

REGULAR MEETING
Wednesday, June 3, 2020, 3:10 p.m.
Zoom
Draft Minutes

Meeting was called to order at 3:16 p.m.

ROLL CALL All senators, or their alternates were present except: Peter Dittmer, Gilberto Garcia (technical issues), Jackie Krause, and Mark Oursland

GUESTS: Rose Brower-Spodobalski, Aaron Brown, Jeff Dippmann, Roxanne Easley, Tim Englund, Lynn Franken, Mike Harrod, Jill Hernandez, Bernadette Jungblut, Rebecca Lubas, Gail Macin, Bret Smith, Jeff Stinson, Julia Stringfellow, Arturo Torres, Madeline Koval, Aimee Quinn, Nicholas Mejia, Gary Bartlett, Lauren Wittek, Michelle DenBeste, Scott Robinson, Coco Wu, and Cynthia Coe.

CHANGES TO AND APPROVAL OF AGENDA (Approved)

MOTION NO. 19-71(Approved): APPROVAL OF MINUTES of May 6, 2020

Department of Multidisciplinary Studies Proposal – Jeff Dippmann is presenting in place of Scott Robinson who is the initial originator of the proposal. Dr. Robinson had a meeting conflict for today. Jeff is here today wearing four hats. He is the current interim College of Arts and Humanities Associate Dean, Chair of the Philosophy and Religious Studies, Director of Asian Studies and member of Martha Kurtz’s interdisciplinary task force. This proposal went out about two weeks ago. Scott and Jeff met with Bobby Cummings, Director of ABS and Dan Beck, Director LLAS and then met with Martha Kurtz. The idea is to bring five programs into one department in the College of Arts and Humanities. We have two multidisciplinary programs: FILM and Liberal Studies; and three more traditional interdisciplinary programs: Africana and Black Studies, Latino and Latin American Studies and Asian Studies. This department would help in a number of ways. It would help with recruitment into the program, particularly during the summer. There is not compensation for directors during the summer to help recruit. The Directors would end up being at the recruitment tables of their home department, rather than for their program. There has been a lack of coordinated support staff. It is typically the director’s home department that has to support these programs. Program directors will be retained for each of the programs. Looking at creating an IDP personnel committee. Interdisciplinary programs have never had a governance voice or a budget voice. The clause that Scott Robinson would be put in as Chair. This is being removed and there will be an elected chair from the faculty within the new department.

Senator Knepper – Department expressed concerns about this proposal. There was a letter sent by Chuck Reasons. Chuck has spoken with Scott Robinson about those concerns and the concerns in the letter remain.

Senator Welsh – Given the amount of concern put in the communications. It doesn’t appear that the affected faculty were not consulted adequately. There is very little time to provide feedback and the consultation process is not being followed completely. Jeff indicated he does see benefit in the department. He also understands the concerns about programs losing their identity. Jeff indicated he understands the concerns about empowerment, but feels it can be addressed within the department.

Senator Robison indicated that the Art & Design department has concerns over the resources in the college. The college has struggled already with resources. Senator Pinkart asked about standards and evaluations. The really diverse group of programs might make it even more difficult to have a uniform set of standards. Jeff indicated they have talked that this could complicate things. The idea would be representatives who have worked in these programs for a number of years.

ASCWU Bylaw presentation – Nicholas Mejia went through the ASCWU Bylaw change. Some of the reasons behind the changes was to increase the student involvement with ASCWU, match ASCWU layout with peer institutions, and give the student body a larger voice and to update outdated structure. Some of the students groups did not have any or adequate representation, such as international students, veterans and students with disabilities. These are constitutional changes and the bylaw changes go with those changes and the changes to both of these has based. The way it was structured it was an advisory committee. The new Student Senate will be more involved in discussions about decisions. Nicholas took the changes to the Student Senate on his own, as it is not required. With the new Senate there is more accountability. They must be consulted with about governance, initiatives, referendums, and resolutions. There will now be 23 senators looking over these to help broaden the discussion. Their structure will now be ASCWU President, Vice President, Director for Diversity & Multicultural Affairs, Director for Student Life & Facilities, Senate Speaker, and Director for Governmental Affairs. Student Senate have the following representation: College of Business 2 Senators; College of the Sciences 2 Senators; College of Education and Professional Studies 2 Senators; School of Graduate Studies 1 Senator; Transfer Students 2 Senators; Students-At-Large 5 Senators; Specialty Areas 5 Senators; and College of Arts & Humanities 3 Senators. Madeline Koval will be the new Senate Speaker for next year.

COMMUNICATIONS – Multidisciplinary Studies letters are included within these minutes.

SENATE CHAIR REPORT – Chair Szeliga referred to the written report that was with the agenda sent out. Walter reported that earlier this year the Executive Committee brought forward a proposal for restructuring the reporting of General Education. Due to the COVID pandemic, this proposal has been put on hold until next year. Next fall we will open the discussion of assessment and reassessment of the General Education program which will more than likely include the potential restructure. Walter recognized faculty and former faculty who passed away this year: Jerry St. George, CSEL; Stanley Dudley, Technical & Industrial Education; Andrea Bowman, Education; Walter Berg, American History; Marco Bicchieri, Anthropology; and Stella Moreno, World Language & Cultures. We are grateful for their contributions to Central and all the lives they touched while here.

FACULTY ISSUES – Chair Szeliga reported on the status of faculty issues from the last meeting. There was a request regarding outdated information in the system about the West B exam. Walter spoke with the Registrar's office they are making progress on these changes and hope to have them completed within the next couple of weeks. The issue about the change to the ASCWU Bylaws was addressed today. Senator Dormady brought forward a concern related to opportunity faculty wide student interns and student volunteers. The History department is very disappointed with the decision to eviction of APOYO in August. Find this contradictory to the values of the university. This also serves our students. The second faculty wanted to know if the campus police are using body cameras. This might help students and faculty feel more comfortable.

