REGULAR MEETING
Wednesday, April 15, 2020
Minutes

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

ROLL CALL All senators, or their alternates were present except: Peter Dittmer

GUESTS: Kevin Archer, Paul Ballard, Aaron Brown, Jeff Dippmann, Roxanne Easley, Jill Hernandez, Bernadette Jungblut, Rebecca Lubas, Becky Pearson, Heidi Pellett, Bret Smith, Jeff Stinson, Sydney Thompson, Duane Dowd, Carlo Smith, Naomi Peterson, Chris Schedler, Paul Bain, Nicholas Mejia and Bob Hickey.

CHANGES TO AND APPROVAL OF AGENDA - Approved

MOTION NO. 19-43(Approved): APPROVAL OF MINUTES of March 4, 2020

COMMUNICATIONS - CWU Libraries services are virtual! Our buildings are closed, but we're operating online services and can deliver many of our resources electronically.

To setup virtual research consultations, online library instruction, or if you have questions about accessing the collection for your classes, contact your subject librarian.

We're available to help you and your students with research help and general questions through our virtual Ask the Libraries tools.

For updates on services throughout the quarter, see our Service Updates page.

PESHM name change – See written request.

FCS split – See written request.

SENATE CHAIR REPORT – First, I would like to thank all of you for the difficult things you have accomplished since we last met in March. Since then you have rapidly transitioned to online finals, transitioned courses online for spring, and transitioned away from our daily social interactions. During this same time period, your Executive Committee has been busy, along with other Senate Standing Committees, reviewing and making substantive changes to policies related to this emergency.

There are a number of policies that Faculty Senate passed during the February and March meetings that have since been approved by the Provost Council and the President, such as the policy further defining the grade of incomplete. There have also been a number of policies that were needed quickly, too quickly for our standard policy routing. These policies, which included the Emergency Pass/Fall grading option and SAT/ACT Test Optional Admissions, skipped the crucial step of a full Senate vote. In all cases, your Faculty Senate Academic Affairs Committee and the Faculty Senate Executive Committee were integral to developing and reviewing these policy changes. As a compromise between rapidity and oversight, these policies are considered temporary and will be reassessed by the full Senate in the fall.

This has also been a time of collaboration between me, Dr. Gary Bartlett, President of the United Faculty of Central, President Jim Gaudino, and our Board of Trustees. Over the past few weeks, President Gaudino and the Board of Trustees (through Board Secretary Linda Schactler) have been in near daily communication with Dr. Bartlett and me. While everything is uncertain now, I would like you to know President Gaudino and the Board of Trustees are aware of the crucial role that faculty play in the well-being and sustainability of the University. While this has been reflected in communications to faculty from President Gaudino, I would like you to know faculty well-being has been a concern of his expressed in every interaction I've had with him.

In times of change and uncertainty, it helps to have something familiar to fall back on. While our Senate meetings will be online for the remainder of the year, I would like to retain some of the interactions we are used to having when we have met in person. I would like to continue to have time during our Senate meeting to hear faculty issues, and I would like to continue to hold open Executive Committee meetings on Zoom as well. I hope that you utilize these opportunities to bring forward any faculty issues to either the full Faculty Senate or, to the Executive Committee.

As we manage this transition as faculty, we also find ourselves on the frontline, witnessing what our students experience as they transition to learning in an online environment while continuing to help family and loved ones. Remember, as a faculty member, you do not have to solve all potential student concerns on your own. As you identify concerns, be reminded that resources are still available to support students (e.g. Counseling Clinic, Disability Services, Tutoring, Veterans Center, Career Center, Library, Financial Aid). We are in this together.

Finally, this time period has been nothing short of unprecedented for everyone. Your willingness to do all you can to continue serving our students has not gone unnoticed. Our students appreciate it and the Execute Committee appreciates it. I know you are dedicated to helping students as we move forward, and I thank you for all you have done.

FACULTY ISSUES – Chair Szeliga reported on the status of faculty issues brought up at the March meeting. The university advising model has been put on hold for the moment. Walter hopes to meet with ASCWU this week regarding their Bylaw changes. The CARES ACT is changing rapidly and contact Human Resources for the latest information.

Senator Erdman brought forward a concern that NTT faculty who are lacking terminal degrees are not going to have their contract renewed.

STUDENT REPORT - There are many things that we all face during these difficult times, while the work my office can do is more limited due to the lack of face to face interaction and the ability to just go and see those in which I wish to see at any time is gone, I have been having important conversations with administrators that I have been in contact with. Fortunately, many things, most likely all at this point have been shared via email already. I would like to note that commencement has been "rescheduled" as one could say to next year for those who wish to partake in commencement.

Regarding commencement, there have been three options that have currently been given, choosing to have your regalia mailed to you this year (what sounds like you will not participate in next year if this option is chosen), participate in a virtual commencement which both I, students, and some members of administration aren't terribly fond about, and lastly participate in a commencement put on in the 2020 year. I had been informed within these talks that the administration had planned to have commencement for the class of 2020 to be on a separate day than that of the class of 2021. I hope that this reigns true as I feel as if we, my class deserves to be recognized after all that we have been through,

after all the work that we have put in. Also, I urge the associate provost's office, headed by Associate Provost Mackin *in terms of distribution of regalia* to combine option one and three that have been stated. It may have just been an issue in wording, but it would be appreciated by all students if this could be done. If all we can have at this moment is our regalia, we deserve to see it.

Yet another topic that has been heavily discussed has been that of university fees. Luckily many fees are not being placed on us as students and I would like to take this opportunity and thank members of the administration and all key decision makers for cutting fees for services that would no longer be used by students. During these difficult times it is very important, especially for students that are being laid off and whatnot from their jobs. The lack of paying these fees can be the difference of a student eating a meal or not. It means a lot to us that you have taken the opportunity to do so, so thank you.

And finally, the last thing I would like to mention would be that of student layoffs which is a rather difficult subject. There is a fine line between the sustainability of the university and the aid of its constituent body, the students. We as a university have lost millions in revenue and if this continues the university could be in jeopardy, but at the same time students were laid off on the basis that they could apply for unemployment. Under current law you are unable to apply for unemployment unless you have worked for at least 680 hours and students will likely not be able to do so due to the fact that students only work under 20 hours per week if employed by the university. There is also stimulus packages coming in, but many students will not be able to receive that due to the fact that many students file as dependents under their parents. This can be difficult for both students and the university because of sustainability and supporting students. Under the care act, now students should be able to gain access to money, which is a good thing, but if we can continue to support students and student work, it would be extremely important to do so."

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:
Executive Committee
Motion No. 19-44(Approved): Approve the 2020-2021 Faculty Senate meeting dates as follows: Fall: October 7, November 4, December 2; Winter: January 13, February 3, March 3; Spring: April 7, May 5, and June 2.

Motion No. 19-45(Approved): Ratify Laura Portolese for the Bylaws and Faculty Code Committee vacancy for the term of April 15, 2020 through June 14, 2023.

Academic Affairs Committee – Written report
Motion No. 19-46(Approved): Recommends amending CWUP 5-90-040(34) and CWUR 2-90-040(34) Class Attendance and Participation as outlined in Exhibit A.

Motion No. 19-47(Approved, 3 abstensions): Recommends amending CWUP 5-90-040 (42) and CWUR 2-90-040 (42) Student Service Campus as outlined in Exhibit B.

Budget and Planning Committee – See Written report

Bylaws and Faculty Code Committee – See Written report

Motion No. 19-36(Second Reading): Recommends reorganization and amendments to the Faculty Code as outlined in Exhibit C.

Motion No. 19-48(First Reading): Recommends amendment to Faculty Senate Bylaws II.A. Executive Committee membership as outlined in Exhibit D.

Curriculum Committee
Motion No. 19-49(Approved): Recommends approval of a new Accessibility Studies Graduate Certificate Type D as outline in Exhibit E.

Motion No 19-50(Approved as amended: Recommends approval of Accounting Major, BS to add credits and continue to be over credit as outlined in Exhibit F.

Motion No. 19-50a(Approved): Senator Martell moved to remove ACCT 484 from the Accounting Major proposal. Senator Carbaugh seconded and motion was approved.

Motion No 19-51(Approved): Recommends approval of a new Choral Music Education Certificate Type A as outlined in Exhibit G.

Motion No 19-52(Approved): Recommends approval of a new Instrumental Music Education Certificate Type A as outlined in Exhibit H.

Motion No 19-53(Approved): Recommends approval of a new specializations in Athletic Administration and Sport Administration as outlined in Exhibit I.

Motion No 19-54(Approved): Recommends approval of a new English MA specializations in Literary Studies and Teaching, Professional and Creative Writing, and TESOL as outlined in Exhibit J.

Motion No. 19-55(Approved): Recommends approval of a new Enterprise Process and Systems Integration Graduate Type D Certificate as outlined in Exhibit K.

Motion No. 19-56(Approved): Recommends approval of a new Master of Professional Accountancy as outlined in Exhibit L.

Motion No. 19-57(Approved): Recommends approval of a new STEM Teaching program as outlined in Exhibit M.

Motion No 19-58(Approved): Recommends approval of a new Engineering Technology Management Minor and Type B Certificate as outlined in Exhibit N.

Motion No 19-59(Approved): Recommends approval of a new Science Dissemination, Type A Certificate as outlined in Exhibit O.

Faculty Legislative Representative – See Written report

PRESIDENT –

County COVID infections
13 infections in KC

4 of those involve CWU students/staff

No reported cases in KVH

Concerns about spring

Reports of students are returning to off-campus housing

May not use social distancing

Concern about possible increase in infection rates

I am very proud of the University's response

The response of the faculty is amazing.

Staff is also working well from home

Technologies appear to be working

CWU had the second largest online lab setup

Watching student login behavior

Joint effort of ASL, EM, Ops and Senate

Anxieties still present

Difficult working and living with uncertainty

Worries about job security

No plan to invoke Article 25 of CBA

No plans to reduce staff positions thru June

Campus housing

4,000 spaces

3,200 are "property occupied"

668 are occupied by students

Property move plan underway

Budget impact

Revenues will be down

Particularly in auxiliary functions

State budget will "break even"

Lowering spending rates

Hiring

Purchasing

Spending

Moving Forward

Health and well-being remains top priority

Leadership is take a 15-month view

Close attention to next three "quarters"

Enrollments in spring, summer, fall

Ability to open residence halls in fall

Close attention to state budgets

Budget reduction expected

PROVOST – Thank you for the superlative work you and your colleagues have done to lift an entire curriculum online in two weeks for a student body of 12,000 in four academic colleges, an honors college, and a graduate program. What an amazing accomplishment.

Thank you for taking the time to thank staff members all over the university who helped us prepare for April 8 and who will continue to be strong supports for faculty efforts in the weeks ahead.

Thank you for enduring a period of uncertainty and less communication than I'm sure you would have preferred about how we could manage to meet, plan, teach, learn, stay safe, and take home a paycheck. More uncertainties lie ahead, of course, and I will try extra hard to communicate weekly. A newsletter, I thought, each Monday.

The freeze on expenditures must continue: hiring, travel, expenditures. Thank you for understanding and helping. All purchases of $1000 or more must be approved by President Gaudino. Work through your chairs and deans for exceptional needs.

Thank goodness all the applications for post-tenure review, tenure, and promotion to full are electronic and were completed ahead of the virus. I am working through them more slowly than usual and continuing to enjoy learning about your accomplishments and plans for the future. You are fortunate to have one another for colleagues and our students are the fortunate beneficiaries of all you do.

Thank you for your hospitality toward me and Joel Klucking when we visited your departments to talk about ABB/RCM (and many other topics). We still had two or three departments to visit when Covid-19 changed everything. We will finish up remotely and a report with recommendations will be forthcoming.

Thank you for approving (or at least understanding the reason for) the Emergency Pass/Fail Option.

Thanks be: for Multimodal (200 participants over two weeks), and for the new Center for Teaching Excellence and the new Transfer Center. All are supporting both students and faculty in finding the best ways to be online.

Thanks be: to Student Life for hanging in there in a surreal landscape:

At this time last year, we were serving 10,000 meals per day
Last Friday, we served 200 meals (all packaged for pickup)

At this time last year, we had 3000 students on campus.
Last Friday, we had 631 on-campus residents, including students, RAs, and other live-on professional staff, including me, perhaps.

As of this writing, the summer curriculum will be online to the fullest extent possible. We are still hoping for a safe opportunity to do some on-campus labs and manage internships off campus.

There is interest in a 6-week curricular module for fall, online, for adult learners.

CEPS faculty and staff have crafted a plan for student teaching for spring.

SOURCE will go forward this spring, virtually.

Our new provost, Michelle DenBeste, arrives on May 17. She has asked that she and I co-host some of the routine provost activities for the first few weeks, and I'm happy to arrange for that. Michelle's CWU email address is Michelle.DenBeste@cwu.edu.

CHAIR-ELECT – Chair-Elect Delgado reported that there will be an open Executive Committee meeting next week, April 22 from 3:00 – 4:00 p.m.

NEW BUSINESS - None

Meeting was adjourned at 4:30 p.m.

Exhibit A

Policy & Procedure Review

New ☐   Revision ☒

Summary: Summary: The Class Attendance policy and procedure are being updated to provide clarification of student non-attendance. CWUP 5-90-040(37) and CWUR 2-90-040(37)

Current policy does not define the day on which a student will be dropped for non-attendance. It is important that CWU have a policy for dropping students that are enrolled in classes but who never attend those classes. This is important for the following reasons:

- **Accurate Count for Census.** Dropping for non-attendance provides an accurate count for census. Census counts establish the size of the freshman cohort that starts in the fall. Students who do not attend should not be included in the census count. Not dropping for non-attendance inflates the cohort size and therefore negatively impacts our retention rates. For 2018, twenty non-attending First-Time Full-time Freshman students would equate to a 1% drop in the retention rate.
- **Open Seats**. Dropping for non-attendance allows other students to enroll. This lends to persistence and reduces time to graduation for existing students.
- **Petitions for Tuition Refunds.** Currently Central has no policy for tuition reimbursements for students who do not attend course. The Provost Office has been assessing these cases since they fall outside of the refund policy handles by the Registrar's Office. Since Fall 2017, there have been 74 tuition refund petitions received, 71 have been approved for $127,628.80. Dropping students for non attendance would help clarify this process.
- **Financial Aid Enrollment Requirements.** Financial Aid awards students with the assumption that the student will attend school for the entire quarter. CWU is not required to take attendance because we use a census date to determine the student's enrollment for the quarter which is the last day of add/drop. Even though CWU is not an attendance taking institution, we are still required to abide by the US Department of Education regulations that govern attendance. Students who receive all No-Show grades are required to repay all of their financial aid. CWU is required to return of funds when we know that the student failed to show for class. For example, in 2015 AND 2016 CWU returned $272,743 and $342,578 respectively.

The changes to policy are summarized as follows:

- Chages to (A) and (B) in the policy presented here clarify that students must attend the first meeting of face-to-face classes or must log-in to online classes by the drop date for non-attendance. The changes also set specific drop-for-non-attendance dates, depending on the type of quarter.
- The addition of (C) puts the student finatical obligation into policy.
- The changes to what is now (D) do not impact non-attendance, but clarify existing language regarding whether a student is to be dropped if they failed a pre-requisite courses in the subsequent term.
- (E) (2) and (3) were combined in order to make it clear the the exceptions referred to in what was (E) (3) are only applicable to abscenses related to relgious acommodations.
- Verbiage regarding university-sponsored events was moved to the top of (F)in order to make clear the different responsibility of faculty for religrious absences versus sponsored-even absences.

CWUP 5-90-040 Academic and General Regulations

(37) Class Attendance ~~and Participation~~

(A) Instructors may require regular class attendance. Students in face-to-face classes are expected to attend the first meeting of the term. Students who fail to attend, login or make previous arrangement with the instructor or department will be dropped for non-attendance.

(B) ~~The first day of the quarter is the first day of instruction listed in the university calendar. An instructor may drop a student from the class by notifying registrar services if the student has failed to attend the class by the end of the third day of the quarter or the first class meeting if the class does not meet during the first three days of the quarter.~~ The drop for non-attendance date shall be defined as the third day of instruction during a regular quarter, or the second day of instruction during the summer session. If the first class meeting occurs after the drop for non-attendance date, then the first class meeting date shall be the drop for non-attendance date. Intensive courses whose dates do not correspond to the academic term in which they are scheduled will have course-specific deadlines for academic and financial responsibility.

(C) Non-attendance does not relieve the student of academic and financial responsibility associated with enrollment as detailed on the academic calendar. Students who enroll or register after the third day of instruction are responsible for academic and tuition liability.

