - Represent GEC interests as needed.
  - Guide development and implementation of a strategic plan for general education.
  - Ensure orientation for new committee members.
  - Articulate purposes of general education to a variety of audiences including, but not limited to, students, faculty, administration, and other stakeholders.
  - Coordinate resolution of academic issues with departments.
  - Work with the Public Relations and Academic Advising offices to establish a diverse public relations plan and oversee development of timely promotional materials including, but not limited to, website, social media, printed copy, and customized items.
  - Collaborate with GEC to allocate available resources in support of general education.
  - Oversee election process for Pathway Coordinators
  
2. Program Development
  - Work with faculty to promote coherence in the General Education curriculum.
  - Promote nationally-recognized best practices in program development and course delivery.
  - Ensure curriculum is consistent with university policy and procedure.
  - Coordinate the development of the General Education curriculum in conjunction with GEC and other entities as needed.
  - Oversee coordination of course availability, including online offerings
  - Initiate review of General Education policies and procedures annually and as charged by Faculty Senate Executive Committee.
  - Assist colleges, departments, and faculty interested in developing courses for the General Education curriculum.
  - Review Knowledge Area assessment data in collaboration with the GEC.
  - Communicate responsibilities to Pathway Coordinators and collaborate on appropriate projects.
  - Advocate for fiscal support for the General Education program and other initiatives
  - Oversee annual General Education learning outcomes assessment in collaboration with the Office of the Associate Provost.
  - Complete and submit assessment reports to Faculty Senate and Provost.
  
3. Professional Development
  - Engage in scholarly activity or scholarship related to general education.
  - Coordinate professional development workshops for faculty teaching general education courses.
  - Teach at least one (1) general education course every other academic year.
  
4. Management
  - Work with the Faculty Senate, Office of the Provost, Institutional Effectiveness, and other entities as needed to ensure effective, organized, and feasible design, implementation, analysis, documentation, and funding of the General Education Program.
  - Submit budgetary requests as needed.
  - Facilitate review of student substitution requests.
  - Support the articulation of General Education courses with community colleges.
  - Communicate with the campus about issues related to General Education.
  - Prepare, distribute, and update information regarding General Education graduation requirements.
  - Prepare reports related to General Education for Faculty Senate.

- Prepare appropriate assessment reports related to General Education in collaboration with the Office of the Provost.

#### Responsibilities of the Pathway Coordinators.

##### 1. Pathways in the General Education program include:

- i. First Year Experience (FYE, Academic Writing I, and Quantitative Reasoning)\*
- ii. Health & Well-being
- iii. Civic & Community Engagement
- iv. Sustainability
- v. Social Justice
- vi. Perspectives on Current Issues
- vii. Ways of Knowing

\* The First Year Experience component of Central's General Education program is not strictly defined as a pathway; however, similar coordination is required to ensure its offerings, faculty, and participating departments are cohesive and effective.

##### 2. Pathway Coordinators are responsible for oversight of the General Education pathway for which they are elected. Oversight duties include:

- Coordinate and contribute to at least one group advising session per quarter for students choosing the pathway.
- Liaise with Academic Advising about pathway offerings, in collaboration with the General Education Director.
- Teach one course relevant to the pathway per academic year - either a culminating experience or a course within the pathway.
- Provide timely updates about pathway changes to Academic Advising and affected groups.
- Participate in outreach events and marketing efforts to promote the General Education program.
- Attend monthly meetings of the Pathway Coordinators and General Education Director.
- Serve as a liaison between pathway instructors and GEC to represent concerns and interests of the pathway as necessary.
- Work with departments to schedule an engaging, effective, and equitable array of course offerings in the pathway.
- Ensure course offerings meet a range of pathway criteria.
- Request and collate assessment materials for courses in the pathway in relevant knowledge areas each year.
- Review assessment data and work with individual instructors in the pathway to ensure that course-specific pathway criteria are being met.
- Coordinate professional development opportunities for instructors teaching in the pathway:
  - Organize opportunities (informal or formal) for pathway faculty to share and connect curricular elements.
  - Facilitate faculty collaboration to support cohesion throughout pathway coursework.
  - Encourage instructors and departments to maintain current course content.

#### Responsibilities of the Committee Secretary.

- Prepare minutes of each meeting, including dates and times of meetings; names of attending and absent committee members; and motions as approved by the committee.
- After committee approval, secretary shall forward minutes to Faculty Senate Office.

Responsibilities of Committee Members.

- Committee members shall attend committee meetings regularly. Failure to attend regularly may result, if the committee so decides, in expulsion from the committee. Committee members shall also participate actively in the work of the committee.

## New General Education Program

### **Background and Budget Planning**

#### New GE Program Overview:

Over the past several years, the Central Washington University Faculty have been working diligently on creating a new and modern approach to general education (GE) for our students. In the 2016-2017 academic year, the Faculty Senate developed and approved a new innovative GE framework, and during the 2017-2018 academic year, the Senate approved courses to populate the new framework. During this current academic year, the Senate is working hard to address implementation questions so that the program can be launched in Fall 2019. Timely implementation of this new GE program is a key goal of the faculty Senate.