STUDENT REPORT – Nicholas reported crucial to have a form of survey to students about education online. Seeing what modalities they are using and prefer. Madeline put the survey together. However, due to the timing and SEOIs being out they were unable to administer the survey this spring. They hit roadblocks like not having access to student emails. When they did get access, they had to sort through college in the high school and running start students. Madeline is looking at administering a survey in the fall. APOYO is extremely important of communities of color. It has been open for 20 years, and they don't understand why it cannot stay open one more year.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 19-61(Approved): Ratify 2020-2021 committee nominees as outlined in Exhibit A.

Motion No. 19-72(Approved, 1 nay): Ratify Bret Smith, Music, as the Faculty Legislative Representative for 2020-2023.

Motion No. 19-73(Approved): Ratify Judy Beard, PESHMS, as the General Education Health & Well-Being Pathway Coordinator for 2020-2022.

Motion No. 19-74(Approved, 2 abstention): Election of 2020-21 Faculty Senate Chair-Elect – Nominee: Greg Lyman, Engineering, Technologies, Safety, and Construction.

Motion No. 19-75(Approved): Amend the Faculty Senate Executive Committee procedure manual as outlined in Exhibit B.

Motion No. 19-83(Approved 32 yes, 5 nay, 11 abstentions): Endorse the amended Fall 2020 academic schedule as outlined in Exhibit J.

Academic Affairs Committee – Year-End report is included within the minutes.

Motion No 19-76(Approved 45 yea, 3 abstentions): Recommends amending CWUP 5-90-030 and CWUR 2-90-030 as outlined in Exhibit C.

Motion No. 19-77(Approved, 40 yea, 2 nay, 5 abstentions): Recommends amending CWUP 5-90-040(23) Grade Reporting as outlined in Exhibit D.

Motion No. 19-78(Approved 42 yea, 1 nay, 4 abstentions): Recommends amending CWUP 5-90-040 (2) and CWUR 2-90-040 (2) Academic Appeals Policy and Procedure as outlined in Exhibit E.

Budget and Planning Committee – Year-End report is included within the minutes.

Roxanne Easley reported that the members of the committee have raised concerns with the Plan B (hybrid teaching model) for fall quarter, both with public safety and budgetary impact. Given these concerns they would like to recommend the University utilize Plan C (online model). The committee would be happy to call a special meeting to discuss those concerns.

Bylaws and Faculty Code Committee – Year-End report is included within the minutes. Jason reported that the committee still has a vacancy for next year and urges senators to consider serving on this committee.

Curriculum Committee – Year End report is included within the minutes. Michael Goerger indicated that even though the deadlines have passed, if there are departments wanting to offer special topics courses next winter, the committee will still take those proposals until early next fall.

Motion No. 19-79(Approved 44 yes, 1 abstention): Recommends amending CWUP 5-50-020(7) Definition of Curriculum Terms as outlined in Exhibit F.

Motion No. 19-80(Approved 43 yea, 1 nay, 1 abstention): Recommends amending CWUR 2-50-040(7) Curriculum Change as outlined in Exhibit G.

Motion No. 19-81(Approved): Recommends amending CWUP 5-50-020 (13) & (15) Definition of Curriculum Terms and CWUR 2-50-060 (3) Curriculum Rules for Implementation as outlined in Exhibit H.

Evaluation and Assessment Committee - Year End report is included within in the minutes.

Motion No. 19-82(Approved 43 yes, 2 nay): Recommends amending CWUP 5-90-040(25) Academic Dishonesty and adding CWUP 5-90-040(47) Student Evaluation of Instruction SEOIs as outlined in Exhibit I.

Motion No. 19-82a(Approved 41 yea and 5 nay): Senator McCutcheon moved to amend Motion No. 19-82 (47)(A)5 to read as follows: “Grade incentives (extra credit or grade drops) for SEOI completion are prohibited.”

Motion No. 19-82b(Approved 45 yea, 1 abstention): Senator Norris moved to amend Motion 19-82 to add a sentence to the end of (47)(A)3 to read “Those evaluating should recognize that research shows gender and racial biases impact patterns in SEOIs.”

General Education Committee - Year End report is included within the minutes.

PRESIDENT – President Gaudino corrected the fact that the Board of Trustees (BOT) did not endorse the extension of the contract for APOYO. The BOT asked the President to communicate with APOYO to allow them additional time to find another space. It was not President’s decision to not approve the contract, however, he did not overturn that decision. There was facilities and safety assessment of the building and that building has been condemned. The building has been listed to be demolished. APOYO was informed in January of the plan to not renew the MOU. There are not any other suitable buildings on campus for them and do not currently have the funding to update the building. The President indicated that he and the university support APOYO, but could not continue to allow them to stay in a building that has been determined as inhabitable. President Gaudino indicated there may be a misunderstanding of the communication around the planning for next fall. The university is considered a business operation. The University must follow both state and county regulations and guidelines. The most difficult thing to do would be to plan to open in some sort of normalcy. If we were to go to Plan C (all online) now and the Governor were to allow the university to open, it would be a mad scramble to make those

changes. The reason we are planning on starting fall quarter early, is to deal with a potential second wave of COVID and flu season. Have not made any firm decisions, currently Kittitas County is in phase 2 which does not allow more than 5 outside of the family unit to gather. Most counties may be in Phase 3 and some may be in Phase 4 by fall, but nothing is for sure right now. The month in-between fall and winter would allow for any adjustments if they are needed. The university is working with the unions on the changing of the calendar and wearing of masks. They have broken the university into areas that are of highest risk and working on plans to help mitigate those risks. The President talked about the budget crises that we will be entering into in July. The budget process for the next biennium will begin in January. We have been notified by the Governor to expect a 15% reduction for the upcoming fiscal year. This has not been enacted by the legislator yet. They are waiting for the economic forecast due out the end of June. This will probably a three year period in the state economy of lower revenues. We are going to see 2-3 year impacts and foresees the potential of the 15% budget cut to continue. Classified and exempt staff will be notified as soon as the discussions with the unions are completed of reduction in hours or furloughs. These reductions will be from July 1 – August 31. There will not be any reduction or furloughs of faculty. We don't know what our operating budget will be or our operating parameters for fall. President thanked the Senate and specifically the Executive Committee and Walter for the work they have done to help get through the quickly changing situations. President thanked Walter for his excellent service and his gift is in the mail. This is the time the President normally gives the incoming Chair their gavel, but this will also be sent to Elvin.