(~~C~~D) A student who is enrolled in a class but did not successfully complete all of the ~~does not meet~~ course prerequisites the previous quarter and who does not have instructor permission ~~may be required to drop~~ will be dropped from the course ~~b~~efore the last day of the change of schedule period.

(~~D~~E) In compliance with RCW 28B.137.010, educational institutions must accommodate student absences to allow students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization, so the students' grades are not adversely affected by the absences.
(1) Faculty members must reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of the course or program.
(2) "Reasonably accommodate" means coordinating with the student on scheduling examinations or other activities necessary for completion of the course or program and includes rescheduling examinations or activities or offering different times for examinations or activities. Students seeking reasonable accommodations under this policy must provide written notice to the faculty, within the first two weeks of the beginning of the course, of the specific dates the student requests accommodations regarding examinations or other activities.
(3) ~~Students seeking reasonable accommodations under this policy must provide written notice to the faculty, within the first two weeks of the beginning of the course, of the specific dates the student requests accommodations regarding examinations or other activities.~~
(4~~3~~) RCW 28B.137.010 requires course or program syllabi to include either this policy or a link to the policy.

(54)Students may not be required to pay any fees for seeking reasonable accommodations under this policy.
(65) Students who feel that this policy has not been fairly implemented may appeal to the Dean of Student Success in the Office of the Provost.
(E6) ~~In cases where an absence does not meet the criteria of 5-90-040(37)(D)~~ Instructors are not required to offer makeup work for missed classes, including those missed during the Change of Class Schedule period or university-approved activities, regardless of student course enrollment status. ~~In cases where an absence meets the guidelines in CWUP 5-90-040(37)(F), instructors are strongly encouraged to work with the student to make arrangements to avoid academic penalties due to absences. The student is responsible for obtaining written documentation from the faculty member defining any alternative accommodations for missed assignments. The written documentation will serve as verification of the agreement.~~

(F) In cases where an absence meets the guidelines in CWUP 5-90-040(F), instructors are strongly encouraged to work with the student to make arrangements to avoid academic penalties due to absences. The student is responsible for obtaining written documentation will serve as verification of the agreement. Sponsors of university-approved activities requiring absence from campus will prepare and sign an official list of the names of those students who plan to be absent. It is each student's responsibility to present a copy of the official list to the appropriate instructors and make arrangements prior to the absence. Members of the university community directing or arranging such activities must adhere to the following guidelines:
1. Scheduling of such activities shall not overlap with official final examination periods;
2. Scheduling of such activities shall not require an absence of more than three (3) consecutive class days;
3. Scheduling of such activities shall be announced to the students far enough in advance for them to plan to fulfill course requirements;
4. Responsibility for seeking an exception to these guidelines lies with the sponsor and not with the student(s)

CWUR 2-90-040 Academic and General Regulations

(37) Class Attendance ~~and Participation~~

(F) Students should obtain written documentation from the faculty member via email correspondence, letter, or any other form of written communication on whether absences in the course will be approved, stating which absences will be approved, and defining any accommodations for missed assignments. The written documentation will serve as verification of the agreement.

Exhibit B

Policy & Procedure Review

CWUP 5-90-040(42) and CWUR 2-90-040(42)

New ☐   **Revision** X

Summary: This change to policy clarifies that for summer term, only students enrolled in classes that meet on the Ellensburg campus will be assessed Ellensburg service campus fees.

Student fees differ depending on which campus a student attends. Students that pay the Ellensburg service campus fees are able to use on-campus services such as the SURC and student health services. Online students and students that meet at the campus centers do not pay these fees. In order to differentiate which fees they should pay, students are required to select the campus through which they receive the bulk of their campus services. This is their "service campus."

Under current policy, students who take courses at the Ellensburg campus during the main academic year and then take online or study abroad courses in the summer are assessed service fees for the Ellensburg campus even though they may not be on the Ellensburg campus during while taking summer courses.

(The current situation arose as an unintended consequence of a previous policy change, which restricted students from changing their service campuses during the summer quarter. The intent of this restriction was not to assess service campus fees for students not on campus, but to simplify overall procedures surrounding service campus fees.)

The proposed policy language brings the fee assessment back into alignment with previous practice and ensures that students who are not taking on-campus classes will not be assessed fees for services that they cannot use.

(42) Student Service Campus

(A) For tuition/fees to be properly charged and for assessment purposes, it is imperative that student service campus information be correct within the student information system by the end of the change of schedule period as published in the official academic calendar. Students may take courses at any campus, online, or through a combination of multiple instructional sites. A service campus is the location that a student will be taking the majority of classes or be receiving most of their support services during the fall, winter, and spring terms. The service campus is the campus to which the student was admitted unless an authorized campus change request has been processed by registrar services or a university center.

(B) During the summer session, Ellensburg service campus fees will only be assessed when a student is taking one or more course on the Ellensburg campus. Students who are not automatically assessed Ellensburg service campus fees may choose to pay them in order to access services provided on the Ellensburg campus.

Exhibit C

Summary of changes:

- Reorganized the order of the Faculty Code.
- Added definitions section.
- Added additional information regarding shared governance.
- Added "clinical faculty" to definition of faculty.
- Changed some titles for clarity.
- Deleted the Summer Session section.
- Added clarifying language for the new BOT Distinguished Faculty award.

Central Washington University

Faculty Senate

FACULTY CODE

~~5/29/19~~
5/6/2020

TABLE OF CONTENTS

DEFINITIONS

College: In the code, a college refers to any one of CWU's academic, faculty-led institutions headed by a dean or executive director. These are: College of the Arts and Humanities; College of Business; College of Education and Professional Studies; College of the Sciences; Central Washington University Libraries

Consultation: Substantive discussions of mutual exchange between two or more parties. Consultation both informs, receives feedback, and carefully considers feedback. Ideally, decisions will reflect consensus between the administrative leadership, appropriate bodies of the faculty, or other pertinent parties at CWU.

Department: see CWUP 5-60-030

Interdisciplinary Program: see CWUP 5-90-070

President: The President is the Chief Executive Officer of the University, and is appointed by the Board of Trustees, which delegates broad administrative authority to the president.

Office of the President: The staff within the Office of the President coordinate policy development, communications, special projects, budget and other matters for the President's Division, as well as for the university generally.

Simple Majority: 50% of those casting votes plus 1.

Unit: Any academic entity that falls under the category of program, school, library, department, or college.

ABBREVIATIONS

The following abbreviations shall be used in this document:
CWU: Central Washington University
BOT: The Board of Trustees of CWU
UFC: United Faculty of Central

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CBA:	The collective bargaining agreement between CWU and the ~~United Faculty of Central~~ UFC
Provost:	CWU's Provost and Vice-President for (ASL) ~~Academic and Student Life~~
Senate:	The Faculty Senate of CWU
Executive Committee (EC):	The Executive Committee of the CWU Faculty Senate
Bylaws:	The Bylaws of the CWU Faculty Senate
Code:	The Faculty Code of the CWU Faculty Senate
AAUP:	American Association of University Professors
ADCO:	Academic Department Chairs' Organization
PBAC:	President's Budget Advisory Council
AAC&U:	American Association of Colleges & Universities
GEC:	General Education Committee
CWUP:	Central Washington University Policy
CWUR:	Central Washington University Procedure

DISCLAIMER

The title of this document is the *Faculty Code* (hereinafter referred to as the "Code"). The provisions of this document may not conflict with the actions of the Board of Trustees (BOT) or the Collective Bargaining Agreement (CBA). The collective bargaining process addresses mandatory subjects of bargaining and other aspects of the terms and conditions of employment that the parties agree to bargain.

PREFACE

History

CWU faculty first created a "Faculty Code of Personnel and Policy" during the 1946-1947 academic year, which was subsequently approved by the faculty, president and BOT. This Code approved an 11-member Faculty Council that in 1962 became the Faculty Senate. With the approval of a CBA in 2006, the BOT approved an Interim Faculty Code and charged a group with equal representation from the Senate and the administration to create a new Faculty Code reflecting the conditions of the post-CBA environment. What follows is the result of that collaboration.

Shared Governance

Constituents: President, Board of Trustees, students, faculty, staff, alumni, and community members.

Shared governance is both an iterative planning process and a collaborative culture in which relevant constituents of Central Washington Universities commit themselves to being partners in aligning their priorities to accomplish the mission of the University. Shared governance functions through an organizational structure that fosters active collaboration, transparency, accountability, understanding and acceptance of compromise, mutual respect, and trust.

For effective shared governance, we, as a university, must strive to improve our commitment, culture, culture, collaboration, accountability, transparency.

Commitment in shared governance consists not only of written statements of support for shared governance, but also the creation and maintenance of mechanisms to allow for the allocation of time and resources to effectively carry out shared governance.

Our informal, collective network of attitudes, behaviors, and assumptions comprise our culture. Improvements in culture come from a commitment from universities constituents to jointly consider difficult issues and to jointly develop strategic directions. Faculty should be a critical part in discussions surrounding themes central to the university mission. These themes include student outcomes, university revenue models, and campus capacity.

Meaningful participation by all relevant constituents during the formative stages of planning encompasses the ideal of collaboration in shared governance.

Shared governance is bolstered by consensus and clarity about who makes each type of decision on campus, as well as what role they have in the decision-making process. This clarity results in greater accountability.

Clear and honest communication by decision-makers to relevant constituents regarding the rationale for proposals and decisions aids transparency in shared governance.

Shared governance calls for a commitment on the part of faculty, the BOT and the administration to work together to strengthen and enhance the university. Shared governance is based on the principle that the division of authority and decision-making responsibility between faculty and administration should be based primarily on distinctive expertise and competence, and the legal responsibilities of each group as articulated in Washington State Law, the CBA and the Faculty Code. While the CBA strengthens that mission through evaluations of faculty, the Faculty Code and Senate helps, guarantee administrative quality through meaningful evaluations of the university administration. Such evaluations include regular evaluation periods, publication of results (in the form of data) to pertinent stakeholders, and clear statements on the use of evaluations of administrators by the BOT and its administrative agents.

University and College committees – be they ad hoc or standing and regardless of their originating body – serve as the most vital centers of such collective decision-making and consultation. As such, the BOT, its administrative agents, faculty, staff, and students must all be allowed the opportunity to choose their own representatives for committees. Additionally, the administration and faculty must mutually commit to the time and supportive resources necessary for shared governance.

The Senate serves as the broadest representation of faculty at which the administration is present, and consultation with a quorum of the Senate functions as the most basic level of meaningful consultation between the Faculty and the Administration.

Shared governance acknowledges the interdependence among the BOT, its administrative agents, faculty, staff, and students as well as the diverse expertise, talents, and wisdom that resides in each party. As such, shared governance requires that meaningful consultation rely on broad distribution of information to all stakeholders prior to making decisions. It also recognizes that unilateral actions as well as attempts to circumvent consultation damages the letter and spirit of shared governance. Commitment to this system will create a culture of mutual trust and respect, transparency, collaboration, and accountability.

This Code is predicated on the historical collegial model of shared governance, which formally recognizes a shared responsibility in matters pertaining to the planning and development of university-wide policy that are not a mandatory subject of collective bargaining or covered by the CBA. Effective collegial governance relies on open and effective communication between the Senate and the administration to assure that all parties are properly informed and, where appropriate, consulted. Collegiality does not preclude, indeed it recognizes and encourages, the distinction between policy development and policy administration.

Shared governance is a system composed of structures and processes through which faculty, administrators, and other campus constituents make collective institutional decisions. It is based on the principle that the division of authority and decision-making responsibility between faculty and administration should be based primarily on distinctive expertise and competence, and the legal responsibilities of each group. Shared governance acknowledges the interdependence among the BOT, its administrative agents, faculty, staff, and students.

The notion of shared governance calls for a commitment on the part of faculty, the BOT and the administration to work together to strengthen and enhance the university. This system will create a culture of mutual trust and respect, transparency, communication, and accountability.

Authority

Legal authority is lodged in the BOT and delegated, through the president, to the administration and the faculty. The university president discharges this responsibility through a system of academic colleges, departments and programs, non-academic divisions, and other units. The faculty discharges its responsibility through (a) a system of programs, departments, and colleges designed to plan, develop, and implement programs and policies inherent to the unit; (b) the Senate; and (c) university, college, and department committees.

December 2006
BOT Approved 12/8/2006

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Section I. **FACULTY** ~~RIGHTS AND RESPONSIBILITIES~~

A. Faculty – Defined

1. The word "faculty" as used in this Code shall mean only the following individuals employed by the university:

   a. Those individuals who conduct scholarship; who teach, coach, or supervise students or who engage in similar academic endeavors in which students receive credit or academic benefit; and

      i. who hold the academic rank of professor, associate professor, assistant professor, or emeritus professor; or
      ii. who hold the professional designation of <u>clinical faculty,</u> senior research associate, research associate, senior lecturer, lecturer, visiting professor or coach.

   b. Those individuals who occupy an administrative post, and who hold one of the academic ranks or professional designations listed in 1.a above, and who hold academic tenure.

   c. Those individuals who serve as librarians or professional media specialists or as members of the counseling or testing services, and who hold one of the academic ranks or professional designations listed in 1.a above.

2. The word "faculty" as used in this Code shall not apply to any employees of the university other than those listed in A.1 above. Thus employees such as civil service employees, civil service exempt employees without academic rank, or student employees are not entitled to the rights and privileges of this Code unless specific Code provisions make such allowances.

B. ~~Faculty Rights~~<u>OTHER FACULTY APPOINTMENTS</u>

<u>The specific rights and responsibilities of faculty working in special roles shall be delineated in the agreement and/or contract with the appointing authority, subject to the terms of the CBA, e.g., interdisciplinary program director, academic program director within a department or graduate program director.</u>

1. <u>Election and Removal of Department Chairs</u>

   a. <u>Election of Department Chairs</u>

      i. <u>Department chairs are appointed to a four-year term.</u>
      ii. <u>Department chairs are appointed upon the joint recommendation of the appropriate dean and department based on the process described below.</u>
      iii. <u>For internal searches, each department holds an election to select its chair at a meeting presided over by the appropriate dean. The election of a chair is subject to the approval of the dean, the provost, the president, and the BOT.</u>
      iv. <u>Only eligible faculty in a department shall vote. Eligible faculty include tenured and tenure-track faculty and non-tenure-track faculty holding the title of assistant professor or senior lecturer as defined by the CBA. All eligible faculty shall be given a minimum of five (5) business days' notice of the meeting date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.</u>
      v. <u>The election result shall be determined by simple majority vote of eligible faculty. Ballots must be cast in person, by certified proxy or by absentee ballot.</u>

      vi. In the case where three or more candidates are running, if no candidate receives a simple majority, there shall be a runoff vote for the candidates receiving the two highest votes.

      vii. If two or fewer candidates are running and no candidate receives a simple majority, the election shall be considered a failed election and paragraph (h) below shall govern.

      viii. In cases where no candidate achieves a majority vote in an election, the dean, in consultation with the provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.

      ix. In consultation with the department faculty (identified in paragraph (d) above) and the provost, the appropriate dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.

      x. Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (e.g., academic year chair and summer term chair). Department policies must specifically address and delineate which one has the responsibility for department management decisions such as budget, personnel, and curricular matters.

b. Removal or Replacement of Chairs

      i. At any time, a simple majority of eligible faculty within a department may petition in writing to the appropriate dean for a review of the chair's effectiveness.

      ii. If after the review, the appropriate dean, in consultation with the provost, determines that a vote to recall and/or remove a department chair is warranted, the dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.

      iii. The appropriate dean may remove a chair at any time after consulting with and considering input from the provost, the chair and the eligible faculty of the department if, in the judgment of the dean, removal is in the best interest of the department or the university.

c. Filling Temporary Chair Vacancies

      i. When a chair is to be absent from the campus for a quarter or more, including summer, the department shall elect an acting chair from within its ranks, in accordance with ~~II.A.1~~ I. B.1 above. If for any reason the department is unable to elect an acting chair, the appropriate dean can appoint an acting chair for no more than one quarter.

      ii. An elected acting chair may serve for a period of up to two (2) years.

      iii. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair be elected.