A primary motivation of redesigning the GE program was to improve the student experience at CWU and address some of the evolving needs of students in this new generation of learning. One of the innovations of this new GE approach is that it engages students early in their university career with small and interactive first year seminars in topic areas that are interesting and relevant. These seminars are designed to ignite scholarly curiosity related to real-world problems to both get students excited about learning during college and foster desire for intellectual exploration throughout their life-time. Students' early engagement in learning and connection with faculty and peers should translate into higher retention rates, which is a critical current issue at CWU as the fall-to-fall retention rate for FTFTF has dropped from a high of 79% in 2013 to 69% in 2017. Improved retention rates will also positively impact the university budget.

Beyond the first year seminar, the GE program uses a pathway model that allows students to choose a theme (e.g., sustainability or social justice), which is consistent across courses in various disciplines. This part of the program is designed to engage students in a topic of interest and help them see the relevance of what they're studying and how this topic is intertwined between various methods of study and disciplines. This pathway approach will help students make interdisciplinary connections and foster thinking and problem solving from multiple approaches. Again, the efforts towards making learning relevant and engaging early in the academic career should translate into higher retention rates.

Taken as a whole, the program should also improve recruitment efforts. The program is innovative and distinctive compared to other GE experiences in the state. Current students are excited about the new program and note the importance of the introductory seminar, connection with faculty, and relevant content areas. These characteristics of the program should also be appealing to prospective students, and consequently help with recruiting. This new model of GE not only represents an approach that students will be excited about, but also represents an approach that will prepare our students for a world that is becoming increasingly more complicated and interdisciplinary.

#### Budget Planning:

On February 1, 2018, the Provost and the Vice President of Budget and Financial Affairs, sent a memo to the Faculty Senate Executive Committee expressing the university administration's support of a successful implementation of the new GE program and their commitment to "ensuring that no college is driven into a deficit due to the implementation of the new program if the program is implemented in good faith with careful attention to strategic scheduling and workload management with respect to both the new General Education program and overall course scheduling." They committed to a three-year implementation process that includes annual assessment of budget implications. This commitment, the stated expectations regarding responsible implementation, and the three-year implementation process with annual assessment still apply.



The financial implications of the new GE approach are not fully understood, and are subject to a variety of assumptions about student behavior and course instruction costs. Without knowing the comprehensive revenue and expenses associated with the new model or the impact on retention that will also positively impact the budget, one projection is that the introduction of the new first year seminar course (XXX187) will likely result in an additional cost to college budgets. Initial modeling of the costs of the current and new programs with the most conservative assumptions (i.e., assumptions that would lead to the most costly program) indicate the new program may cost as much as \$440K more than the current program. This new cost is anticipated to be offset by an increase in retention within a couple of years. To encourage colleges to proportionately offer first year seminar courses and support the new GE program, a mechanism must be put into place to subsidize colleges to avoid major negative budgetary impacts of offering XXX187 courses. The proportion of XXX187 courses assigned to each college will be based on the total revenue percentages in the model; the current breakdown would be as follows if 110 sections are offered for incoming first year students, and 20 sections are offered for transfer students (estimate based on maximum predicted enrollment): COB-13%/14 sections for FY and 3 sections for transfer, CAH-22%/24 sections for FY and 4 sections for transfer, CEPS-27%/30 sections for FY and 5 sections for transfer, COTS-38%/42 sections for FY and 8 sections for transfer.

To support the program over the first three years (through AY21-22), a fund will need to be accumulated which will be distributed to the colleges each quarter to mitigate the financial impact of this XXX187 course. There are a variety of ways to accumulate a fund for this purpose, including: 1) using any unallocated revenues from FY19 and/or FY20 (if any); 2) imposing a temporary small, but broad, “institutional GE support fee” on all divisions within the state & tuition fund; 3) temporarily reducing the funds set aside for instructional equipment and technology; or, 4) a combination of these and any other funding ideas.

#### **President’s Budget Advisory Committee (PBAC) Recommendation on October 23, 2018:**

The PBAC feels strongly that the new General Education program represents a university investment in student success, improved retention, and institutional sustainability. The committee also recognizes the value of a three-year transition period, during which allocated funding to support the implementation of the new program is reviewed annually and adjusted as necessary.

With this program understanding and implementation process in mind, the PBAC recommends accumulating a fund of \$440K to support the first year of implementation (AY19-20) using the following strategies, to be deployed in listed order until the fund is generated: 1) university divisions volunteer to invest in the new General Education program; 2) use of any unallocated revenues from FY19 and/or FY20 (for this purpose, unallocated revenues means any State & Tuition fund revenues that exceed budget. For example, this year we budgeted \$125.3M in revenues but now think that may be \$126.3M over the full year. This is unexpected revenue and therefore was not allocated in the budgeting process. In the first academic quarter of FY19, we have already realized about \$400k in unexpected revenues); and 3) imposing a temporary small, but broad, “institutional GE support fee” on all divisions within the state & tuition fund.