PROVOST - Provost DenBeste indicated it is her plan to do a faculty Zoom meeting sometime within the next two weeks. Hopefully some of the planning process will be clearer by then. She is also planning biweekly communications from the Provost. The planning with the COVID is hard since the goal posts keep moving. Trying to be as consultative as possible with these decisions. They are working on a set of FAQs and the payroll information will be included after discussions with payroll and the union. Faculty are able to go to their offices if they need to. Dr. Larsen closed the university to the public.

CHAIR-ELECT – Chair-Elect Delgado in response to President Gaudino's memo sent out to campus, the Executive Committee is working on optional language that faculty can include their syllabi around the use of masks. There will be an open EC meeting on Wednesday, June 10 from 3:00 – 4:00.

Motion No. 19-84(Approved): Senator Delgado moved:

Whereas Walter Szeliga led the Faculty Senate with integrity, honesty, vision, courage, humor, and tireless effort;

Whereas Walter Szeliga has been an active learner with an uncanny knack for detail while always maintaining a broader vision for Senate and the University during a period of significant change, especially during the COVID-19 pandemic;

Whereas Walter Szeliga advanced the cause of shared governance at all levels of the university;

Whereas Walter Szeliga facilitated strong working relationships between faculty, administration, and students;

Whereas Walter Szeliga represented the interests of faculty in numerous campus conversations through committees, groups, and councils; and

Whereas Walter Szeliga facilitated the advancement of the senate and faculty voice at CWU through greater communication between faculty and the Board of Trustees, stronger faculty consultation code language, and greater representation of faculty voice across campus; therefore,

Be it resolved that the Central Washington University Faculty Senate is grateful and wishes to publically thank Walter Szeliga for his service as Chair of the Faculty Senate during the 2019-2020 academic year.

NEW BUSINESS - None

Meeting was adjourned at 5:37 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Academic Affairs Committee			
CAH vacancy	Taralynn Petrites	WLC	6/15/20-6/14/23
CEPS vacancy	Lori Braunstein	ITAM	6/15/20-6/14/21
Budget & Planning Committee			
CAH vacancy	Kathy Whitcomb	English	6/15/20-6/14/23
COTS vacancy	Paul Knepper	LAJ	6/15/20-6/14/23
CEPS vacancy	Thomas Long	Aviation	6/15/20-6/14/23
CB vacancy	James Thompson	Accounting	6/15/20-6/14/23
NTT vacancy	Stephen Stein	Mathematics	6/15/20-6/14/23
Bylaws and Faculty Code			
1 senator vacancy	Vacant		6/15/20-6/14/23
Evaluation & Assessment			
CEPS vacancy	Warren Plugge	ETSC	6/15/20-6/14/23
CAH vacancy	Francesco Somaini	Communication	6/15/20-6/14/23
LIB vacancy	Maurice Blackson	Library	6/15/20-6/14/23

Exhibit B

Faculty Senate Executive Committee Policies and Procedures Manual

PURPOSE

The Senate Executive Committee (EC) Policies and Procedures manual is intended to assist the EC members in the performance of their responsibilities to the Senate. The policies and procedures detailed in this document are not intended to supersede any CWU policies and procedures including the Faculty Code (Code) and Senate Bylaws. In case of a conflict, the Code and Bylaws Committee will control any conflicts.

ADOPTION AND AMENDMENT

These policies and procedures for the conduct of the EC's operations shall be established on adoption by two-thirds majority vote of the EC members and approval by the Faculty Senate. Amendments to the Policy and Procedures may be passed with a two-thirds vote of EC members and approval by the Faculty Senate.

RESPONSIBILITIES

1. Powers and Duties

In accordance with Section II.B of the Bylaws, the EC has the following powers and duties:

- a. to perform the leadership role for the Senate;
- b. to receive, evaluate and direct the disposition of all items directed to the Senate for consideration;
- c. to compile and publish the agenda in advance of each regular meeting of the Senate;
- d. to meet at least twice monthly to review Senate business during the regular academic year;
- e. to initiate matters for Senate consideration;
- f. to represent the Senate in discussions with the various committees, administrators, and other university groups or individuals;
- g. to represent the Senate in discussions with external organizations and groups (e.g., NWCCU, other Faculty Senates, Legislature);
- h. to create Senate standing and ad hoc committees as described in the Code;
- i. to nominate, subject to ratification by the Senate membership, all members of Senate standing committees, members of Senate ad hoc committees, a parliamentarian, and such other positions as may be necessary;
- j. to nominate a faculty legislative representative to the president; once approved, the nominee shall then be confirmed by the full Senate;
- k. to forward nominations for faculty positions on university standing committees and councils to the president and provost;
- l. to create the committee and provide the guidelines for selection of university Distinguished Faculty;
- m. to act on behalf of the Senate and exercise any of its powers. When necessary, such actions may be subject to ratification by the Senate at its next regular meeting;
- n. to receive and review proposed changes to the Code and Bylaws according to the respective amendment processes;
- o. to exercise other powers delegated to it by the Senate or assigned to it by the Code;

- p. to fill vacancies on the Executive Committee;
other powers that are germane to the operation and function of the Faculty Senate that are not explicitly assigned to Senate subcommittees or other faculty organizations.

2. Committee Liaisons

At the start of the academic year, the Chair appoints each EC member as a liaison to at least one of the Senate standing / ad-hoc committees or task forces. The EC member liaises between the EC and committee/task force to communicate and coordinate their activities. Liaisons should serve as a resource and support to the committee and advocate on behalf of the committee at the EC. The EC members will attend the meetings of their liaison committees. Following any meetings of their liaison committees, the EC member will submit a verbal or written report to the EC as determined by the Chair. Pertinent documents resulting from committee activities should also be distributed to the Chair and discussed at an EC meeting when appropriate. In order to maintain a clear channel of communication between the EC and each standing committee, an EC member may not be a member of any other standing committee aside from the one with which they liaise. Standing committees may not have more than one EC member at any given time unless specified in the Faculty Senate Bylaws. Once a senator is elected to the EC, that senator shall step-down from any Faculty Senate standing committees on which they serve. If the loss of a member negatively impacts the standing committee, the EC Chair will work with the standing committee chair to mitigate the impact.