2. Emeritus Faculty Appointments

a. Faculty, who are retiring from the university, may be retired with the honorary title of "emeritus" status ascribed to their highest attained rank or title. The emeritus status is recommended for a faculty members who have an excellent teaching, scholarly, and service record consistent with their appointments.

      i. A normal requirement for appointment to the emeritus faculty is ten (10) years of full-time service as a member of the teaching faculty.

  ii. Any eligible faculty member may be nominated, including self-nomination, for emeritus status to the department chair. Nominations shall include a current vitae and may include letters of support.

  iii. A simple majority of the eligible faculty in a department as defined in II.A.1.d must approve the recommendation of emeritus status. Departments must adhere to the simple majority vote.

  iv. The BOT may grant emeritus status to any faculty member at their discretion.

b. Process:

  i. The department chair will send the nomination to the college dean with a copy to the nominee. The dean will arrange for a department vote of all eligible faculty.

  ii. The college dean will then forward the nomination to the Provost with a recommendation of action and the results of the faculty vote. The Provost will then submit the nomination to the Board of Trustees with a recommendation of action and the results of the faculty vote and a copy of the recommendation by the dean.

c. Emeritus status is a privilege and is subject to state ethics laws and the Washington State Constitution. University-related activities that are not part of any part-time employment at the university as described in the CBA are considered "volunteer hours." These volunteer hours must be reported to the university payroll office by any emeritus faculty member every quarter for insurance purposes and for Department of Labor and Industries reporting.

d. The emeritus status ascribed to the faculty member's highest rank or title provides for the listing of their name in the university catalog, use of the library and other university facilities, and participation in academic, social and other faculty and university functions. In addition, emeritus faculty:

  i. shall be issued staff cards and parking permits each year without charge, if budget permits;

  ii. shall have the same library and computer services, including an email account, as regular faculty;

  iii. shall receive university publications without charge;

  iv. shall qualify for faculty rates at university events, if available;

  v. may be assigned an office, if space permits;

  vi. may have clerical support, if budget permits;

  vii. may serve on any committee in ex officio, advisory, or consulting capacity according to expertise and experience.

e. The BOT may grant the status of emeritus faculty posthumously to faculty members deceased during their term of service to the university. See CWUP 2-30-240 regarding benefits extended to a surviving spouse.

All faculty members have the right to:

participate in faculty and university governance by means of a system of elected faculty representatives on committees and councils at the departmental, college, university, and Senate levels;

Among the rights valued by the Senate is the right of any faculty member to speak on issues pertaining to his or her responsibilities. The Faculty Senate provides a protected environment

in which faculty may engage in speech and actions (including voting) without fear of reprisal or admonition by their supervisors or administration. Faculty members who feel their rights under this Code have been violated may file a formal complaint as outlined in Faculty Code Section V.

participate in budget decisions at department, college, and university levels, through the Senate Budget and Planning Committee, representatives on university budget committees and sub-committees, and representatives on college or unit budget committees (see Appendix A).

The AAUP (1966) statement on shared governance makes clear that the Board of Trustees, administration, and faculty should "have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections." All participants in the budget process have the right to sufficient information to be able to carry out their responsibilities.

All faculty involved in the budget process have the right to speak on issues pertaining to the faculty member's responsibilities as a participant in that process. The protections in 1.B.1(a) apply to faculty members involved in the budget process at all levels.

be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution;

academic freedom as set forth in the 1940 *Statement of Principles on Academic Freedom and* Tenure, American Association of University Professors (AAUP) and Association of American Colleges, now the Association of American Colleges and Universities (AAC&U), with 1970 *Interpretive Comments* (AAUP), and the CBA;

access their official files, in accordance with the CBAFaculty Responsibilities

Principal Areas of Collective Faculty Responsibility

Collectively, the faculty has principal responsibility for academic policies and academic standards for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status (as defined in the CBA), and those aspects of student life which relate to the educational process. Principal responsibility means that faculty, through the Senate and its committees, make decisions in consultation with the provost, deans, and other administrators, subject to the approval of the president and the BOT. These areas include:

curriculum, including program revision, criteria for addition and deletion of courses, and standards for granting degrees;

subject matter and methods of instruction, including educational policies, assessment of student learning, and grading standards;

governance of the General Education Program at the university;

scholarship, including research and creative activity, freedom of scholarly inquiry, and standards for evaluation of faculty scholarship;

implementation of CBA processes, including development of substantive content regarding faculty status, including faculty ethics, peer review in hiring, tenure, promotion, post-tenure review, and merit;

those aspects of student life that relate to the academic experience, including student academic ethics and academic co-curricular policies;

criteria for admission to undergraduate majors;

criteria for admission to graduate programs and selection of graduate students;

participation in accreditation and assessment.

Areas Meriting Significant Faculty Consultation

Because all aspects of the university are interconnected, consultation with faculty is essential in areas that significantly affect the academic character and quality of the university. Consultation occurs through substantive discussions between administrators and appropriate faculty bodies as specified in this document and as required by the collective bargaining process.

The more directly decisions affect the academic character and quality of the university, the more extensive the consultation with faculty should be. For example, when planning involves institutional academic priorities, such as the development and elimination of academic programs or the organization of academic structures and units, consultation with the faculty is especially important. Ideally, decisions will reflect consensus between the administrative leadership and the appropriate bodies of the faculty.

Areas for faculty consultation include, but are not limited to:

university and college mission;

undergraduate and graduate admissions, enrollment management, and scholarships;

budget;

hiring and evaluation of academic administrators;

recommendation of candidates for honorary degrees;

academic facilities, including instructional technologies;

aspects of student life that affect academic climate and quality;

policies related to academic calendars;

creation, reorganization, or renaming of academic units.

3. Areas of Individual Faculty Responsibility

In addition to the collective responsibilities listed above, each faculty member has the responsibility to:

a. fulfill assigned teaching duties, student advising, and other instructional activities benefiting students' academic development;

b. follow policies and guidelines derived from those policies by the university, college, and department;

c. perform professional activity for continual updating of course content to reflect current development in the faculty member's academic field;

d. uphold standards of professional ethics outlined in the AAUP Statement on Professional Ethics (see Appendix A of this Code) and the CBA;

e. participate, where appropriate, in the operation and governance of the department, college, and university by such means as to:

i. assist in the planning, delivery, assessment, improvement, and development of the academic curriculum in the disciplines housed in the department;

ii. participate in accreditation and program reviews;

iii. assist in student recruitment and retention;

iv. participate in the academic appeals procedure in accordance with guidelines established in Academic Affairs policy;

v. participate in the recruitment and selection of faculty, staff, and administrators;

vi. participate with administrators in matters of faculty status such as reappointment, tenure, and promotions, per the terms of the CBA;

vii. participate in the assessment and evaluation of students, faculty, staff, and academic administrators;

viii. participate in university and Senate committees;

B. work collaboratively and productively with colleagueFaculty Consultation.

1. When consultation with faculty is sought, the initiator (e.g. an administrator or representative of a decision-making unit) will submit a request to the Faculty Senate Executive Committee. The initiator's request should include:

a. a succinct written summary of the matter

b. preliminary identification of faculty bodies that might be impacted or for whom this might be relevant.

c. an assessment of potential positive AND negative impacts on colleges, departments, faculty, or other entities as relevant

Depending on scope, the request may be submitted in the form of electronic or paper communication.

2. The Executive Committee will:

a. Verify the list of faculty bodies that might be impacted.

b. Propose a procedure for faculty consultation and input, usually consisting of the following mechanisms:

i.   "Committee Review": Send the proposal to a Senate Committee or Task Force for review. Senate Committees are responsible for representing faculty and may also, as part of their deliberations, need to solicit broader faculty input, as outlined below.
ii.   Solicit representative faculty input using one or more of the following procedures:
a)   "Faculty Input": Solicit input via the system of senator representatives. This may include an oral presentation of the issue in Senate that includes a written communication via the Senate to faculty senators. This communication will include open-ended questions that solicit a range of concerns or ideas that might pertain to the issue. The communication should provide an end date for feedback (no less than 2 weeks). The Executive Committee will help compile the ideas in preparation for the next step(s).
b) "Faculty Survey": Administer a survey to the faculty via the Senate office. If the initiators do not have expertise in survey design, they must consult with those with such expertise to ensure a valid survey (e.g., is not leading or pre-determined).
c)   "Faculty Vote": Give faculty the opportunity to participate in a confidential vote (online or in paper) over a specified time period (no less than 2 weeks). The faculty vote can precede or follow solicitation of broader faculty input.

3.   Gather data to gain an understanding of the issues pertaining to the topic or initiative in one or both of the following ways:
a.   "Focus group": Invite a representative sample of potentially impacted parties to a focus group. If the initiators do not have expertise in focus group design or facilitation, they must secure help from those with such expertise.
b.   "Faculty forum": Invite all faculty to a forum to convey information and solicit feedback.

4.   In most cases, no one mechanism, alone, can be considered an adequate opportunity for input. Also, the following in isolation do not constitute valid "consultation with faculty": consultation only with the Senate Executive Committee, Senate Chair, or other individual members of a Senate Committee; or representation by one or several faculty on a committee. Moreover, consultation with faculty through Faculty Senate does not preclude consultation with other units, with which consultation may be required or advised (e.g. UFC or ADCO).

5.   After consultation the initiator:
a. Will submit documentation of the process to the Executive Committee and how the input was incorporated in the decision-making.

OTHER FACULTY APPOINTMENTS
The specific rights and responsibilities of faculty working in special roles shall be delineated in the agreement and/or contract with the appointing authority, subject to the terms of the CBA, e.g., interdisciplinary program director, academic program director within a department or graduate program director.
Election and Removal of Department Chairs

Election of Department Chairs

Department chairs are appointed to a four-year term.

Department chairs are appointed upon the joint recommendation of the appropriate dean and department based on the process described below.

For internal searches, each department holds an election to select its chair at a meeting presided over by the appropriate dean. The election of a chair is subject to the approval of the dean, the provost, the president, and the BOT.

Only eligible faculty in a department shall vote. Eligible faculty include tenured and tenure-track faculty and non-tenure-track faculty holding the title of assistant professor or senior lecturer as defined by the CBA. All eligible faculty shall be given a minimum of five (5) business days' notice of the meeting date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.

The election result shall be determined by simple majority vote of eligible faculty. Ballots must be cast in person, by certified proxy or by absentee ballot.

In the case where three or more candidates are running, if no candidate receives a simple majority, there shall be a runoff vote for the candidates receiving the two highest votes.

If two or fewer candidates are running and no candidate receives a simple majority, the election shall be considered a failed election and paragraph (h) below shall govern.

In cases where no candidate achieves a majority vote in an election, the dean, in consultation with the provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.

In consultation with the department faculty (identified in paragraph (d) above) and the provost, the appropriate dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.

Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (e.g., academic year chair and summer term chair). Department policies must specifically address and delineate which one has the responsibility for department management decisions such as budget, personnel, and curricular matters.

Removal or Replacement of Chairs

At any time, a simple majority of eligible faculty within a department may petition in writing to the appropriate dean for a review of the chair's effectiveness.

If after the review, the appropriate dean, in consultation with the provost, determines that a vote to recall and/or remove a department chair is warranted, the dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.

The appropriate dean may remove a chair at any time after consulting with and considering input from the provost, the chair and the eligible faculty of the department if, in the judgment of the dean, removal is in the best interest of the department or the university.

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Filling Temporary Chair Vacancies

When a chair is to be absent from the campus for a quarter or more, including summer, the department shall elect an acting chair from within its ranks, in accordance with II.A.1 above. If for any reason the department is unable to elect an acting chair, the appropriate dean can appoint an acting chair for no more than one quarter.

An elected acting chair may serve for a period of up to two (2) years.

When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair be elected.

Emeritus Faculty Appointments

Faculty, who are retiring from the university, may be retired with the honorary title of "emeritus" status ascribed to their highest attained rank or title. The emeritus status is recommended for a faculty members who have an excellent teaching, scholarly, and service record consistent with their appointments.

A normal requirement for appointment to the emeritus faculty is ten (10) years of full-time service as a member of the teaching faculty.

Any eligible faculty member may be nominated, including self-nomination, for emeritus status to the department chair. Nominations shall include a current vitae and may include letters of support.

A simple majority of the eligible faculty in a department as defined in II.A.1.d must approve the recommendation of emeritus status. Departments must adhere to the simple majority vote.

The BOT may grant emeritus status to any faculty member at their discretion.

Process:

The department chair will send the nomination to the college dean with a copy to the nominee. The dean will arrange for a department vote of all eligible faculty.

The college dean will then forward the nomination to the Provost with a recommendation of action and the results of the faculty vote. The Provost will then submit the nomination to the Board of Trustees with a recommendation of action and the results of the faculty vote and a copy of the recommendation by the dean.

Emeritus status is a privilege and is subject to state ethics laws and the Washington State Constitution. University-related activities that are not part of any part-time employment at the university as described in the CBA are considered "volunteer hours." These volunteer hours must be reported to the university payroll office by any emeritus faculty member every quarter for insurance purposes and for Department of Labor and Industries reporting.

The emeritus status ascribed to the faculty member's highest rank or title provides for the listing of their name in the university catalog, use of the library and other university facilities, and participation in academic, social and other faculty and university functions. In addition, emeritus faculty:

shall be issued staff cards and parking permits each year without charge, if budget permits;

shall have the same library and computer services, including an email account, as regular faculty;

shall receive university publications without charge;

shall qualify for faculty rates at university events, if available;

may be assigned an office, if space permits;

may have clerical support, if budget permits;

may serve on any committee in ex officio, advisory, or consulting capacity according to expertise and experience.

The BOT may grant the status of emeritus faculty posthumously to faculty members deceased during their term of service to the university. See CWUP 2-30-240 regarding benefits extended to a surviving spouse

Section II.   FACULTY RIGHTS AND RESPONSIBLITIES

   A. Faculty Rights
      All faculty members have the right to:
         1. participate in faculty and university shared governance by means of a system of elected faculty representatives on committees and councils at the departmental, college, university, and Senate levels;
            a. Among the rights valued by the Senate is the right of any faculty member to speak on issues pertaining to his or her their responsibilities. The Faculty Senate provides a protected environment in which faculty may engage in speech and actions (including voting) without fear of reprisal or admonition by their supervisors or administration. Faculty members who feel their rights under this Code have been violated may file a formal complaint as outlined in Faculty Code Section V III.G.d.
            b. be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution;
            c. academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, American Association of University Professors (AAUP) and Association of American Colleges, now the Association of American Colleges and Universities (AAC&U), with 1970 Interpretive Comments (AAUP), and the CBA;
            d. access their official files, in accordance with the CBA.
            e. access (according to appropriate work assignment) to accurate budgetary, enrollment, retention, and alumni data for reasons of recruitment, retention, fundraising, budgeting and unit governance.
         2. College Budget Committees

Faculty have a right to:
1. participate in budget decisions at department, college, and university levels, through the Senate Budget and Planning Committee, representatives on university budget committees and sub-committees, and representatives on college or unit budget committees (see Appendix C).
2. the AAUP (1966) statement on shared governance makes clear that the Board of Trustees, administration ,and faculty should "have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long range budgetary projections." All participants in the budget process have the right to sufficient information to be able to carry out their responsibilities.
3. all faculty involved in the budget process have the right to speak on issues pertaining to the faculty member's responsibilities as a participant in that process. The protections in 1.B.1(a) apply to faculty members involved in the budget process at all levels.

B. Faculty Responsibilities

1. Principal Areas of Collective Faculty Responsibility
Collectively, the faculty has principal responsibility for academic policies and academic standards for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status (as defined in the CBA), and those aspects of student life which relate to the educational process. Principal responsibility means that faculty, through the Senate and its committees, make decisions in consultation with the provost, deans, and other administrators, subject to the approval of the president and the BOT.

These areas include:
a. curriculum, including program revision, criteria for addition and deletion of courses, and standards for granting degrees;
b. subject matter and methods of instruction, including educational policies, assessment of student learning, and grading standards;
c. governance of the General Education Program at the university;
d. scholarship, including research and creative activity, freedom of scholarly inquiry, and standards for evaluation of faculty scholarship;
e. implementation of CBA processes, including development of substantive content regarding faculty status, including faculty ethics, peer review in hiring, tenure, promotion, post-tenure review, and merit;
f. those aspects of student life that relate to the academic experience, including student academic ethics and academic co-curricular policies;
g. criteria for admission to undergraduate majors;
h. criteria for admission to graduate programs and selection of graduate students;
i. participation in accreditation and assessment.

2. Areas of Individual Faculty Responsibility
In addition to the collective responsibilities listed above, each faculty member has the responsibility to:
a. fulfill assigned teaching duties, student advising, and other instructional activities benefiting students' academic development;
b. follow policies and guidelines derived from those policies by the university, college, and department;

c. perform professional activity for continual updating of course content to reflect current development in the faculty member's academic field;

d. uphold standards of professional ethics outlined in the AAUP Statement on Professional Ethics (see Appendix A of this Code) and the CBA;

e. participate, where appropriate, in the operation and governance of the department, college, and university by such means as to:

    i. assist in the planning, delivery, assessment, improvement, and development of the academic curriculum in the disciplines housed in the department;

    ii. participate in accreditation and program reviews;

    iii. assist in student recruitment and retention;

    iv. participate in the academic appeals procedure in accordance with guidelines established in Academic Affairs policy;

    v. participate in the recruitment and selection of faculty, staff, and administrators;

    vi. participate with administrators in matters of faculty status such as reappointment, tenure, and promotions, per the terms of the CBA;

    vii. participate in the assessment and evaluation of students, faculty, staff, and academic administrators;

    viii. participate in university and Senate committees;

    ix. work collaboratively and productively with colleagues.