A similar fund will need to be established for AY20-21 and AY21-22 after careful examination during year one and potential recalibration of the process or model for funding.

#### **Cabinet Response on October 24, 2018:**

Following preliminary review of the recommendations, Cabinet believes the best option to fund the new General Education program is first to use option 2) use of any unallocated revenues from FY19 and/or FY20. The Provost is confident the unallocated revenues will be sufficient to fully support the implementation costs of the program. Failing that, the President and Cabinet are committed to General Education reform and will ensure it does not fail for lack of financial support. They would propose to the Board of Trustees to use institutional reserves if there were insufficient unallocated revenues to support the program.

General Education Budget Draft

**AY18-19**

	Workload	Salary	Benefits	Total Cost	Funded by
GE Program Director(s)	24	\$ 26,808.00	\$ 7,506.24	\$ 34,314.24	Provost
Pathway Coordinators	7	\$ 7,819.00	\$ 2,189.32	\$ 10,008.32	Academic Deans
GE Program Director(s) - summer	5	\$ 5,585.00	\$ 1,563.80	\$ 7,148.80	Provost
Pathway Coordinators-summer	7	\$ 7,819.00	\$ 2,189.32	\$ 10,008.32	Academic Deans
Office support		\$ 20,520.00	\$ 5,745.60	\$ 26,265.60	President
<b>Total budget AY18-19</b>				<b>\$ 87,745.28</b>	

**Implementation Phase (annual costs, AY19-20, AY20-21)**

	Workload	Salary	Benefits	Total Cost	Funded by
GE Program Director(s)	32	\$ 35,744.00	\$ 10,008.32	\$ 45,752.32	Provost
Pathway Coordinators	21	\$ 23,457.00	\$ 6,567.96	\$ 30,024.96	Academic Deans
GE Program Director(s) - summer	5	\$ 5,585.00	\$ 1,563.80	\$ 7,148.80	Provost
Pathway Coordinators-summer	7	\$ 7,819.00	\$ 2,189.32	\$ 10,008.32	Academic Deans
Office support		\$ 20,520.00	\$ 5,745.60	\$ 26,265.60	President
Subsidy to Support First Year Seminar x187 Courses				\$ 440,000.00	Unallocated Revenues (backup: Institutional Reserves)- see GE Program Budget Statement
<b>Total annual budget</b>				<b>\$ 559,200.00</b>	

**FALL 2018 FINAL EXAM SCHEDULE**

Hour Class	Day Class Meets	Final Exam Day	Final Exam
8:00a.m.	MWF, Daily	Friday December 7	8:00-9:50
	TuTh		10:00-11:50
9:00a.m.	MWF, Daily	Wednesday December 5	8:00-9:50
	TuTh		10:00-11:50
10:00a.m.	MWF, Daily	Tuesday December 4	8:00-9:50
	TuTh		10:00-11:50
11:00a.m.	MWF, Daily	Thursday December 6	8:00-9:50
	TuTh		10:00-11:50
Noon	MWF, Daily	Friday December 7	noon-1:50
	TuTh		2:00-3:50
1:00p.m.	MWF, Daily	Wednesday December 5	noon-1:50
	TuTh		2:00-3:50
2:00p.m.	MWF, Daily	Tuesday December 4	noon-1:50
	TuTh		2:00-3:50
3:00p.m.	MWF, Daily	Thursday December 6	noon-1:50
	TuTh		2:00-3:50
4:00p.m.	MWF, Daily	Tuesday December 4	4:00-5:50
	TuTh		6:00-7:50
5:00p.m.	MWF, Daily	Wednesday December 5	4:00-5:50
	TuTh		6:00-7:50
6:00p.m.	MWF, Daily	Thursday December 6	4:00-5:50
	TuTh		6:00-7:50

**FALL 2018 FINAL EXAM SCHEDULE - AS**

Day Class Meets	Hour Class	Final Exam Day	Final Exam Hour	
MWF, Daily TuTh	10:00 a.m.	Tuesday December 4	8:00-10:00	
			10:00-12:00	
MWF, Daily TuTh	2:00 p.m.		noon-2:00	
			2:00-4:00	
MWF, Daily TuTh	4:00 p.m.		4:00-6:00	
			6:00-8:00	
MWF, Daily TuTh	9:00 a.m.	Wednesday December 5	8:00-10:00	
			10:00-12:00	
MWF, Daily TuTh	1:00 p.m.		noon-2:00	
			2:00-4:00	
MWF, Daily TuTh	5:00 p.m.		4:00-6:00	
			6:00-8:00	
MWF, Daily TuTh	11:00 a.m.	Thursday December 6	8:00-10:00	
			10:00-12:00	
MWF, Daily TuTh	3:00 p.m.		noon-2:00	
			2:00-4:00	
MWF, Daily TuTh	6:00 p.m.		4:00-6:00	
			6:00-8:00	
MWF, Daily TuTh	8:00 a.m.	Friday December 7	8:00-10:00	
			10:00-12:00	
MWF, Daily TuTh	noon		noon-2:00	
			2:00-4:00	