3. Faculty Selection Process for Committees, Task Forces, and Councils

The EC receives frequent requests from university constituents to nominate/recommend faculty members for various committees, task forces, or councils not directly under the authority of the Faculty Senate. When selecting faculty members for these committees, the EC shall send out a call for nomination to all faculty members. The EC will nominate faculty members based on a review of the nomination materials and discussions. Under extenuating circumstances, the EC may recommend members without sending a call for nomination. In instances of a committee member's persistent lack of attendance or consistent disrespect for the orderly operation of a committee, the EC may be called upon to facilitate the review of such allegations, or execute removal of the committee member.

4. Faculty Legislative Representative Selection Process

The EC is responsible for nominating a faculty legislative representative to the president. The Senate office will send out a request for nomination to all faculty; self-nomination is allowed. The prospective nominees shall submit a detailed statement to the EC describing their goals and the vision for the position. After review of the materials, the EC will invite each of the candidates for an in-person interview. The EC will select the nominee based on their analysis of the statement and interview, and send their nomination to the president; once approved, the full Senate shall then confirm the nominee.

5. Grupe Faculty Center

The EC is responsible for the management of the Mary Grupe Faculty Center. The Center can only be used by faculty or for faculty-related events. The EC will review all requests to use Grupe according to the established guidelines (See Appendix A).

6. Faculty Issues

Faculty bring up various issues or concerns through Senate meetings, open EC meetings, emails, and other forms of communication with the Senate. It is critical the EC take every matter seriously and find ways to address each issue. The Chair typically takes the lead on reviewing the issues, delegating them to EC members depending on their expertise (if needed), and reporting back to the faculty with any findings, updates, or resolutions.

7. Position Statements or Resolutions

Shared governance is critical to the success of our institution and faculty. The ability to improve the success of any institutional decision that impacts academics -increases with faculty consultation through the process prescribed in the Code. Ideally, decisions will reflect a consensus between the administrative leadership and the appropriate bodies of the faculty. However, in some cases, administrators do not consult with faculty, blatantly dismiss faculty voice, or willfully violate CWU policies or procedures including the Code. The EC should always consider resolving the matter one-on-one with the involved parties. If those efforts fail, the EC will take the leadership role to voice faculty's objection, and officially register our concerns through the Chair's Senate report, a Senate resolution, or an EC position statement. The Chair, in consultation with the EC, will review each such situation on a case-by-case basis to determine the appropriate response. If the EC deems it necessary to voice our concern publicly, the Chair shall draft a statement with input from the EC and deliver it at a Senate meeting. Position statements will be posted on the Senate website.

8. Actions when Committees are Unavailable

The Executive Committee may be called upon to make policy interpretations or decisions that are typically within the purview of Senate committees during times when committees are not available (e.g., outside of the academic year). During such times, the Executive Committee will evaluate requests for policy interpretations and decisions and determine if it is appropriate to take action. The Executive Committee may also decide to not take action and defer the decision to a time when the appropriate committee can convene and consider the issue. Decisions made by the Executive Committee on behalf of an out-of-session committee shall be considered temporary and shall be reviewed by the appropriate committee and/or full Senate once the committee is back in session.

9. Other Tasks

Beyond the Executive and other committee meetings, the EC may assign additional duties to members, or reassign existing responsibilities. EC members are expected to perform these other duties as assigned by the EC and/or the Chair, assuming the scope of the duties falls within the assigned workload for the EC member.

MEMBERSHIP

The faculty shall elect members of the EC, with such powers and duties as set forth in the Code and Senate Bylaws.

1. Committee Size

The EC shall consist of the following eight voting members: the chair of the Senate, the chair-elect, a past Senate Chair, and five additional elected members. If the penultimate

Senate chair is unable to serve as past Senate Chair, the next most recent past Senate chair available shall serve. The past Senate chair (immediate or appointed) will serve as a voting member of Senate and EC, even if not a current member of the Senate (Bylaws Section II).

2. Composition/Representation

EC members will be elected from the eligible senators in the following manner:

- a. Each college shall elect two faculty each, with the exception of the College of Business and Library, which shall share one representative.
- b. The Senate shall elect an at-large member of the EC at a Senate meeting, preferably during spring quarter (Bylaws Section II).

3. 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 via online survey during spring quarter.

4. Appointment

In the event of an unscheduled vacancy, whether due to resignation, sabbatical, medical leave, or other causes, the EC has the appointing power. The EC will appoint an eligible Senator for the remaining term or partial term.

5. Terms

- a. Terms shall be three years, beginning June 16th following election by the Senate.
- b. Members can serve on the EC for up to two consecutive full terms. A partial term of two years or more shall be treated as a full term, while a partial term of less than two years shall not be counted.

6. Attendance

EC members are expected to demonstrate their commitment to the Senate by regular attendance at EC, Senate, and liaison committee meetings, except when prevented by unforeseeable events. Members should give sufficient notice to the Chair about absences from any meetings which they are obliged to attend.

7. Confidentiality

The EC discusses many sensitive topics and members are privy to University information that may not be known to non-EC members; hence, confidentiality is essential.

Confidentiality also encourages open and candid discussion at meetings. EC members must keep all information about matters dealt with by the EC confidential. All information in the form of agendas, documents, electronic communications, or any other format which comes into a member's possession and relates to the work of the EC should be considered confidential unless otherwise stated. The obligation to maintain confidentiality continues to apply even after a faculty member has left the EC.

8. Role

In the spirit of representation, EC members serve as liaison representatives between their colleges and the EC. At the same time, the EC members are faculty leaders who are

advocates of all faculty irrespective of their college affiliation. EC members should strive to keep a balance between these two roles. Debate on issues brought before the EC should at all times be professional and courteous.