C. Areas Meriting Significant Faculty Consultation

Because all aspects of the university are interconnected, consultation with faculty is essential in areas that significantly affect the academic character and quality of the university. Consultation occurs through substantive discussions between administrators and appropriate faculty bodies as specified in this document and as required by the collective bargaining process.

The more directly decisions affect the academic character and quality of the university, the more extensive the consultation with faculty should be. For example, when planning involves institutional academic priorities, such as the development and elimination of academic programs or the organization of academic structures and units, consultation with the faculty is especially important. Ideally, decisions will reflect consensus between the administrative leadership and the appropriate bodies of the faculty.

Areas for faculty consultation include, but are not limited to:

a. 1. university and college mission;

b. 2. undergraduate and graduate admissions, enrollment management, and scholarships;

c. 3. budget;

d. 4. hiring and evaluation of academic administrators;

e. 5. recommendation of candidates for honorary degrees;

f. 6. academic facilities, including instructional technologies;

g. 7. aspects of student life that affect academic climate and quality;

h. 8. policies related to academic calendars;

i. 9. creation, reorganization, or renaming of academic units.

D. Procedures for Faculty Consultation.

1. When consultation with faculty is sought, the initiator (e.g. an administrator or representative of a decision-making unit) will submit a request to the Faculty Senate Executive Committee. Depending on scope, the request may be submitted in the form of electronic or paper communication. The initiator's request should include:
    a. a succinct, written summary of the matter
    b. preliminary identification of faculty bodies that might be impacted or for whom this might be relevant.
    c. an assessment of potential positive AND negative impacts on colleges, departments, faculty, or other entities as relevant.

2. The Executive Committee will:
    a. Verify the list of faculty bodies that might be impacted.
    b. Propose a procedure for faculty consultation and input, usually consisting of the following mechanisms:
        i. "Committee Review": Send the proposal to a Senate Committee or Task Force for review. Senate Committees are responsible for representing faculty and may also, as part of their deliberations, need to solicit broader faculty input, as outlined below.
        ii. Solicit representative faculty input using one or more of the following procedures:
            a) "Faculty Input": Solicit input via the system of senator representatives. This may include an oral presentation of the issue in Senate that includes a written communication via the Senate to faculty senators. This communication will include open-ended questions that solicit a range of concerns or ideas that might pertain to the issue. The communication should provide an end date for feedback (no less than 2 weeks). The Executive Committee will help compile the ideas in preparation for the next step(s).
            b) "Faculty Survey": Administer a survey to the faculty via the Senate office. If the initiators do not have expertise in survey design, they must consult with those with such expertise to ensure a valid survey (e.g., is not leading or pre-determined).
            c) "Faculty Vote": Give faculty the opportunity to participate in a confidential vote (online or in paper) over a specified time period (no less than 2 weeks). The faculty vote can precede or follow solicitation of broader faculty input.

3. Gather data to gain an understanding of the issues pertaining to the topic or initiative in one or both of the following ways:
    a. "Focus group": Invite a representative sample of potentially impacted parties to a focus group. If the initiators do not have expertise in focus group design or facilitation, they must secure help from those with such expertise.
    b. "Faculty forum": Invite all faculty to a forum to convey information and solicit feedback.

4. In most cases, no one mechanism, alone, can be considered an adequate opportunity for input. Also, the following in isolation do not constitute valid "consultation with faculty": consultation only with the Senate Executive Committee, Senate Chair, or other individual members of a Senate Committee; or representation by one or several faculty on a committee. Moreover, consultation with faculty through Faculty Senate does not preclude consultation with other units, with which consultation may be required or advised (e.g. UFC or ADCO).

> 5. After consultation the initiator:
> > a. Will submit documentation of the process to the Executive Committee and how the input was incorporated in the decision-making.

~~Section II.~~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 three unique awards annually to recognize outstanding distinguished professors 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 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 Professor of 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 Sections III.A.1, III.A.2, and III.A.3) at CWU. The Board of Trustees awards one recipient every other year.

~~Section III.~~Section IV.   FACULTY SENATE

There shall be a Faculty Senate, which is a representative body of the university's faculty as defined in the CBA. The Faculty Senate is the primary instrument for shared governance and consultation at

CWU. The Senate shall have the responsibility of acting for and on behalf of the faculty in matters that are not mandatory subjects of collective bargaining or that are not in conflict with state, and federal law. The Senate shall conduct business, craft bylaws, and adopt motions under *Robert's Rules of Order*.

A. Powers

The Senate shall have the following powers and duties to:

1. submit recommendations to the BOT through the president;

2. review and approve changes regarding educational policy, curricula, academic programs, and academic regulations and standards;

3. adopt bylaws pertaining to the internal mechanisms of this Senate;

4. initiate action recommending studies and changes relating to educational policy, curricula, academic programs, and academic regulations and standards;

5. make recommendations on matters relating to faculty welfare or morale, student affairs, business and budgetary affairs, and other matters of professional interest to faculty;

6. facilitate communication among and between the faculty and administration.

B. Membership

1. The Senate shall include:

   a. Voting members

      The following voting members are selected from faculty who hold no concurrent exempt appointment.
      i. One senator and an alternate elected by and from tenured or tenure-track faculty from each academic department and the library.
      ii. Additional senators, elected as directed in paragraph i above, allocated to departments as specified in the Senate Bylaws.
      iii. One senator-at-large and an alternate from each of the university centers that have at least five full-time faculty. Also one senator-at-large and an alternate for the remaining centers with fewer than five full-time faculty. Senators-at-large and alternates may be full-time non-tenure track, and are elected by the faculty at the respective center(s).
      iv. Two non-tenure track faculty members and two alternates elected in the spring quarter for the following year by those non-tenure track faculty under contract in the preceding winter quarter. The senators and alternates shall serve for one academic year contingent on continued employment as non-tenure track faculty at CWU. The Executive Committee shall oversee the election.

   b. Nonvoting members

      There shall also be the following ex officio, nonvoting members:
      i. the president;
      ii. the provost;
      iii. three student representatives selected by the Associated Students of CWU – Board of Directors.

2. Terms of service for voting senators:

a. Term appointments for tenured or tenure-track senators and alternates shall run three (3) academic years. No tenured or tenure-track senator shall serve more than three (3) consecutive terms. A partial term of two (2) academic years or more shall be treated as a full term, while a partial term of less than two (2) academic years shall not be counted.

b. Term appointments for non-tenure track senators and alternates shall run one (1) academic year. No non-tenure-track senator shall serve more than nine (9) consecutive terms. A partial term shall be treated as a full term.

c. All terms begin June 16th.

3. Provisions for replacements are contained in the Bylaws.

C. Officers of the Senate

1. The faculty shall elect members of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The Executive Committee values a broad range of views and diverse knowledge of the university. To this end, membership from some colleges or the library may be limited to avoid over-representation.

2. Chair-Elect

    a. The Senate shall elect the chair-elect of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The chair-elect shall serve as a member of the Bylaws and Faculty Code Committee and liaison to all non-senate committees.

    b. The chair-elect performs such duties and provides such advice that may be requested, such as: attend meetings as a resource at the request of the chair, support the ongoing Senate work and support the chair as needed.

3. ~~As chief executive officer of the Senate, the chair shall coordinate and expedite the business and budgets of the Senate and its committees~~ Chair.

    a. The chair shall be the presiding officer at all meetings of the Senate, at any faculty forum, and at general faculty meetings upon request of the president of the university.

    b. The chair shall serve as official representative and spokesperson of the faculty and the Senate in communication with the faculty, the BOT, the administration, the student body, and other groups regarding matters that are not mandatory subjects of bargaining.

        i. In this capacity, the chair or the chair's designee shall have the right to ex officio voting membership on any university committees and councils on which the Executive Committee deems that faculty ought to be represented.

4. Past Chair

    a. The past-chair shall serve on the Budget and Planning Committee and serve as liaison to the Faculty Legislative Representative.

    b. Past-Chair shall participate in the leadership transition of the Senate, and serve as a resource as needed to fulfill Senate business. Additionally, the past-chair will serve as timekeeper during Senate meetings.

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.

b. The Academic Affairs Committee shall be concerned with the study and improvement of academic standards, academic policies and regulations, and academic organizational structures. The committee shall review and recommend changes to academic policy (section 5-90 of the CWU Policies Manual, General Academic Policies). It shall perform other duties as may be requested or approved by the Executive Committee.

c. The Curriculum Committee shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy at the university. It shall cooperate with other individuals, groups, or committees at the university in carrying out its duties. The committee shall review and recommend changes to academic policy (section 5-50 of the CWU Policies Manual, Curriculum Policies and Procedure). It shall perform other duties as may be requested or approved by the Executive Committee.

d. The Bylaws and Faculty Code Committee shall be concerned with the continuing study and improvement of the Senate Bylaws and the Faculty Code. It shall receive, review, initiate, and make recommendations or proposals for amendments to both documents to the Senate via the Executive Committee, coordinating its efforts with other individuals, groups or committees as necessary or appropriate. It shall prepare drafts of such amendments and present such drafts to the Senate together with the rationale for such amendments, and do such other similar things as charged by the Executive Committee.

e. The Evaluation and Assessment Committee shall be concerned with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the biennial Faculty Assessment of Academic Administrators, the biennial Senate and Executive Committee Assessments, and do such other similar things as charged by the Executive Committee, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

f. The Budget and Planning Committee shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of the university budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the ~~University Budget and Finance Committee (UBFC)~~ President's Budget Advisory Council (PBAC). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the ~~UBFC~~ PBAC. Whenever possible, especially on matters of great importance, the Budget and Planning Committee's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the Budget and Planning Committee to

the ~~UBFC~~PBAC. In the case where an amendment to the recommendation is approved by the Senate, the committee may propose the amended recommendation to the ~~UBFC~~PBAC. The Budget and Planning Committee shall perform other duties as assigned by the Executive Committee.

2. **Creation of Committees**

   The Senate shall have the right to authorize the creation of additional standing committees that are necessary to accomplish the work of the Senate.

   a. The Executive Committee may initiate and, with the approval of the Senate, authorize the creation of standing committees. Alternatively, any senator with a written petition signed by a total of ten (10) senators may recommend to the Executive Committee the creation of a standing committee. No later than forty-five days after receipt of the petition, the Executive Committee shall submit the proposal to the Senate for its consideration.

   b. The chairperson of any standing committee shall have the authority, upon approval of the voting members of the standing committee and of the Executive Committee, to create subcommittees.

   c. The Executive Committee shall have exclusive authority to create ad hoc committees.

3. **Authorization of Committees**

   The authorizing resolution or motion establishing any standing committee shall include, but is not limited to, language to establish the scope of the committee's charge, the length of time for which the committee will be in service, the number of members on the committee, and the length of term for which members will serve.

   a. The Executive Committee, with the approval of the Senate, may, at any time, amend the authorizing language of a standing committee.

   b. The maximum length of time a standing committee shall be authorized by the Senate is four years, excepting those committees identified in D.1 above. The Senate may reauthorize a standing committee at the end of its term.

   c. There shall be no limit to the number of times the Senate may reauthorize a standing committee.

4. The Executive Committee shall have the right to appoint the members of all Senate standing, sub, and ad hoc committees with Senate approval.

5. Terms of service for committee chairs shall be limited to six (6) consecutive years. A partial year shall be treated as a full year.

6. All changes suggested by any committee must be approved by the Senate before being adopted.

7. The Executive Committee shall nominate a faculty legislative representative to the president. Upon approval by the president, this nominee shall then be confirmed by the full Senate.

8. The Executive Committee shall forward nominations for faculty positions on university standing committees to the Offices of the President and Provost. The provost or president shall make the final selections and appointments.

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

1. Workload units associated with Senate offices and activities are based on: 30 hours of time spent in meetings and in preparation for meetings = 1 workload unit. It is acknowledged that units assigned reflect an annual average that faculty may reasonably expect over a three-year term.

2. **Senate Chair**

   a. The Senate chair shall be relieved of thirty-six (36) workload units of teaching for the academic year to perform their duties. The department in which the chair teaches shall receive compensatory funds from the Senate.

   b. The chair assumes certain duties and responsibilities in the summer, for which a ~~stipend~~ 8-14 WLU (based on need and budget considerations) ~~is~~ are negotiated with the president.

3. **Senate Chair-Elect**

   The Senate chair-elect shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The department in which the chair-elect teaches shall receive compensatory funds from the Senate.
   a. The chair-elect assumes certain duties and responsibilities in the summer, for which the Senate Chair assigns 1 WLU.

4. **Senate Past Chair**

   The Senate past chair shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The department in which the past chair teaches shall receive compensatory funds from the Senate.
   a. The past chair assumes certain duties and responsibilities in the summer, for which 4-7 WLU (based on need and budget considerations) will be negotiated with the president.

5. **Executive Committee Member**

   Executive Committee members who are not the chair, chair-elect or past chair shall receive six (6) service workload units, three (3) of which shall be reimbursed by the Senate.
   a. Members of the EC assume certain duties and responsibilities in the summer, for which the Senate Chair assigns 1 WLU.

6. **Faculty Legislative Representative (FLR)**

   a. The FLR shall receive release time from teaching as well as a travel allowance, negotiated each year with the president.

   b. In the event that the FLR is also elected chair of the Council of Faculty Representatives (FLRs of Washington universities), more release time, a higher travel allowance, and a summer stipend shall also be negotiated.

   c. Past allocations for these items shall be available from the Senate Office.

7. **Senator**

   a. Workload units for senators from academic departments, the library, and university centers (~~IV~~III.B.1.a.i-iii) are estimated at one (1) per academic year.

   b. Workload units for non-tenure track senators (~~IV~~III.B.1.a.iv) shall be allocated each year in consultation with the provost. Information on past allocations for these positions shall be available from the Senate Office.

8. **Senate Committee Chair**

   Workload units 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~~III.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.

   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.

   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.

   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~~III.E.9.a & b). When ratified committee members configure their workload plans, they should contact with 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.

F. ~~Interpretation (Bylaws VII.A)~~ Internal Senate Procedures for the Protection of Faculty Rights and Responsibilities

   ~~10.~~1. **Interpretation** (Bylaws VII.A)

A request for formal interpretation of the Faculty Code must be submitted by a petitioner or petitioners to the Bylaws and Faculty Code Committee. That committee shall review the request and make a written recommendation to the Senate, which shall take action on the recommendation. If the recommendation is forwarded to the BOT, the BOT shall take action on the recommendation within sixty (60) days of its receipt from the Senate.

2. Faculty Senate Forum (Bylaws VII.B)
The Faculty Senate forum is an open meeting, called by the Senate chair and/or Executive Committee, to which all members of the faculty shall be invited. Its usual purpose is for the

Senate to convey information to the faculty and to solicit their feedback. All faculty are strongly encouraged to attend such a forum should a referendum be called.

3. Referendum (Bylaws VII.C)
The Senate may decide to refer any question or issue before it to the faculty-at-large for vote. All faculty are strongly encouraged to vote should it be called. Eligible faculty include tenured and tenure-track faculty, and full-time non-tenure-track faculty or those who are senior lecturers.

4. Faculty Senate Hearing (Bylaws VII.D)
Any ten (10) eligible faculty (as defined in H above) members may, by written petition filed with the Senate chair, secure an opportunity, as a body or by selected representatives, to address the Senate in order to convey information, request Senate action, or propose policy changes on any matter over which the Senate has the power to act. The petitioners do not, however, have the power to advance motions (which resides only with members of the Senate) or to compel the Senate to act on any matter that they raise. Anonymity cannot be guaranteed.

5. Review by Faculty (Bylaws VII.E)
All actions (motions passed) by the Senate shall be subject to review by the faculty if a written petition for review has been signed by at least ten (10) percent of the eligible faculty (as defined in H.3 above) and submitted to the Senate chair. The petition must be filed no later than fourteen (14) days after the approval of the minutes of the Senate meeting during which the action to be reviewed was taken. If the Senate refuses to change its position, a vote of the entire faculty on the Senate action under review shall be conducted by the Executive Committee. This vote shall determine whether or not the Senate action is reversed.