9. Removal from EC

If an EC member does not adhere to behavioral expectations (including attendance and confidentiality), any EC member may initiate a vote to remove the member. EC members can be removed from the committee by an absolute two-thirds majority via a confidential vote of all EC members.

SCHEDULE

1. Regular Meeting

The EC will commence its regular operations on or after September 16, and end its business on or before June 15 of each academic year. The EC may decide to work on special projects during the summer. In that case, the Chair will request workload compensation for EC members from the President's office. During the academic year, the EC will meet every Wednesday from 3-5pm excluding weeks when meetings of the full senate are held. The Chair may request additional meetings or extended meeting times with the consent of the EC.

2. Special Meetings and Additional Senate Business

The Chair, with the consent of the EC, may call special meetings to address issues that need immediate attention or that require more time and discussion than can be handled during regular meetings. When possible, the Chair will facilitate additional discussions via e-mail between meetings rather than schedule special meetings. EC members should attempt to respond to emails from the chair in a timely manner.

3. Quorum

A simple majority of the current membership of the EC shall constitute a quorum for the transaction of business at its meetings. For EC decisions to be valid and binding a quorum is required. However, the Chair may decide to hold or continue (due to early departures) a meeting without a quorum to discuss general items during which the EC will not take any official action.

4. Agenda

The Chair will prepare the agenda and circulate it to the EC within a reasonable amount of time before the scheduled meetings. The EC members, especially members who are liaisons to committees or task forces, are expected to submit discussion or action agenda items for consideration by the EC for proposed action or resolutions. The Chair has the final approval of items included on the EC agenda. To be prepared for discussion, members should review the agenda and other material carefully prior to meetings.

5. Minutes

The EC does not keep minutes of its meetings given the executive nature of its discussions, and to assure confidentiality about sensitive matters.

6. Closed Meetings (Executive Session)

The EC meetings are ordinarily closed to visitors. However, the Chair with the consent of the EC can invite visitors to the EC meetings when needed to fulfill its business.

7. Open Meetings

Each month, the EC meeting immediately following a full Senate meeting will be open to faculty, staff, students, and the public. The primary purpose of these meetings is for university stakeholders to meet with the EC to share their concerns or to participate and understand the EC operations. However, during an open meeting, the EC may decide to go into executive session (rendering the meeting closed) when the situation warrants it. The Chair shall determine the conditions for such closure.

8. Visitors

In the spirit of shared governance, and as schedule permits, the EC will extend the opportunity to schedule at least one meeting a quarter with each of the following office holders: President, Provost, ADCO Chair, and UFC President.

9. Voting

The EC makes hundreds of decisions every academic year, and most of them are made using consensus process led by the Chair. The Chair or any EC member may make a verbal motion on a particular decision, and a simple majority vote will be sufficient to take official action, unless otherwise outlined in the Procedures and Practice Manual.

OFFICERS

1. Chair-Elect

At the last Senate meeting of the academic year, the Senate shall elect a new chair-elect. The current chair shall solicit nominations from the eligible members of the EC and will oversee the election process.

Election to the position of chair-elect requires a three-year commitment to the EC: the first year as chair-elect, the following year as chair, and the third year as immediate past chair. Service to the EC takes priority over any existing terms of office, and the chair-elect remains a voting member of Senate for the three year commitment.

The chair-elect shall serve in the place of the chair in the latter's absence. In the event of a vacancy in the chairship after the beginning of the chair's term of office, the chair-elect shall become the chair and serve as such for the remainder of the chair's term of office, and a new chair-elect shall be elected.

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.

The specific roles served by the Chair-elect as defined in the Code or Bylaws include:

- Member of the Bylaws and Faculty Code Committee
- Liaison to all non-senate committees, task forces, and councils.

2. Chair

As chief executive officer of the Senate, the chair shall coordinate and expedite the business and budgets of the Senate and its committees. The chair shall be the presiding officer at all meetings of the Senate, at all faculty forums, and at general faculty meetings upon request of the president of the university. 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. 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.

The specific roles served by the Chair as defined in the Code or Bylaws OR by practice may include:

- Prepare, coordinate, and lead the following meetings/events
 - Full Senate meetings
 - Executive Committee Meetings
 - Faculty Forums
- Supervise Faculty Senate administrative assistant
 - Complete performance evaluations
 - Approve payable time and absence requests
- Serve as a member or Ex officio member of the:
 - Senate Budget and Planning Committee (BPC)
 - President's Budget Advisory Committee (PBAC)
 - Provost Council (PC)
 - University Policy Advisory Committee (UPAC)
 - Commencement Committee
 - Academic Department Chairs Association (ADCO)
 - Summer Session Advisory Committee
 - Naming Committee
- Attend the following one-on-one or general meetings:
 - President
 - Provost
 - Board of Trustees
 - All faculty forums

3. Past-Chair

The past-chair 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.

The specific roles served by the Past-Chair as defined in the Code or Bylaws include:

- Member of the Budget and Planning Committee
- Liaison between the FLR and the EC
- Presidential Budget Advisory Committee (PBAC)
- Member of ADAPT committee

Appendix A

Grupe Faculty Center (GFC) Use Policy Central Washington University

The Grupe Faculty Center (GFC) is primarily for the use of CWU faculty. The GFC is an academic, collaborative space where faculty can go to have a quiet space, grade papers, connect with colleagues, and host faculty-related social events. The Faculty Senate welcomes CWU faculty to utilize the GFC conference rooms for meetings, luncheons, conferences, receptions and events directly related to faculty activities.

1. GFC Facilities

- The GFC includes chairs, couch, love seat, white board table, conference table, WiFi, computer kiosk, audio/video equipment for video conferencing, charging station for electronics, TV/AV equipment, and dividers for privacy if desired, and kitchen.

2. GFC Use General Policies

- Eligible faculty may gain entrance by having their CWU Connection card encoded by the LockShop.
- Current CWU policies and procedures must be followed.
<http://www.cwu.edu/resources-reports/>

3. GFC User Responsibilities

- Set-up, tear-down and clean-up is the responsibility of the individual who requested use of the facility.
- If kitchen is used, it must be cleaned. No dishes are to be left on the counter or sink.

4. Eligibility for Use

- Meetings or events that are faculty led or that would benefit the faculty as a whole may submit a use request during the available schedulable hours listed below.

5. Restrictions on Use

- No alcohol may be served or consumed prior to 5:00 p.m. and an alcohol banquet permit must be acquired.

6. Scheduling:

- Availability of the GFC is between the hours of 6:00 am – 10:00 pm and at the sole discretion of the Faculty Senate.
- Faculty must request to use the GFC using the form on the Faculty Senate website.

7. Application for Use:

- To request use of the GFC, please request a use form. Once the request has been received by the Faculty Senate Office, a determination will be made if the request

fits the eligibility criteria for facility use. Once the determination has been made, normally within 5 business days, an email confirming or denying the event will be sent. If additional information is needed to make the determination, you will be contacted within the 5 business days.

8. Approval Process:

- The faculty senate reserves the right to refuse to permit the use of the GFC.
- Faculty Senate Office approves the requests to use the facility. Appeal of a denial of use of the facility may be submitted in writing to the Faculty Senate Executive Committee who will make a final determination.

Exhibit C

Policy & Procedure Review



Policy & Procedure Number:

New Revision

Title: Changes to 5-90-030 Acceptance of Transfer Credit and CWUR 2-90-030 Acceptance of Transfer Credit

Summary:

Policy governing acceptance of transfer credit is being updated in response to suggestions from the Ongoing Articulation Review committee.

Background:

The Ongoing Articulation Review (OAR) committee reviews institutional catalogs to ensure that transfer requirements are in line with Intercollege Relations Commission (ICRC) guidelines. The ICRC facilitates transfer of credits among institutions in the state of Washington. The OAR regularly reviews transfer requirements, and makes recommendations to ensure that member institutions' policies remain in alignment with each other.

The changes in this proposal address the OAR recommendations:

- Add language that identifies GPA requirements associated with the transfer agreement. See Policy section 5-90-30(3)(C), (D) and (F) and procedure section 2-90-030(2)(B) and (D) below.
- Add language regarding University policies and practices for awarding credit for extra-instructional learning. See policy sections 5-90-30(4)(E) and Procedure section 2-90-30(3) below.
- Add language stating regarding transfer degrees and general education requirements. See changes that address the removal of the foreign language requirement from CWU's general education program in Policy section 5-90-030(2)(B), (C), (D) and (F) below.

Additionally, the registrar asked that we consider adding information regarding "reverse transfer agreements," which is now required by the state. That language can be seen in the new Policy section 5-90-030 (5) and the new Procedure section 2-90-030 (5) below.

CWUP 5-90-030 Acceptance of Transfer Credit

(1) Transfer Credit

(A) In general, it is the university's policy to accept credits earned through college and university-level courses at institutions fully accredited by their respective regional accrediting association.

(B) A student may transfer no more than 135 credits, including a maximum of 105 lower division credits to be applied to the 180-credit minimum toward graduation. Test credits (Advanced Placement, Cambridge, International Baccalaureate, College Level Examination Program), military credits, and non-traditional credit contributes to the 105 lower division credit limit.

(C) Only official transcripts and official test score results will be used to evaluate credits for degree requirements.

(D) No more than 45 total quarter credits through Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), Cambridge, Military or other sources of non-traditional credit may apply toward graduation requirements.

(E) Students who would like to petition their transfer equivalency may request a substitution through their academic department for major/minor requirements or file a general education petition through registrar services.

(2) Transfer Credit from Four-Year Institutions

(A) A student may transfer no more than 135 credits, including a maximum of 105 lower division credits to be applied to the 180-credit minimum toward graduation.

(B) Students who transfer from a regionally accredited four-year institution after completing the general education at their prior four-year institution, will not be required to complete the CWU general education or foreign language requirements. Students must submit evidence of prior general education completion to registrar services upon admission.

(3) Transfer Credit from Community Colleges

(A) The university will accept a maximum of 105 community college credits. Course work exceeding that amount may be used to satisfy specific requirements but no additional credits will be accepted.

(B) A student cannot earn an associate degree and bachelor degree in the same quarter.

(C) Associate of arts degrees from a college accredited by the Northwest Commission on Colleges and Universities in the state of Washington approved by the Intercollege Relations Commission (ICRC) as a direct transfer agreement (DTA) associate degree with a cumulative

grade point average of at least 2.00 will have satisfied the general education and the foreign language requirements of a bachelor's degree.

(D) Associate of science transfer degrees (AS-T Track 1 or 2) with a cumulative grade point average of at least 2.00 which are part of direct transfer agreements between CWU and Washington community colleges must meet additional general education requirements for a CWU bachelor's degree, but will not be required to complete the foreign language requirement. (See [CWUR 2-90-030\(2\)\(D\)](#))

(E) Associate degrees that are not part of the direct transfer agreement, such as applied career and technical degrees, will not automatically satisfy the general education requirements at CWU.

(F) Academic transfer associate degrees with a cumulative grade point average of at least 2.00 from an accredited college outside the state of Washington may meet the general education and foreign language requirements of a bachelor's degree. Review of the content/distribution of the associate degree is completed by a registrar services designee and recommended approval by the general education committee.

(G) Transfer students with an Associate of Applied Science degree who enter a Bachelor of Applied Science program will be considered to have met the foreign language requirements for graduation.

(4) Other Forms of Credit

Other Forms of Credit: e.g. Advanced Placement (AP); College Level Examination Program (CLEP); International Baccalaureate (IB); Cambridge International.

By policy, undergraduate elective credit is granted by the university for scores of three (3) or higher on the Advanced Placement Exam and for scores of four (4) or higher on Standard-Level and Higher-Level IB Exams.