6. Amendment Process

   a. Amendments to the Code may be proposed only by members of the Senate.

   b. Copies of all amendments shall normally be sent to all members of the Senate, and must be formally read and incorporated in the minutes of two consecutive Senate meetings. But for an exception, see paragraph 5e below.

   c. An amendment may be voted on during the meeting following the meeting in which the proposal was read for a second time. Approval of an amendment requires a two-thirds majority of those present and voting.

   d. Upon final approval of an amendment to the Code, the motion number and date shall be noted in the revised language.

   e. Purely clerical amendments (i.e., to spelling, grammar, structure, or organization) that do not affect content can be an exception to paragraphs 2 4b-d. If the Bylaws and Faculty Code Committee votes unanimously that an amendment is purely clerical; and if the Executive Committee votes unanimously in agreement; then, and only then, the amendment may be presented to the BOT for approval without being read and voted on by the Senate. If any member of either the Bylaws and Faculty Code Committee or the

Executive Committee does not agree that the amendment is purely clerical, the amendment process must proceed as specified in paragraphs 2 4b-d.

f. All amendments are subject to final approval by the BOT.

G. External Senate Procedures for the Protection of Faculty Rights and Responsibilities

~~COMPLAINT POLICY AND PROCEDU~~
1. Complaint Policy and Procedures
a. Obligations
The university recognizes the right of faculty to express differences of opinion and to seek fair and timely resolutions of complaints. It is the policy of the university that such complaints shall first be attempted to be settled informally and that all persons have the obligation to participate in good faith in the informal complaint process before resorting to formal procedures. The university encourages open communication and resolution of such matters through the informal processes described herein. The university will not tolerate reprisals, retribution, harassment or discrimination against any person because of participation in this process. This section establishes an internal process to provide university faculty a prompt and efficient review and resolution of complaints.
All university administrators shall be attentive to and counsel with faculty concerning disputes arising in areas over which the administrators have supervisory or other responsibilities, and shall to the best of their ability contribute to timely resolution of any dispute brought to them.

b. Definitions

i. Complainant(s): An individual or group representative making the complaint.

ii. **Respondent(s):** An individual or entity against whom the complaint is being made. A respondent could be an academic department, a member of the faculty, staff, an administrative unit, or a member of the administration.

iii. **Complaint:** An allegation made by a complainant(s) that the respondent(s) has violated the faculty code or policies under the Faculty Senate purview.

c. Scope

i. **Jurisdiction:** The purpose of the complaint policy and procedure is to provide a means by which (a) complainant(s) may pursue a complaint against a respondent(s) for alleged violations of the code and policies that fall under the Faculty Senate purview. A complainant may file a complaint that asserts a violation of the following code, policies, and/or standards:

a.)Faculty Code
b.) Faculty Senate Bylaws
c.)Curriculum Policy and Procedures (CWUP 5-50 and CWUR 2-50)
d.) Academic Policies, Standards, and Organizational Structures (CWUP 5-90 and CWUR 2-90)

> e.) Evaluation and Assessment
> f.) General Education (CWUP 5-100)
> g.) Budget and Planning
> h.) Professionalism
> i.) Professional Ethics (Faculty Code Appendix A)
> j.) Scholarly Misconduct

ii. Exclusions: Should the Senate receive a complaint involving the following exclusions, the complaint will be returned to the complainant(s).

> a.) Civil rights complaints properly addressed under the process provided in CWUP 2-35.

> b.) Matters subject to the grievance process contained in the CBA, including allegations of violations of the terms of the CBA.

> c.) Matters subject to the complaint process contained in the CBA including substantive academic judgments in matters of workload, reappointment, promotion, tenure, and post-tenure review.

Dd. Complaint Process

i. Prior to submitting a formal complaint to the Senate, complainant(s) are strongly encouraged to make a good faith effort to discuss the complaint with the dean or member of the university administration having direct responsibility for the area of concern. It is acknowledged that the nature of some complaints precludes such a step. If no mutually acceptable resolution of the complaint can be reached, complainant(s) may file a formal written complaint with the Senate for review.

2. ii. A complainant(s) filing a complaint should first consult Section V Complaint Policy and Procedures, and meet with the Faculty Senate Chair. The Chairperson will advise the complaint(s) about the Senate's jurisdiction and the complaint process.

3 iii. To initiate a formal complaint, complainant(s) must complete, sign, and submit the Complaint Form located on the Faculty Senate website, which includes the following mandatory elements.

> a). Concise statement identifying the complaint(s) with contact information.
> b). Concise statement identifying the respondent(s) with contact information.
> c). Basis for seeking a review by the Faculty Senate.
> d). Each and every specific section of the code, policies, and/or standards that was allegedly violated.
> e). Supporting documentation pertinent or referred to in the complaint to substantiate the alleged code, policies, and/or standards violations.
> f). Summary of the complaint with a description of the issue giving rise to the   complaint.
> g). Concise statement on how the alleged conduct of the respondent(s) violated the code, policies, and/or standards.

h). Concise statement of the negative effect that the alleged violation has had on complainant(s).

i).Reasonable outcomes that would resolve this situation.

j).   Summary of efforts to resolve this complaint.

4iv. The complainant(s) shall submit the completed Complaint Form and supporting documents in both electronic and hard copy forms to the Senate Office addressed to the Faculty Senate Executive Committee (EC).

5v. Complaints are not confidential. Elements of this complaint may be released as needed at the discretion of the Faculty Senate Executive Committee.

6vi. The complaint will be delivered to all members of the EC at the next scheduled EC meeting. The EC has the primary responsibility to ensure and to arrange an appropriate review by applicable committees. The EC will conduct an initial review of the complaint within 10 business days during the academic year to determine:

a). Whether the complaint falls within the Senate's purview. If not, the EC will return the complaint to the complainant(s) with recommendations as to the appropriate avenue for resolution to the complaint.

b). Whether the complaint package is complete. If incomplete, the EC may request the complainant(s) to revise and resubmit the complaint.

7vii. Depending on the basis for complaint, the EC will charge the appropriate Senate standing committee(s) or at its discretion may decide to form an *ad hoc* committee to review the complaint. The assigned committee shall write an opinion specifically addressing the alleged policy and code violations. The committee(s) will be given specific parameters to work with and shall be required to consider all application of the code and policies.

8viii. The EC will determine the membership of the *ad hoc committee*, and will not include members who may have a real or perceived conflict of interest. The *ad hoc committee* shall consist of at least three tenured faculty members. The EC may invite other representatives, depending on the ~~basis~~ nature of the complaint.

9ix. The committees charged with the complaint review shall receive a copy of the complaint and start their review at the next regularly scheduled meeting. The committee shall have the right to call and question complainant(s) and respondent(s). The respondent(s) will be given an opportunity to present their written response to the complaint along with evidence. The Committee(s) shall make every effort to complete its review, make a determination, and report its findings and recommendations, in writing, to the EC for its consideration and action, within 20 business days. This period may be extended at the discretion of the EC. As a result of their review, the committee(s) shall determine one of the following findings:

a).   No violation

b).   Clear violation

c).   Possible violation

~~10~~x.   The committee's report based on the assigned charges should be specific, and shall include the substantiating basis for each finding and the evidence supporting their recommendation.

~~11~~xi. The EC will review the committee's opinions along with its findings and recommendations. The EC will prepare a summary statement. If evidence was found there were violations of code and policies, the EC will determine the consequences, which could be in the form of:

   a). A Motion of Censure
   b). A Motion of Resolution
   c). A Motion to officially entre the action in the Senate records

~~12~~xii. The EC shall forward the final summary and actions to the member of the university administration having direct responsibility for the area of complaint, along with the Provost, President, and other parties as relevant.

2. ~~VOTE OF NO CONFIDENCE~~Vote of No Confidence
   Academic administrators may be subject to a Vote of No Confidence. Votes of No Confidence require two primary steps. The first step (Section A-C) is an *authorization vote* by the Faculty Senate to determine the specific parameters of the Vote of No Confidence (Who, what, where, when and why) as well as to charge the Faculty Senate Executive Committee (EC) with the authority to conduct the Vote of No Confidence. The second step (Section D) is the *implementation* of the Vote of No Confidence by the EC.
   a. Motions to Authorize a Vote of No Confidence.

   i. There are two avenues that can be used to initiate the authorization of a Vote of No Confidence.

      a.)Any Senator, when accompanied by a written second to the motion from another Senator, may bring a motion to hold a Vote of No Confidence.
      b.) Any ten (10) eligible faculty members (Section I.A. Faculty Defined) may bring a petition to hold a Vote of No Confidence.

   ii. Authorization motions must be submitted to the Faculty Senate Chair at least ten (10) working days before the next regular meeting of the Faculty Senate when the motion is intended to be introduced. This motion charges the EC to conduct a Vote of No confidence. The motion must include:

      a.) Name and title of administrator;
      b.) Instructions guiding how the vote is to be conducted (i.e. Time/day, voting period, who may vote);
      c.) The specific ballot language;
      d.) Reason and justification for the Vote of No Confidence.

   iii. Methods of conflict resolution reasonably available (e.g. informal talks, mediation, etc.) should have been exhausted before bringing a motion for a Vote of No Confidence to the Senate.

<u>b.</u> Committee Review of the Motion for a Vote of No Confidence

> <u>i.</u> The EC—or an ad hoc committee appointed by the EC—will be charged with reviewing the motion for any procedural or factual content before it goes to the floor of the Senate. The reviewing committee may consult with individuals or groups (e.g. originator(s) or subject of the vote) as needed while assessing any claims made in support of the motion.

> <u>ii.</u> If the EC or Ad Hoc committee determines that additional time is needed to review any claims or procedural issues, the committee may request an additional delay until the following meeting. However, the motion must be brought to the floor of the Senate at the following meeting (within 2 regularly scheduled Faculty Senate meetings since being submitted to the Faculty Senate Chair) unless withdrawn by the originator(s).

> <u>iii.</u> The EC or Ad Hoc committee may, at its discretion, issue a report to the Senate with any factual or procedural findings for their review of the motion.

> <u>iv.</u> The Senate Chair will notify the individual subject to the Vote of No Confidence motion at least five (5) working days after receipt of the motion and invite that person to the Senate meetings where the motion will be introduced.

<u>c.</u> Floor Vote on Motion for a Vote of No Confidence

> <u>i.</u> Upon review by the EC or Ad Hoc committee, the authorization motion for the Vote of No Confidence will be introduced at the next Faculty Senate meeting. The text of the motion, as well as any reports or additional commentary by reviewing committees will be distributed to Senate.

<u>d.</u> Conducting the Vote of No Confidence

> <u>i.</u> Upon being passed by a simple majority vote in the Faculty Senate, the EC will carry out the Vote of No Confidence as outlined in the motion. Votes will be conducted by a confidential paper ballot. The EC will decide any details regarding the implementation of the vote that were not addressed in the motion.

> <u>ii.</u> The Executive Committee will notify the subject of the vote, in writing, of the results at least (1) one day prior to the results being made public. Results of the vote will be made public in the Faculty Senate office and will also be sent to the original petitions (Section VI.A.1.b), Senators, the President of the University, and Board of Trustees**.**

~~Section IV.   SUMMER SESSION~~

~~Summer session operates under the jurisdiction of the Office of the Provost and is subject to existing academic and accreditation standards.~~

Appendix A: Statement on Professional Ethics

From the AAUP Policy Documents and Reports (Red Book).
The following statement, a revision of a statement originally adopted in 1966, was approved by the Association's Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

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Statement on Professional Ethics

Introduction
From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.
In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure, the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.

The Statement

1) Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2) As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3) As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4) As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5) As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Appendix B: Distinguished Faculty Awards

Section I.   FUNDING for Distinguished Faculty Awards

> A. Funding for the awards Stipends and release time is generously provided by the Office of the President and the CWU Foundation.

> A. Recipients of the The annual Distinguished Faculty Awards in teaching, scholarship, and service will receive a one-time $2,500 stipend.

> B. Recipients of the The Board of Trustees Distinguished Faculty Award will receive a $5000 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 use 4 of the released WLU specified in Appendix B: I.C. for the benefit of the University through research or service. These 4 WLU will be utilized in a manner determined through negotiation between the awardee and the Office of the president.

Section III.   INITIAL REQUIREMENTS

> A. Due Dates

>> 1. Letters of nomination are due to the office of the Senate by December 1 or, if this date falls on a weekend, the first instructional day thereafter.

>> 2. All material supporting the nomination (i.e., nominees' notebooks) must be received by 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. Emeritus, tenures, and senior lecturer 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 investigate 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 re-nominated.

7. Material of award recipients shall be retained for three years in the office of the Senate.

8. 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 shall be confidential. 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 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 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.

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.   **REQUIRED APPLICATION MATERIALS**

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 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 teaching. 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 for all courses, 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 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. 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. 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 15 years of 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 teaching. This statement must not exceed 3000 words.

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

   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 (30 maximum).

   b. a portfolio reflecting the full range of the nominee's teaching assignment, containing summary sheets for student evaluations of instruction for all courses, arranged chronologically, taught during the last five years, including all available written comments;

   d. representative class syllabi;

   e. if a video recording is included in the file, please limit the length to 15 minutes.

   f. 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.

   g. Evidence of the extent of participation in student advisement.

   h. public acknowledgement, such as, newspaper clippings, testimonials, awards, etc.;

   i. chronological listing or concise summary of the nominee's service, indicating the recipient group and/or geographical area benefited by the service.

   j. for Artistic Accomplishment – reviews, newspaper clippings, programs, reports, awards, acknowledgments, grants funded, etc.;

   k. 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.

APPENDIX C: College Budget Committees

Section I. DEFINITION

For the purposes of this section, "college budget committees" will also include the library budget committee, and "college" refers to an academic college and the library.

Section II. COLLEGE POLICIES

The principles below are broad guidelines relative to faculty rights and responsibilities on college budget committees. Colleges shall establish their own specific policies and guidelines for their budget committees, which at a minimum, should adhere to the principles and practices below. College budget committee policies shall be approved by a vote of a simple majority of all the faculty in the college.

Section III. COMPOSITION

   A. College deans shall ensure that college budget committees:

   1. are broadly representative of the departments in the college. All faculty are eligible to serve on the committees.
       All members of the committee must be members of the college. Faculty (including chairs) shall represent at least 2/3 of the voting members of the committee.

   2. have clearly delineated terms that allow for continuity on the committee.

Section IV. COMMITTEE RESPONSIBILITIES

   A. The committees are consultative groups for the Deans, and are the minimum required consultation on college and unit budget questions. Larger questions may require broader consultation, as outlined in I.D., Faculty Consultation.
   B. The committees shall review and make recommendations about the entirety of the college budget.
   C. Committees shall report back to the faculty in their college on a regular basis.

Section V. COMMITTEE MEMBER RESPONSIBILITIES

   A. Faculty members of the committee represent the greater good of the college and will make budgetary recommendations based on a broad range of faculty interests and ideas.
   B. On issues of broader import, committee members have an obligation to consult with the larger college prior to making a recommendation to the Dean.

Exhibit D

Faculty Senate Bylaws

CWU | Central Washington University
LEARN. DO. LIVE.

Summary: The EC extended a charge to the BFCC to evaluate a request from the COB to split the Library and the COB and give the COB two representatives on the EC. In subsequent conversation with the EC they suggested we consider the idea of splitting the COB and Library representation, but assigning COB only one representative.

The BFCC responded to the charge by creating language that split the BFCC position, but that also looked for patterns and principles in the Faculty Code and Bylaws to decide if that split should result in one or two positions on the EC. Our decision to keep COB to one representative was based on the following:

1) In both principle and practice, representation in the Faculty Senate (Faculty Senators) is determined by a modified proportional representation decided by Full Time Employment numbers. For example, this is why Economics has two Senators and Political Science has only one in the body of the Senate.

2) In both principle and practice the Faculty Senate functions as a representation of the Faculty. To give COB two representatives on the EC would create a voice for one college that over-represented the number of full-time faculty in that college. This principle is highlighted in the language of the Faculty Code re-write in Section IV.C.1. Such a system keeps entities with the smallest number of faculty from having an out-sized voice and creating a tyranny of the minority, but it also limits the very largest entities from complete domination. For example, entities like the Library have representation despite having no more faculty than some Departments, and larger entities like CEPS cannot dominate the entire university.

3) The FTE proportional system provides a logical pathway for future growth. By establishing a base FTE for two EC members, it does away with an arbitrary limitation on the COB (or any college or library) and allows representation to grow as COB grows. Conversely, it allows for representation of other Colleges to shrink should they no longer represent significant numbers of faculty. It also creates a system that allows for future colleges which might be somewhat smaller than the currently existing units.