Determination of the specific course credit awarded for AP, IB, and Cambridge coursework is made by the appropriate academic department or program. Credit is granted according to the evidence-based assessment of published student learning outcomes from the course for which credit is sought. A list of transfer credit equivalencies is kept by the Registrar, reviewed by biennially, and published in the CWU course catalog. Should a specific CWU or general education course equivalency not be granted, students may request a written rationale for such decision.

Acceptance criteria and processes for advanced placement considered by CWU are as follows:

(A) Advanced Placement Credit. The University will grant at a minimum elective credit for College Board Advanced Placement (AP) exams completed with a score of three (3) or higher. Credit for advanced placement is recorded with a grade of S (satisfactory). Students must request that their official AP test scores be sent to registrar services at CWU.

(B) College Level Examination Program (CLEP). Students will be awarded college-level quarter credits with a grade of S for each score at the 40th percentile or greater on the College Level Examination Program (CLEP) humanities, social science/history and natural sciences examinations. These credits will meet the general education requirements in the appropriate areas. Students may also be awarded credit for subject examinations as determined by appropriate academic departments at the time of application for credit.

(C) International Baccalaureate. Central recognizes the International Baccalaureate (IB) program as a coherent. Challenging course of study and responds individually to each participant's IB transcript for award of college credit. The university will grant at a minimum elective credit for International Baccalaureate (IB) higher level exams completed with a score of four (4) or higher. Standards for acceptance for specific course credit will be established by the appropriate academic departments and listed in the official catalog. CWU recognizes the International Baccalaureate Diploma and awards up to 45 quarter credits (30 semester credits). With the receipt of a Diploma, credit will be awarded for 3 courses (15 quarter credits) and distributed evenly among the three general education breadth of knowledge areas. These credits will not be applied to lab or writing courses. An additional 30 quarter credits (20 semester credits) may be awarded in the areas of the students' higher level subject exams with a score of 5 or higher.

(D) Cambridge International, Pearsons (Edexcel), Assessment and Qualifications Alliance and Oxford Cambridge and RSA (OCR). Once students have submitted the original exam certificate directly from the exam agency, they will be awarded up to 15 quarter credits for each A-level exam with a passing grade. Up to 7.5 quarter credits will be granted for each AS-level exam with a passing grade. A satisfactory (S) grade will be posted for A-level or AS-level exams.

(E) Military Credit

1. Matriculated students seeking to use Veterans Affairs Educational benefits must submit official military transcripts (Joint Services Transcript or Community College of the Air Force) for evaluation.
2. Students may receive up to 30 credits, counted toward the 45 credits described in CWUP 5-90-30 (1) (D), for completion of military educational experiences as recommended by the American Council on Education. Basic training and Military Occupational Specialty courses are excluded.
3. Military credit recommendations that are direct equivalents to CWU course offering may be articulated to that specific course with departmental approval. If direct course equivalents do not exist, elective credit will be awarded when possible.
4. DANTEs. Credit for DANTEs Subject Standardized Tests (DSSTs) will be awarded for college-level academic subjects using the minimum score and credit amount as recommended by the American Council on Education and approved by the academic department.

(F) Credit will be accepted from non-U.S. institutions of higher education when:

1. Linked to CWU either by a bilateral or consortial agreement or verified by registrar services as a legitimate, recognized institution of higher education (tertiary level) within a particular country, if the student has received a passing grade recognized by the institution, and

2. When an official record or transcript has been received by the university.

(G) Credit will not be granted for:

1. College or universities not regionally accredited;

2. Non-credit courses and workshops;

3. Developmental or college preparatory courses;

4. Sectarian religious studies;

5. Vocational/technical courses.

Consideration for an exception to CWUP 5-90-030(4)(G) 1, 4, or 5 may be made by written petition to the dean of the appropriate college after the student has earned a minimum of 45 credits at Central with a cumulative GPA of at least 2.5.

(5) Reverse Transfer Agreement

(A) Eligible students from Washington community and technical colleges who transferred to CWU without the associate direct transfer agreement may be able to utilize the Reverse Transfer Agreement to earn an associate degree at the appropriate community or technical college.

CWUR 2-90-030 Acceptance of Transfer Credit

(1) Transfer Credit from Four-Year Institutions

(A) Transfer course equivalents to university courses apply toward the baccalaureate degree exactly as do the CWU courses for which they are being articulated, equivalency is established by the appropriate academic department chairs. Once established, transfer course equivalencies will be maintained by registrar services and articulated in the same manner for all students, other transfer courses that have not been established as exact equivalents may also be allowed in the degree program with approval from the appropriate academic department chair and, as appropriate, college dean.

(B) Transfer credit is not normally awarded for the following types of study or course work:

1. Courses taken at colleges or universities that are not regionally accredited;
2. Non-credit courses and workshops;
3. Remedial or college preparatory courses;
4. Sectarian religious studies; and
5. Career and technical education courses not taught at CWU.

(C) Colleges that operate on a semester basis (i.e., divide the academic year into two parts, exclusive of summer) give semester credits, Equivalent quarter credits are semester credits multiplied by one and half,

(2) Transfer Credit from Community Colleges

(A) Transfer course equivalents to university courses apply toward the baccalaureate degree exactly as do the CWU courses for which they are being articulated. Equivalency is established by the appropriate academic department chairs. Once established, transfer course equivalencies will be maintained by registrar services and articulated in the same manner for all students, other transfer courses that have not been established as exact equivalents may also be allowed in the degree program with approval from the appropriate academic department chair and, as appropriate, college dean.

(B) Transferable academic associate of arts degrees with a cumulative grade point average of at least 2.00, as determined by registrar services and approved by the General Education Committee, from a college accredited by the Northwest Commission on Colleges and Universities will meet the general education requirements. Transferable academic associate of arts degrees within Washington State must be approved by the Joint Transfer Council (JTC), applied career, and technical education degrees cannot be used to satisfy the general education requirements.

(C) After initial enrollment at CWU, transfer students without a transferable associate degree from a Washington State community college wishing to complete such a degree must complete it a minimum of one quarter prior to earning their bachelor degree.