4) Being a college with few FTE, COB would be placed under an undue burden to provide two faculty for the Faculty Senate when it is already difficult for that college to provide Senate alternates and in the past it experienced difficulty in fulfilling Senate committee assignments. The BFCC is concerned that this pattern will remain the same.

5) Finally, the BFCC had to take into consideration the financial issue of creating two new positions on the EC with the attending release time. The cost to the Office of the President is a concern.

II. Executive Committee

A. Composition

1. Membership

The Executive Committee shall consist of the following voting members: the chair of the Senate, the chair-elect, the other ~~five~~ six elected members, and the immediate past Senate chair. If the immediate past Senate chair is unable to serve on the Executive Committee, the most recent past Senate chair available shall serve. The past Senate chair (immediate or appointed) will serve as a voting member, even if not a current member of the Senate.

2. Representation

During spring quarter, full-time tenured and tenure-track faculty from designated colleges shall elect their member(s) of the Executive Committee from the eligible senators in the following manner:

   a. ~~Two (2) faculty from each college, with the exception of the College of Business and Library, which shall share one representative.~~ Two (2) faculty from each college with over 100 FTE. One (1) faculty from each college with less than 100 FTE. One (1) representative from the Library.
   b. Every three years, the Faculty Senate shall elect an at-large member of the Executive Committee at a Senate meeting that spring quarter.

3. Procedures for Election

   a. The Senate office shall oversee the election process and provide a list of senators eligible for nomination and election.
   b. Elections shall be conducted by secret ballot during spring quarter.
   c. Terms shall be three years, beginning June 16th of that year. A partial term of two (2) years or more shall be treated as a full term, while a partial term of less than two years shall not be counted.
   d. Members can serve on the Executive Committee for up to two (2) consecutive terms.

Exhibit E

Accessibility Studies Graduate Certificate – Type D

Required Courses Credits: 18

The core courses can be completed traditionally by registering for each course during the school year or as an integrated program provided in the summer. The internship is arranged individually and must have a minimum of 2 credits.

ASP 505 Accessibility & User Experience (4)
ASP 525 Universal Design (4)
ASP 535 Accessible Information Design (5)
ASP 585 Accessibility Capstone (2-3)
   Must be taken for three (3) credits.

ASP 592 Advanced Practicum in Accessibility (2-12)

   For the certificate, it must be taken for a minimum of 2 credits; it may be repeated, may be taken concurrently with any of the required ASP courses, and may coincide with employment and other dedicated activities.

Type D. Graduate School Certificate Programs: Programs that only admit students who meet the criteria to be accepted into the School of Graduate Studies and Research and offer a set of courses which appear in the CWU catalog. Certificates are administered by CWU Colleges and are classified as "Graduate School Certificate Programs". These programs are developed, taught, and offered by academic departments housed in colleges at CWU.

Exhibit F

Accounting Major, BS

English Courses Credits: 10

ENG 101 Academic Writing I: Critical Reading and Responding (5)
ENG 102 Academic Writing II: Reasoning and Research on Social Justice (5)

Foundation Courses Credits: 40

ACCT 251 Financial Accounting (5)
ACCT 252 Managerial Accounting (5)
BUS 102 Business Computer Skills (5)
BUS 221 Introductory Business Statistics (5)
BUS 241 Legal Environment of Business (5)
ECON 130 Foundations for Business Analytics (5)
OR
MATH 130 Finite Mathematics (5)
ECON 201 Principles of Economics Micro (5)

Select one from the following: (5 credits)

MATH 153 Pre-Calculus Mathematics I (5)
MATH 154 Pre-Calculus Mathematics II (5)
MATH 170 Intuitive Calculus (5)
MATH 172 Calculus I (5)
MATH 173 Calculus II (5)

Core Courses Credits: 35 38

ACCT 455 Accounting Information Systems (5)
COM 301 Public Speaking for Business and Organizations (2)
ECON 202 Principles of Economics Macro (5)
ENG 311 Business Writing (3)
FIN 370 Introductory Financial Management (5)
MGT 382 Principles of Management (5)
MKT 362 Essential Marketing Concepts (5)
SCM 310 Supply Chain Management (5)
BUS 301 Contemporary Approaches to Personal and Professional Development (3)

Required Courses Credits: ~~30~~ 31

ACCT 305 Cost Accounting (5)
ACCT 340 Income Tax Accounting I (5)
ACCT 350 Intermediate Accounting I (5)
ACCT 352 Intermediate Accounting III (5)
ACCT 351 Intermediate Accounting II (5)
ACCT 460 Auditing (5)
~~ACCT 301 Accounting Skills for Non-Accounting Majors (5)~~
ACCT 310 Career Planning for the Accounting Professional (1)

Department-Approved Electives Credits: 5
Select 5 credits from the following:

ACCT 405 Advanced Cost Accounting (5)
ACCT 430 Governmental and Non-profit Accounting (5)
ACCT 441 Advanced Tax 1: Individual (5)
ACCT 475 International Accounting (5)
ACCT 461 Fraud Examination (5)
~~ACCT 484 Professional Writing and Speaking for the Accountant (5) (Put on reserve 9/16/19)~~

(ACCT 484, if taken, should be completed no later than fall of senior year.)

College of Business Capstone Credits: 7

BUS 489 AACSB Assessment (2)
MGT 489 Strategic Management (5)

Total Credits: ~~122~~ 131

Exhibit G

Choral Music Education Certificate – Type A

Required Courses - Credits: 13

MUS 171 Secondary Applied Area (Individual Instruction) 1
MUS 240 Diction in Singers I (Intro to IPA, Italian, Latin, English) 2
MUS 241 Diction for Singers 2 (Advanced IPA and German) 2
MUS 242 Diction for Singers 3 (Advanced IPA and French) 2
MUS 323 Choral Music Education 3
MUS 425B Pedagogy, Vocal 3

Choral Large Ensembles - Credits: 6

Select from the following large ensemble courses.
MUS 267 Choir 1-2
MUS 467 Choir 1-2
MUS 268 Chamber Choir 2
MUS 468 Chamber Choir 2

The following Choirs can be substituted for a maximum of two of the six required credits
MUS 211 Women's Choir 1
MUS 411 Women's Choir 1
MUS 228 Men's Choir 1
MUS 428 Men's Choir 1

NOTE: All ensemble courses have 200-level and 400-level numbers. The 200-level numbers are freshmen and sophomores, the 400-level numbers are used by juniors and seniors

Total Credits: 19

Type A - College Sponsored Undergraduate Certificate Programs: Programs that admit only matriculating students and offer a set of courses approved through the CWU academic governance procedures are classified as "College Sponsored Certificate Programs." These programs are developed, taught, and offered by academic departments housed in colleges at CWU.

Rationale: The deletion of the Broad Area Degree and addition of the Instrumental and Choral Certificates is a reorganization of the music department's music education degrees. This reorganization will better align with the current state endorsement structure and provide more rigor, better preparing our students for careers as music educators. Additional benefits include the ability for innovation within the degree and reduction in student time.

Exhibit H

Instrumental Music Education Certificate Type A

Required Courses - Credits 13

MUS 171 Secondary Applied Area (Individual Instruction) 1
(Must be taken for a total of 3 credits)

MUS 253C Class Instrumental Methods Strings I 1
MUS 253D Class Instrumental Methods Woodwinds I 1
MUS 253E Class Instrumental Methods Brass I 1
MUS 253G Class Instrumental Methods Percussion I 1
MUS 254C Class Instrumental Methods Strings II 1
MUS 254D Class Instrumental Methods Woodwinds II 1
MUS 254E Class Instrumental Methods Brass II 1
MUS 325 Instrumental Music Education 3

Instrumental Large Ensembles - Credits 6

Only the following are designated as large instrumental ensembles:
MUS 266 Wind Ensemble 1-2
MUS 466 Wind Ensemble 1-2
MUS 277 Orchestra 1-2
MUS 477 Orchestra 1-2
MUS 269 Symphonic Winds 2
MUS 469 Symphonic Winds 2
MUS 288 Symphonic Band 2
MUS 488 Symphonic Band 2
MUS 287 Marching and Concert Band 2
   (fall quarter only)
MUS 487 Marching and Concert Band 2
   (fall quarter only)
NOTE: All ensemble courses have 200-level and 400-level numbers. The 200-level numbers are freshmen and sophomores, the 400-level numbers are used by juniors and seniors.

Total Credits - 19

Type A - College Sponsored Undergraduate Certificate Programs: Programs that admit only matriculating students and offer a set of courses approved through the CWU academic governance procedures are classified as "College Sponsored Certificate Programs." These programs are developed, taught, and offered by academic departments housed in colleges at CWU.

Rationale: The deletion of the Broad Area Degree and addition of the Instrumental and Choral Certificates is a reorganization of the music department's music education degrees. This reorganization will better align with the current state endorsement structure and provide more rigor, better preparing our students for careers as music educators. Additional benefits include the ability for innovation within the degree and reduction in student time.

Exhibit I

Athletic Administration Specialization, MS

Sport & Athletic Administration (shared core) Credits: 32

Required Courses
- HPE 557 Research Methods and Design in Health and Physical Education 4
- HPE 560 Statistical Applications in Health and Physical Education 4
- SAA 540 Sport in Society 3
- HPE 570 Legal Liability and Risk Management 3
- HPE 574 Public Relations and Marketing in Athletics 3
- HPE 585 Event, Facilities, and Scheduling Management of Sport 3
- HPE 587 Governing Organizations in Sports and Athletics 3
- SAA 590 Cooperative Education 1-12
    - (Must be taken for 3 credits)
- SAA 700 Master's Thesis, Project Study, and/or Examination 1-6
    - (Must be taken for six credits)

Athletic Administration Specialization
Required Courses Credits: 15

SAA 510 Contemporary Issues in Athletic Administration 3
SAA 546 Advanced Administration of Athletics 3
SAA 583 Leadership in Athletics 3
SAA 584 Mentoring of Coaches and Athletes 3
SAA 586 Athletic Budgeting, Finance, and Fundraising 3

Total Credits: 47

Sport Administration Specialization, MS

Sport & Athletic Administration (shared core) Credits: 32
Required Courses
HPE 557 Research Methods and Design in Health and Physical Education 4
HPE 560 Statistical Applications in Health and Physical Education 4
SAA 540 Sport in Society 3
HPE 570 Legal Liability and Risk Management 3
HPE 574 Public Relations and Marketing in Athletics 3
HPE 585 Event, Facilities, and Scheduling Management of Sport 3
HPE 587 Governing Organizations in Sports and Athletics 3
SAA 590 Cooperative Education 1-12
      (Must be taken for 3 credits)
SAA 700 Master's Thesis, Project Study, and/or Examination 1-6
  (Must be taken for six credits)

Sport Administration Specialization Required Courses Credits: 15
SAA 511 Current Trends in Sport Administration 3
SAA 545 Sport Consumer Behavior and Analytics 3
SAA 565 Sport Revenue and Sponsorship 3
SAA 575 Organizational Leadership and Ethics in Sport 3
SAA 582 Global Sport Business 3

Total Credits: 47

Exhibit J

English MA, Literary Studies & Teaching Specialization

Shared Core: Credits (15)

Select THREE of the following core English Studies courses: 15

       ENG 513 Composition Theory 5

       ENG 518 Advanced Literary and Critical Theory 5

       ENG 534 Discourse Analysis 5

       ENG 535 Linguistics, Literature, and TESOL 5

       ENG 556 Studies in Rhetoric 5

       ENG 585 Publishing Strategies and Practice for Writers 5

Required Courses Credits: (17)

    Required Intro Course: Credits (2)

           ENG 512 Introduction to English Graduate Study 2

    Select ONE of the following Literary Studies courses: Credits (5)

           ENG 515 Advanced Studies in American Literature 5

           ENG 517 Advanced Studies in World Literature 5

           ENG 519 Advanced Studies in British Literature 5

    Select ONE of the following Literary Genre courses: Credits (5)

           ENG 553 Studies in Fiction 5

           ENG 554 Studies in Nonfiction 5

           ENG 555 Studies in Poetry 5

    Select ONE of the following Teaching Practice courses: Credits (5)

           ENG 510 or ENG 592 must be taken for 5 credits

           ENG 510 Teaching First-year Composition 5

           ENG 592 Practicum (1-5)

Department-Approved Electives Credits: (13-15)

    Select one of the following three options:

    THESIS Option: Credits (13)

        Approved Electives 5

        ENG 596 Individual Study 1-6 must be taken for 2 credits

        ENG 700 - Master's Thesis must be taken for 6 credits 6

        ENG 700 Master's Thesis/Project

    EXAM Option: Credits (13)

        Approved Electives 10

        Individual Study (Exam) must be taken for 3 credits 3

        ENG 596 Individual Study

    PORTFOLIO Option: Credits (15)

        Approved Electives (TWO 400-level or 500-level writing courses required for multi-disciplinary writing projects) 10

        ENG 596 - Individual Study 1-6 (Paper/Project) must be taken for 3 credits

        ENG 589 – Portfolio 2

Total Credits: 45-47

English MA, Professional & Creative Writing Specialization

Proposed Shared Core: Credits (15)
Select THREE of the following core English Studies courses: 15
ENG 513 Composition Theory 5
ENG 518 Advanced Literary and Critical Theory 5
ENG 534 Discourse Analysis 5
ENG 535 Linguistics, Literature, and TESOL 5
ENG 556 Studies in Rhetoric 5
ENG 585 Publishing Strategies and Practice for Writers 5

Required Courses Credits: (8)
Required Intro Course: Credits (3)
ENG 511 Introduction to Graduate Writing 3

Select ONE of the following Literary Genre courses: Credits (5)
ENG 553 Studies in Fiction 5
ENG 554 Studies in Nonfiction 5
ENG 555 Studies in Poetry 5

Department-Approved Electives Credits: (20)
Select a minimum of 20 credits of department-approved electives. Up to two 400- or 500-level Literature courses may be counted for elective credit.
ENG 504 Advanced Technical Writing 5
ENG 510 Teaching First-year Composition 5
ENG 564 Advanced Fiction Writing 5
ENG 565 Advanced Poetry Writing 5
ENG 566 Advanced Creative Nonfiction 5
ENG 568 Contemporary Writers Colloquium 5
ENG 572 Workplace Writing Research Methods 5
ENG 573 Grant Writing: Theory and Practice 5
ENG 574 Professional Writing with New Media 5
ENG 592 Practicum (1-5)
ENG 598 Special Topics 5

Final Portfolio: Credits (2)
ENG 589 Portfolio 2

Total Credits: 45

English MA, TESOL Specialization

Proposed Shared Core: Credits (15)

Select THREE of the following core English Studies courses: 15
      ENG 513 Composition Theory 5
      ENG 518 Advanced Literary and Critical Theory 5
      ENG 534 Discourse Analysis 5
      ENG 535 Linguistics, Literature, and TESOL 5
      ENG 556 Studies in Rhetoric 5
      ENG 585 Publishing Strategies and Practice for Writers 5

Required Courses: Credits (24)
      ENG 531 Principles and Practices of TESOL 5
      ENG 532 Phonetics and Phonology 5
      ENG 533 Second Language Acquisition 5
      ENG 537 Pedagogical Grammar and Discourse 5
      ENG 592 - Practicum (must be taken for 4 credits) (1-5)

Department-Approved Electives Credits: (6-7)
      Select one of the following options:

THESIS Option: Credits (6)
      ENG 700 Master's Thesis/Project (1-6) must be taken for 6 credits

EXAM Option: Credits (7)
      ENG 420 English Linguistics 5
      ENG 596 Individual Study (1-6) must be taken for 2 credits

Total Credits: 45-46

Exhibit K

Enterprise Process & Systems Integration Graduate Certificate
Type D

Required Courses Credits: 20

SCM 510 Supply Chain Management Principles and Practices 5
MIS 520 Enterprise System Integration and Application 5
MIS 546 Systems Analysis and Design in Business 5
MIS 560 Applied Business Analytics 5

Electives Select 5 credits

SCM 420 Lean/Six Sigma Processes 5
OR
Course Approved by Department of Finance & Supply Chain Management 5

Total Credits: 25

Graduate Certificate: Enterprise Process & Systems Integration

The Graduate Certificate in Enterprise Process & Systems Integration provides grounding in business process analysis and design, enterprise systems integration and the application of business intelligence techniques to support planning and decision support. The structure of the certificate mimics a similar undergraduate certificate. The content and learning objectives are designed to address the needs of experienced practitioners.

The certificate focuses on tools and methods necessary for effective implementation and application of Enterprise Resource Planning (ERP) software systems. Such systems help organizations plan, manage and control cross-functional and cross-organizational operating processes. ERP systems are employed in manufacturing and service industries as well as in public and private sector organizations. The MyCWU system is an example based on Oracle enterprise software. For CWU, the applications in Oracle facilitate daily transactions, support management processes such as student registration and offer a means to conduct standard and ad hoc data analysis used for University financial and operations planning.

For the Graduate Certificate, the College of Business will incorporate SAP (pronounced "S" "A" "P") which is available to the College through a membership in the SAP University Alliance network. SAP is the largest provider of enterprise systems globally. In the Puget Sound, SAP customers include The Boeing Company, PACCAR, Microsoft, Costco parts of Amazon and many other organizations. In the case of the Boeing Company, SAP is in early stages of implementation. The company has established 2022 as a goal to complete SAP implementation across all divisions.

We anticipate offering the graduate certificate to professionals from organizations listed above and others. The demand for individuals with the skills and competencies to use or modify enterprise systems is significant. CWU Sammamish is a potential location for program delivery. As these courses can be valuable to individuals in Accounting. The combination of graduate Accounting and MIS courses may form key portions of a graduate Accounting degree.

Curriculum:

Required: 20 credits

SCM 510 (5) – Supply Chain Principles and Practices

MIS 520 (5) – Enterprise Systems Integration & Application

MIS 546 (5) – Systems Analysis & Design in Business

MIS 560 (5) – Applied Business Analytics

Elective: 5 credits – choose from

SCM 420 (5) – Lean Six Sigma Processes

BUS 596 (1-6) – Individual Study

Course Approved by Department

Exhibit L

Master of Professional Accountancy

Required Courses Credits: 22

ACCT 521 Advanced Tax 1: Business Entities 5
ACCT 521A Tax Research Lab-Entities 1
ACCT 550 Advanced Accounting 5
ACCT 550A Advanced Accounting Lab 1
ACCT 583 Seminar in Auditing 5
ACCT 583A Seminar in Auditing Lab 1
ACCT 601 Review of Business Environment & Concept 1
ACCT 604 Review of Regulations 1
ACCT 602 Review of Financial Accounting & Reporting 1
ACCT 603 Review of Auditing 1

Electives Credits: 23

(no more than 5 credits from ACCT 590)
ACCT 522 Advanced Tax 2: Individuals 5
ACCT 522A Tax Research Lab – Individuals 1
ACCT 523 Advanced Tax 3: Practice and Procedure 5
ACCT 523A Practice and Procedure Tax Research Lab 1
ACCT 524 Advanced Tax 4: Current Issues in Taxation 5
ACCT 524A Tax Research Lab - Current Issues in Taxation 1
ACCT 530 Governmental and Non-profit Accounting 5
ACCT 570 Financial Analytics 5
ACCT 590 Cooperative Education 1-5
BUS 541 Advanced Business Law 5
BUS 541A Advanced Business Law Lab 1
MIS 520 Enterprise System Integration and Application 5
MIS 560 Applied Business Analytics 5

Total Credits: 45

Exhibit M

STEM Teaching Program

Required Courses

Introductory Courses
STP 201 Inquiry Approaches to Teaching (2)
AND
STP 202 Inquiry Based Lesson Design (2)
OR
STP 300 Inquiry Approaches to Teaching and Lesson Design (4)
STP 303 Knowing and Learning (4)
Courses requiring full admission to Teacher Certification and declared in approved major degree
STP 304 Classroom Interactions 1 (4)
STP 305 Classroom Interactions 2 (4)
STP 306 Project-Based Instruction (3)
STP 307A Functions and Modeling for STEM Teaching (3)
OR
STP 307B Functions and Modeling for Secondary Mathematics (3)
OR
STP 307C Computer Science for STEM Teaching (3)
STP 308 Perspectives on Science, Mathematics and STEM Education (3)
STP 309 Research Methods (3)
STP 450 Planning Inquiry Based STEM Education (2)
STP 465 Instructing and Assessing Inquiry Based STEM Education (2)
EFC 480 Student Teaching (16)

Total Credits: 48

Justification: The College of the Sciences and College of Education and Professional Studies worked collaboratively to create and implement the STEM Teaching Program *minor* degree in fall 2017 based on the nationally-recognized STEM teacher education model, UTeach. We have been comprehensively assessing the program since its 2017 launch in several ways. The UTeach Institute conducted a detailed external evaluation of the program from 2017-2019 that included: a) annual visits to CWU, consisting of meetings with administrators and focus groups with students and faculty, b) external evaluation of all courses in the STEM Teaching Program minor, c) annual and end-of-program student surveys, and d) detailed analyses and annual written reports. We have also internally assessed the program using InTASC-aligned program outcomes embedded across Canvas courses, annual faculty working meetings, quarterly student focus groups, a mentor/cooperating teacher focus group and examining relevant data, such as edTPA passing scores. These extensive evaluations have identified the following key issues:

1. Student focus groups overwhelming stated that they feel that they are doing major level work for the STEM Teaching Program minor and that it should be a major instead of a minor.

2. The UTeach Institute identified the only major need within the STEM Teaching Program minor as an increase of integration between student teaching (EFC480) with the remainder of the program (UTeach evaluation final report 2019). UTeach survey data also showed that students would like more support during student teaching of STEM-specific teaching needs and the edTPA.
3. Data analyzed by the Interim edTPA Coordinator in fall 2019 shows an only 66% edTPA passing rate for STEM Teaching Program minor graduates.

The Teach STEM Steering Committee* met over two working meetings in fall 2019 to discuss these issues and propose solutions. At the November 1, 2019 meeting, the Steering Committee unanimously voted to approve the addition of two, two-credit new courses to the STEM Teaching Program and make the minor degree into a major degree. At the November 8, 2019 meeting, the Steering Committee unanimously voted to approve the course outcomes for these two courses.

Course 1 – STP450, 2 credits, Planning Inquiry Based STEM Education. This course will be taken the quarter before Student Teaching (EFC480). Students will analyze edTPA requirements and begin planning for their edTPA submission and Student Teaching. This course addresses all three issues discussed above, because students will receive endorsement area-specific edTPA support (issues 2 and 3), meet with their future field supervisor and interview their student teaching cooperating teacher (issue 2), and this brings the minor degree to major credit load (issue 1).

Course 2 – STP465, 2 credits, Instructing and Assessing Inquiry Based STEM Education. This course will be taken concurrently with Student Teaching. Students will support each other in completing their edTPA submission. This again directly addresses issues 1-3 above, and benefits field supervisors and Teacher Certification, by providing additional needed edTPA support for STEM Teaching students.

Adding these 4 credits to the STEM Teaching Program minor increases it to **48 credits**, which makes it a small plan major and addresses student requests discussed above under issue 1. **We are thus proposing the STEM Teaching Program major to start in fall 2020** to replace the minor.

*The Teach STEM Steering Committee consists of equal representation from COTS and CEPS: CEPS and COTS Co-Directors (Loverro and Dechaine), 2 CSEL faculty (1 is a field supervisor), 1 Mathematics faculty, 1 Science Education faculty, 1 STEM Teaching Clinical Faculty (COTS), and the Associate Director of Field Experiences (CEPS).

Exhibit N

Engineering Technology Management Minor and Type B Certificate

Engineering Technology Management (20 credits)

ETSC 301 Engineering Project Cost Analysis (4)
ETSC 380 Quality Control (4)
ETSC 385 Product Design and Development (4)
ETSC 455 Engineering Project Management (4)
SHM 454 Risk Management Principles and Practices (4)

Type B - Collaborative Undergraduate Certificate Programs: Programs that admit both matriculating students and non-matriculating students and offer a set of courses that includes regular course offerings appearing in the CWU catalog and administered by CWU Colleges are classified as "Collaborative Certificate Programs." These programs are developed, taught, and offered by academic departments housed in colleges in cooperation with the office of continuing education.

ENGINEERING TECHNOLOGY MANAGEMENT MINOR AND CERTIFICATE

Curriculum (20 credits)	Parameters:
ETSC 301 - Engineering Project Cost Analysis (4) 153 or by *Permission* ETSC 380 - Quality Control (4) *No-P* ETSC 385 - Product Design and Development (4) *No-P* ETSC 455 - Engineering Project Management (4) *No-P* SHM 454 - Risk Management Principles and Practices (4) *No-P*	• All majors • Possible online for future • Academic Integrity • Ratio of credit to contact hours either 1 or close to 1 • Generates revenue (SCHs) • Possible pipeline for majors

Program Narrative

The engineering technology management minor is open to all majors except the Industrial Engineering Technologies major. Completion of this minor will provide the student with understanding of basic concepts relevant to the management of engineering operations. Students who anticipate moving from technical to managerial positions during their careers may wish to consider this minor. Students can use the ETM minor and certificate with many majors to enhance a student's career opportunities and gain a competitive advantage in the job market. It is an excellent addition for students with majors in engineering technologies, business administration, communication, and many other areas.

Outcomes

1. Understand professional and ethical responsibilities.
2. Communicate effectively in both oral and written forms.
3. Understand professional and ethical responsibilities of engineering technology management professionals.
4. Describe the fundamental aspects of engineering project management.
5. Identify and describe various risks and the techniques to manage them.
6. Use techniques of economic cost analysis applied to engineering projects.
7. Use fundamental concepts of probability to construct and interpret control charts for attributes to determine product quality.
8. Demonstrate competence in using engineering analytical methods in the development of a simple product.
9. Research methods of design and production of sample products.

Program Need

The Engineering Technology Management (ETM) is being created to meet industry demand, student demand, and at the request of the ETSC Department Curriculum Committee. The ETM will add value to all the degrees within the Engineering Technologies, Safety, and Construction (ETSC) Department, such as construction management, mechanical engineering technology, and electronics engineering technology. Also, the ET industry is incredibly diverse. It hires talented individuals from nearly every major. Students who are interested in developing their skills and knowledge within the engineering technology-related industry can pursue this major. Students will learn the skills necessary to integrate engineering management systems into the engineering and technology environment. The ETM will increase our student's marketability and potential for success.

Exhibit O

Science Dissemination, Type A Certificate

Quantitative Representation Credits: 4-5
> Students must take one COTS statistics class.
BIOL 213 Introductory Biostatistics (4)
GEOG 409 Quantitative Methods in Geography (5)
GEOL 210 Introduction to Geologic Field Methods (4)
MATH 314 Probability and Statistics (5)
PSY 362 Introductory Statistics (5)
SOC 364 Data Analysis in Sociology (5)
CHEM 332 Quantitative Analysis + LAB (5)

Written Dissemination Credits: 3-5
> Students must take one writing classes.
COM 208 Introduction to Public Relations Writing (4)
CS 325 Technical Writing in Computer Science (3)
ENG 310 Technical Writing (4)
ENG 315 Visual Rhetoric and Document Design (5)

Verbal Dissemination Credits: 4-5
> Students must take one speaking class.
COM 207 Introduction to Human Communication (5)
COM 302 Intercultural Communication (4)
COM 345 Business and Professional Speaking (4)

Visualization Credits: 3-4
> Students must take one visualization class.
ANTH 361 Museum Exhibit Design (4)
ANTH 463 Learning in Museums (4)
GEOG 301 Introduction to GIS and Maps (4)
HTE 337 Tour and Interpretive Program Development (3)

Culminating Experience Credits: 2
> This is the capstone class for the certificate.
SCED 411 Field Experience in Communicating Science to the Public (2)
SCED 511 Field Experience in Communicating Science to the Public (2)

Electives Credits: 3-5
> Select one class from the list below that has not been counted in a section above.
ANTH 361 Museum Exhibit Design (4)
ANTH 463 Learning in Museums (4)
COM 207 Introduction to Human Communication (5)
COM 208 Introduction to Public Relations Writing (4)
COM 226 Introduction to Writing and Reporting for Digital Journalism (5)
COM 270 Introduction to Public Relations (4)
COM 302 Intercultural Communication (4)
COM 303 Online and Social Media Strategies (5)
COM 345 Business and Professional Speaking (4)
COM 369 Mass Media and Society (4)
    OR
SOC 369 Mass Media and Society (4)
CS 325 Technical Writing in Computer Science (3)

ENG 310 Technical Writing (4)
ENG 315 Visual Rhetoric and Document Design (5)
ENG 474 Professional Writing with New Media
GEOG 301 Introduction to GIS and Maps (4)
GEOL 306 Communicating Geoscience (4)
HTE 337 Tour and Interpretive Program Development (3)
SCED 305 The Story of Science (5)
SCED 542 Teaching Science at Community Colleges (3)
  Other courses with a science dissemination focus may be used with permission from the Certificate Coordinator.

Total Credits: 19-26

Type A - College Sponsored Undergraduate Certificate Programs: Programs that admit only matriculating students and offer a set of courses approved through the CWU academic governance procedures are classified as "College Sponsored Certificate Programs." These programs are developed, taught, and offered by academic departments housed in colleges at CWU.

Science Dissemination Narrative

We currently live in a post-truth world. A top advisor to the President of the United States (Rudy Giuliani) has stated that facts "are in the eye of the beholder" and "truth isn't truth." We are spending critical time and energy arguing whether facts exist, not what to do about them.

Scientists are on the front line, as generating facts and information is our mission. However, science communication in this country is a problem. Journalists and politicians typically know limited science, while the scientists are not trained in communicating their work to these people (consider the current disconnect between the CDC and the White House). This certificate aims to provide our science students with a collection of classes designed to help bridge this gap.

This certificate combines scientific communication modes (statistics and visualization) with more traditional modes (verbal and written). There are no programs on campus which bring these diverse communication modes together.

Because this certificate is based entirely around existing coursework, there should be no additional courses or library resources needed.

We see student demand at CWU coming primarily from the ENST and Biology departments. The second tier would be geography, anthropology, chemistry, science education, and physics. There would perhaps be a few students coming in from mathematics, psychology, sociology, and various graduate programs.

The demand for students with these skills is very high. To illustrate this, I will quote from the mission of the American Association for the Advancement of Science (AAAS), the premier science organization in the US and arguably in the world.

"The AAAS seeks to "advance science, engineering, and innovation throughout the world for the benefit of all people." To fulfill this mission, the AAAS Board has set the following broad goals:

- **Enhance communication among scientists, engineers, and the public**;
- Promote and defend the integrity of science and its use;
- Strengthen support for the science and technology enterprise;
- **Provide a voice for science on societal issues**;
- **Promote the responsible use of science in public policy**;
- Strengthen and diversify the science and technology workforce;
- **Foster education in science and technology for everyone**;
- **Increase public engagement with science and technology**; and
- Advance international cooperation in science."

Items in bold are ones in which science communication with the public is in the forefront. You will note that their #1 goal is enhancing communication.

If the AAAS puts science communication as their top focus, we can assume that there is demand for people to serve in this capacity.

PESHM name change

Date: February 20, 2020
To: Interim Provost Franken
        Faculty Senate Executive Committee
From: Dr. Rory Weishaar, Chair & Dr. Brian McGladrey, Associate Chair PESHMS
Subject: Renaming of Academic Unit (CWUP 5-50-060)

Four years ago we reorganized our department by bringing in Education Administration and Higher Education. Our department name changed to HEAMS (Health, Education Administration and Movement Studies). After a year, there was another reorganization wherein Education Administration and Higher Education left us. Our department name changed to the current iteration: Physical Education, School Health, and Movement Studies. Then, Recreation moved to our department. In conjunction with Dr. Ballard, we decided to operate under PESHMS for two years and then change our department name for what he hope is the last time.

Our faculty's goal was to come up with a department name that did NOT include any specific major/program. If we were to do that, our acronym would be much longer than PESHMS! After a process for name suggestions and three voting cycles, we finally found the department name we are bringing forward to you. A supermajority of our faculty voted for Sport and Movement Studies.
There will be no change in our department mission or strategic plan for the university. In addition, there will be no impact on other academic programs at the university, on students, or on faculty and staff. Our degree programs remain the same, and will not confuse or impact students (leading to issues concerning retention or graduation rate).

Per CWUP 5-50-060 (3; A), please advise us of an appropriate review and consultation process going forward.
Thank you,

Rory Weishaar & Brian McGladrey

Cc: Paul Ballard

Family and Consumer Sciences Reorganization

The Department of Family and Consumer Sciences has had an identity problem for a long time. The fundamental challenge is in identifying ourselves. FCS is a collection of 5 academic disciplines. These disciplines have little to nothing in common with one another. Three of them (Family and Child Life, Apparel Textile and Merchandising, and Career and Technical Education) have their traditional roots in the Home Economics discipline. The other two, Hospitality Tourism and Event Management and Wine Studies migrated to this department over a decade ago based on personalities and campus politics. None of the disciplines align with the traditional goals of Home Ec (Family and Consumer Sciences is one contemporary name for the old home ec), all of them have become professional preparation programs in their own right. As such, our department name does not work for us, and we have been working to change it for years.

Each program area attempts to accomplish branding, marketing, and recruiting independent of one another. This has been extremely frustrating, as the divisions on campus that support these activities only support it at a department level, not individual programs. There are other departments with multiple programs, but all other departments have some level of ideological alignment. In our case, our programs together under one roof make no more sense than the department of Art and Physics. Our current structure has hindered our growth.

The faculty in the Department of Family and Consumer Sciences feel that we work together well as a group of faculty and do not wish to lose our close ties as a group. We do understand and see the benefits of being able to identify and brand ourselves separately as ideological units to the University and potential students. Such a move, if done correctly, has the potential to allow our programs to grow and further develop.

We are suggesting that a split could happen gradually, becoming multiple departments in name while initially maintaining our organizational structure. Thus, we could receive the benefits of individual identity and marketing (separate names on the CWU landing page, separate department websites, department names that represent our identities), we would be able to share resources and allow departments to grow (one chair overseeing all departments, remaining in the building together, shared department meetings and DPC, shared main office and office support). Thus, initially, the split could come with very little expense (mostly new marketing) and huge benefit.

Over time, as each department grows and matures, they will branch off to increased independence (their own chair, their own office and support staff, their own DPC) as approved by the dean's office. In order to function independently, a department will need to meet the following criteria:
1) A department vote in favor of independent functioning.
2) A critical mass of number of academic majors (no fewer than 50)
3) A critical mass of program SCH taught in the previous academic year (no fewer than 1000)
4) A TT faculty member eligible and willing to serve as department chair (must be tenured).

5) A TT faculty member (other than the chair) who can serve as the head of the DPC committee, and a clear agreement with other departments about sharing faculty on department DPC's.
6) A Department budget proposal to cover administrative and support costs.
7) Approval of the College Dean.

The faculty settled on the idea of four distinct departments: Family and Child Life, Hospitality Tourism Event and Wine Management, Career and Technical Education, and Apparel Textiles and Merchandising.

The numbers and potential growth for each of these program areas justifies this structure.

	FCL	HTEW	ATM	CTE
Program SCH 2018-2019	5,606	3,197	1,359	1,762
Majors	73	90	51	55
Minors	75	64	18	4
Graduate Students	20			19
Non-Matriculated Students (certification)				97
TT Faculty	3	2	2	1
FTNTT Faculty	2	3		1
Additional Adjunct Faculty	2.5	1.13	.09	2.15

FCL currently has 73 majors, 75 minors and 20 active graduate students. FCL has 3 TT faculty, 2 FTNTT and adjunct courses equaling 1.5 additional FTNTT. In addition, FCL has a significant gen ed presence and a number of "service" courses that students throughout the university take. It has just added a child development specialization (now three specializations that could be made in to independent majors) and is poised for additional growth.

CTE (Comprising Family and Consumer Sciences Education, Family and Consumer Sciences General, Business and Marketing Education, Career and Technical Education Graduate Program and the Plan 2 and GPIDEA self-support programs) has 55 majors, 4 minors and 19 active graduate students. Those numbers nearly double when you add the non-matriculated plan 2 and GPIDEA students. CTE has 1 TT and 1 FTNTT faculty member. Family and Consumer Sciences is at capacity, and we are starting to see growth in BME. With a strong relationship with CE, the numbers for plan 2 have great potential for growth. These programs have grown strong over the past 5 years after floundering for years, and there is concern that a move to an Education department might not cultivate continued growth.

ATM has 51 majors and 18 minors. It is at capacity for the current faculty. With additional resources, ATM would like to develop a fully online program that can reach students nationwide. There are currently no online ATM programs. In addition, we are working on creating a fashion communication specialization to roll out fall of 21', there is not one statewide so this is another great opportunity. ATM is a program with the potential for tremendous growth under the new structure.

Between them, HTE and WINE have 90 majors and 64 minors. These programs have recently been revised and are poised for program growth. The faculty agree that there is enough ideological linkage for it to make sense they will be their own department.

Committee Reports

Academic Affairs Committee

To: Faculty Senate
From: Josh Welsh, Academic Affairs Committee Chair
Date: April 15, 2020
Re: Academic Affairs Faculty Senate Report

The Academic Affairs Committee (AAC) has met several times since our last Faculty Senate meeting. Most recently, and most urgently, we have taken up several issues in response to the COVID-19 crisis. We have also completed work on two policy questions that came from formal Executive Committee (EC) charges made last fall.

SAT/ACT Optional

The first of the COVID-19-related decisions we made was to approve changes to policy that make ACT and SAT test scores optional for all applicants to CWU. Under previous policy, applicants with a high school GPA of 2.50-2.99 were required to submit ACT or SAT scores. Applicants in this GPA range with scores below 500 in Math or English were evaluated through CWU's Comprehensive Review Process. Last month, AAC approved changes that make the submission of ACT or SAT scores optional for applicants with this GPA range; for fall 2020 applicants, all students in this GPA range that do not submit ACT or SAT scores will be evaluated through the Comprehensive Review Process. AAC also approved a change such that applicants with high school GPAs of 3.00 or higher are no longer required to submit ACT or SAT scores for placement in English and Math courses. The office of admissions requested these changes because most testing centers where ACT and SAT tests are given have been shut down in response to the COVID-19 crisis.

This policy has been implemented provisionally until Fall enrollment is complete. The EC plans to ask the us to revisit the policy as a new charge in the Fall. As a new charge, any permanent changes to policy language will come to the full faculty senate for a vote.

Emergency Pass/Fail Grading option

The second COVID-19-related policy question we considered involved the Emergency Pass/Fail grading option for students in Spring 2020. This policy allows the provost, during times of a major campus emergency, to authorize the use of an Emergency Pass/Fail grading option. With this option, faculty will continue to grade their courses as normal. Students may choose to convert their grade to PE (Emergency Pass) or PF (Emergency Fail) at the end of the quarter.

This policy has been provisionally implemented for Spring quarter. The EC plans to ask the AAC to revisit this question as a formal charge in the Fall. Any permanent changes will come to the full faculty senate for a vote.

Consultation on TOEFL and IELTS Test Alternative

The third COVID-19-related issue that the AAC took up involves an alternative to the TOEFL and IELTS exams that are usually required for international applicants to the university. Testing centers that normally administer these tests are also closed, so the Admissions and the International Studies offices requested approval of a proficiency test that students can complete at home. The University English as a Second Language office and the English Department both approved the use of the Duolingo English Language Proficiency Test as an acceptable alternative. The AAC considered the existing policy governing these tests (CWUP 5-90-020 (5)(B)), which reads that "Exceptions to the above admissions requirements must be approved by the admissions review committee in consultation with the Assistant Vice President of International Studies and Programs" and agreed that this exception could be made without changing policy language.

Service Campus

The AAC has also made changes to the way student fees are collected under the service campus policy. This policy question was included in our list of formal charges provided by the EC last Fall. It is presented for your consideration today. Please refer to the policy cover sheet for more information.

Class Attendance

A second policy is also before the full senate for vote today: Changes to the class attendance policy. Please refer to the included policy cover sheet for more information.

Looking forward, we hope to return to work on our 2019-2020 charges as soon as possible. Among the items that we will be discussing in the coming weeks are changes to the Academic appeals policy, considering mandatory midterm feedback, and additional policies regarding student behavior in academic settings. If you would like information on those policies or have any feedback, please contact me at josh.welsh@cwu.edu

Budget and Planning Committee report

Faculty Senate Report
Budget and Planning Committee
April 15, 2020

In February, BPC evaluated the proposed budget model changes and submitted a communication to the President's Budget and Allocation Committee (PBAC) questioning the effectiveness of the changes, given the lack of necessary investment in the classroom and academics at CWU necessary to make RCM work.

We sent a summary of faculty responses to the budget model survey (2016-2019) to the Faculty Senate for review.

BPC met with Provost Franken in March for an update on her audit of ASL. We also discussed her plans for what is likely to be declining student enrollment. Concerns about austere budgets in academics led BPC to consider inviting the academic deans to a spring term meeting.

BPC evaluated the utility of sending a faculty representative to the Budget Allocations Subcommittee (BASC) when no new funds have been allocated for successful proposals. The deans on BASC have already resigned. BPC voted to withdraw our representative (Lad Holden) until BASC's charge and procedures are revised.

Due to her upcoming maternity leave, Amy Claridge will not attend PBAC meetings in spring quarter. Roxanne Easley was elected to stand in for her in spring, after which Elvin Delgado will serve on the committee.

In April, the BPC drafted a letter to the Board of Trustees, emphasizing the shared core values of the BOT and BPC. The letter reiterated the importance of maintaining funding for academics during the COVID-19 crisis, and expressed the integral nature of all members of the university community.

BPC will hold future meetings remotely, for the indefinite future. As always, please feel free to contact one of us if you have budget-related questions or concerns.

Respectfully submitted,
Roxanne Easley, Chair

Bylaws and Faculty Code Report

1) BFCC is still looking for another member. There is a possible leadership opportunity, as well, since the current chair (Jason Dormady) will be term-limited out of the Senate and will not be able to serve as chair of BFCC next year (though he can still serve out his term on BFCC as a former senator). Please contact me if you have any questions about service on the committee.

2) BFCC's primary focus since the release of the Faculty Code re-write rests in responding to a charge from EC to consider a request from the College of Business to expand COB representation on the EC. Considering that the Senate had rejected past efforts, BFCC felt the matter required careful consideration. In subsequent conversation with the EC they suggested we consider the idea of splitting the COB and Library representation, but assigning COB only one representative.

The BFCC responded to the charge by creating language that split the BFCC position in Bylaws, but that also looked for patterns and principles in the Faculty Code and Bylaws to decide if that split should result in one or two positions on the EC. We felt this language: better allowed a voice in governance by COB without over-representing the number of faculty in that unit; takes into account the historical difficulty of filling service positions on the Senate (BFCC being just one example); allows for growth or shrinkage in all the colleges so that we won't have to revisit this issue again; takes into account the cost of expanding the EC.

BFCC Members

Jason Dormady / Mary Radeke / Stephen Robison / EC Representative Elvin Delgado

Faculty Legislative Representative Report

LEARN. DO. LIVE.

TO: Faculty Senate
FROM: Bret Smith, Faculty Legislative Representative
DATE: April 15, 2020
RE: Faculty Legislative Representative update

Dear colleagues,

Though it seems ages ago, the Washington State Legislature adjourned on schedule March 12, at which time supplemental budgets (operating, capital, and transportation) were finalized and policy bills that had passed both chambers were delivered to the Governor for signature. As you well know, the intervening weeks were dominated with news of the steps the state government took to address the worldwide health crisis.

I'll comment briefly on bills that I had mentioned in previous reports, as well as the budgets as passed. Governor Inslee vetoed a number of bills to preserve funds in light of the current situation, and I've heard rumors that there may be a special session.

Policy bills

For a summary of all legislation passed this session, visit http://leg.wa.gov/House/Committees/Documents/SineDie2020.pdf . There is also a good bill tracker on the Council of Presidents website here.

- HB 1755 Allowing regional universities to offer doctoral degrees in education.

  Passed and signed by Governor, effective 6/11/2020.

- SB 5504 Concerning state agency access to peer-reviewed journals.

  Passed by the Senate, but did not advance to a floor vote in the House. This bill also stalled last session, so we hope to bring it back next year.

- SB 6425 Establishing the American Indian cultural studies grant

  Did not advance out of the Senate Rules committee. Could come back next year.

- HB 1079 Adding a faculty member to the board of regents of the research universities.

Passed by House, but did not reach Senate for floor vote.

- 2SSB 6561 Creating the undocumented student support loan program.

Passed both chambers and signed by Governor, effective date 7/1/2021.

- ESHB 2327 Addressing sexual misconduct at postsecondary institutions

Passed both chambers and signed by Governor, effective date 6/11/2020.

- 2SHB 2513 Prohibiting the practice of transcript withholding and limiting the practice of registration holds at institutions of higher education as debt collection practices

Passed both chambers and signed by Governor, effective date 6/11/2020.

- SSB 6142 Creating the Washington Common Application

Passed both chambers, vetoed by Governor.

- ESSB 6141 Expanding access to higher education

Passed both chambers and signed by Governor, effective date 6/11/20

Supplemental Budgets

CWU received funding in the supplemental operating budget for some special requests, and from my reading the Governor vetoed these:

- Section 606(7), pages 486, Central Washington University, Develop Educational American Sign Language Interpreter Preparation Program

- Section 606(8), page 487, Central Washington University, Technology Purchase to Supervise Student Teachers in Rural Areas

- Section 606(10), page 487, Central Washington University, Mental Health Counselor Position

We were not alone, as all the other institutions face similar vetos of supplemental funding, as did the Washington Student Achievement Council. These vetos are summarized on pages 79-91 of the linked document here.

Conclusion

It has been a great honor and pleasure to serve the Faculty Senate as your legislative representative for the last three years. I have learned a tremendous amount about state government and the higher education sector as a whole, as well as made some great friendships and connections with colleagues from our other state institutions. I feel we were able to sustain and strengthen the faculty 'voice' in relations with other entities like the Council of Presidents, Washington Student Achievement Council, and the Office of the Superintendent of Public Instruction.

It is difficult for me to predict what the future may hold, as all of our institutions are facing many unknowns. However, there are several legislators that appear to be highly engaged with higher education issues and we might anticipate continued interest in access, equity, affordability, and workforce development.

Best wishes for a successful Spring quarter and beyond—if there is further legislative activity in the near future, I'll be sure to keep alert and update the Senate as needed.

Bret

Provost report

MEMORANDUM

To: Faculty Senate
From: Lynn Franken
Re: Monthly Report
Date: April 15, 2020

Thank you for the superlative work you and your colleagues have done to lift an entire curriculum online in two weeks for a student body of 12,000 in four academic colleges, an honors college, and a graduate program. What an amazing accomplishment.

Thank you for taking the time to thank staff members all over the university who helped us prepare for April 8 and who will continue to be strong supports for faculty efforts in the weeks ahead.

Thank you for enduring a period of uncertainty and less communication than I'm sure you would have preferred about how we could manage to meet, plan, teach, learn, stay safe, and take home a paycheck. More uncertainties lie ahead, of course, and I will try extra hard to communicate weekly. A newsletter, I thought, each Monday.

The freeze on expenditures must continue: hiring, travel, expenditures. Thank you for understanding and helping. All purchases of $1000 or more must be approved by President Gaudino. Work through your chairs and deans for exceptional needs.

Thank goodness all the applications for post-tenure review, tenure, and promotion to full are electronic and were completed ahead of the virus. I am working through them more slowly than usual and continuing to enjoy learning about your accomplishments and plans for the future. You are fortunate to have one another for colleagues and our students are the fortunate beneficiaries of all you do.

Thank you for your hospitality toward me and Joel Klucking when we visited your departments to talk about ABB/RCM (and many other topics). We still had two or three departments to visit when Covid-19 changed everything. We will finish up remotely and a report with recommendations will be forthcoming.

Thank you for approving (or at least understanding the reason for) the Emergency Pass/Fail Option.

Thanks be: for Multimodal (200 participants over two weeks), and for the new Center for Teaching Excellence and the new Transfer Center. All are supporting both students and faculty in finding the best ways to be online.

Thanks be: to Student Life for hanging in there in a surreal landscape:

At this time last year, we were serving 10,000 meals per day
Last Friday, we served 200 meals (all packaged for pickup)

At this time last year, we had 3000 students on campus.
Last Friday, we had 631 on-campus residents, including students, RAs, and other live-on professional staff, including me, perhaps.

As of this writing, the summer curriculum will be online to the fullest extent possible. We are still hoping for a safe opportunity to do some on-campus labs and manage internships off campus.

There is interest in a 6-week curricular module for fall, online, for adult learners.

CEPS faculty and staff have crafted a plan for student teaching for spring.

SOURCE will go forward this spring, virtually.

Our new provost, Michelle DenBeste, arrives on May 17. She has asked that she and I co-host some of the routine provost activities for the first few weeks, and I'm happy to arrange for that. Michelle's CWU email address is Michelle.DenBeste@cwu.edu.

Communications

Communication from the CWU Libraries
April 13, 2020

- CWU Libraries services are virtual! Our buildings are closed, but we're operating online services and can deliver many of our resources electronically.
- To setup virtual research consultations, online library instruction, or if you have questions about accessing the collection for your classes, contact your subject librarian.
- We're available to help you and your students with research help and general questions through our virtual Ask the Libraries tools.

For updates on services throughout the quarter, see our Service Updates page.