(D) Students who enter with an associate of science transfer (AS-T Track 1 or 2) degree with a cumulative grade point average of at least 2.00 must complete the following additional requirements to meet the general education requirements:

1. Academic Writing II

2. Three additional general education courses chosen from the Individual and Society, Community Culture and Citizenship, Global Dynamics, Creative Expression, or Humanities knowledge areas.

a. Students may only take one course per knowledge area.

b. Student may take courses from the same department or interdisciplinary program in no more than two knowledge areas.

(3) Other Forms of Credit

Due to Northwest Commission of Colleges and University accreditation standards, other forms of credit are limited to a maximum of 45 credit hours of which no more than 30 may be military credits.

(A) Students may receive credit or advanced placement, or both, depending upon the scores achieved in the college entrance examination board advanced placement (AP) test, Credit or placement on the basis of AP test scores will be established by the appropriate individual academic departments.

(B) Credits for successful completion of College-Level Examination Program® (CLEP®) tests will be accepted in accordance with procedures established by the Academic Affairs Committee.

1. Students will be awarded five college-level quarter credits for each score at the 50th percentile on the CLEP® humanities, social science/history, and natural sciences examinations, These credits will meet the general education requirements in the appropriate academic areas.

2. Students may also be awarded credit for subject examinations as determined by appropriate academic departments at the time of application for credit.

(C) Credit for completing individual areas of study within the international baccalaureate program may be accepted, Individual students must petition the Registrar services for review of their program of study and examination scores, Standards for acceptance will be established by the appropriate academic departments.

(D) Credit will be accepted from non-U.S. institutions of higher education:

1. linked to CWU either by a bilateral or consortial agreement or
2. certified by the CWU office of international studies and programs as a legitimate, recognized institution of higher education (tertiary level) within a particular country, if the student has received a passing grade recognized by the institution, and
3. when an official record or transcript has been received by the university.

(E) Upon submission of the ~~DD form 214 or 295~~ Joint Services Transcript (JST), matriculated students may receive up to 30 ~~lower division~~ elective credits for completion of military schools as recommended by the American Council on Education. Military credits that are used as ~~The 30 credits may only be used as~~ general elective credits ~~and~~ cannot be used to substitute for major or minor requirements.

(5) Students will be notified after completing 30 credits at CWU that they are eligible to utilize the Reverse Transfer Agreement to earn an associate degree at the appropriate community or technical college.

Exhibit D

Policy & Procedure Review



Policy & Procedure Number:

New Revision

Title: Changes to 5-90-40-(23) Grade Reports

Summary:

Two lines are being added to the policy describing grade reports in order to encourage midterm feedback from instructors.

Background:

This proposed policy addition comes from a formal charge given us by the Senate EC. The language of the charge is provided here:

AAC19–20.13 Investigate and decide if policy/procedure about mandatory midterm feedback from faculty during the quarter is required. If so, develop the policy/procedure language and justifications.

In considering this charge, the Academic Affairs Committee (AAC) considered studies from other institutions and sought input from Student Success here at CWU. Much of this input suggests that early feedback supports retention and student success. However, much of that research comes from institutions on the semester quarter, and the AAC came to a consensus that requiring mandatory midterm feedback would not be a workable solution for CWU’s 10-week quarter schedule.

Therefore, we decided to limit our policy suggestion to the version you see below, which does not require midterm feedback, but instead encourages instructors to include feedback early in the term and encourages students to seek feedback from their instructors if they are unsure of their progress in a course.

CWUP 5-90-40

(23) Grade Reports

A report of the student's individual final grades assigned in courses will be made available to each student at the end of each quarter.

Instructors are encouraged to provide summative feedback to each student in the first half of the quarter. Students are encouraged to contact their instructors for feedback at any time throughout the quarter.

Exhibit E

Policy & Procedure Review



Policy & Procedure Number:

New Revision

Title: Recommends amending CWUP 5-90-040 (2) and CWUR 2-90-040 (2) Academic Appeals Policy and Procedure

Summary: The Academic Affairs Committee was tasked with revising the academic appeals policy and procedure. The charge for this task was as follows:

Consider revisions to the academic appeals policy and/or procedure (CWUR 2-90-40 (2)) to ensure the process is neither arbitrary nor capricious.

- a) Consider potential distinctions between grade appeals related to academics as opposed to those related to behavior, and current roles of the Student Conduct Council and Board of Academic Appeals/ Grievance Council.
- b) Consider whether the current process is sufficient for handling complaints outside the typical course grade appeal.
- c) Consider clarifying the process through which advisors to the student and faculty member are identified and assigned.

Regarding the overall charge, we worked to clarify the terms and timeline for each step in the appeals process. We also worked to streamline the timeline as much as possible, under the assumption that an appeals process that takes an unreasonable amount of time would be more likely to result in an arbitrary or capricious end result.

Regarding part (a) of the charge (under the direction of a separate charge [AAC19–20.08]) AAC began developing a new policy to govern student behavior in academic settings. As we were working to gather feedback from stakeholders, the COVID-19 crisis emerged, and conversations surrounding the policy language were understandably sidelined. We anticipate that this charge will be renewed in the 2020-2021 academic year.

Regarding part (b) of the charge, the committee divided the appeals process into two types: Academic Petitions (which pertain to admission or dismissal from an academic program) and Course grade appeals (which pertain to appealing the grade of an individual course). We then

worked to clarify the process through which both of these appeal types should go before they are heard by the Academic Appeals Board in the Office of Student Success.

Regarding part (c) of the charge, we changed the label of the “advisors” to “hearing advisors” in order to clarify the purpose of this advisor and to differentiate it from other types of advisors at the University. We also developed language that explain how the hearing advisors are to be selected.

CWUP 5-90-040 Academic and General Regulations

(2) Academic Appeal [\(See CWUR 2-90-040\(2\)\)](#)

~~(A) Students are responsible for achieving and maintaining the standards of academic performance and excellence which are established by their instructors and for complying with all relevant policies, standards, rules, and requirements which are formulated by the university and the university's academic units. At the same time, students have protection, through orderly procedures, against arbitrary or capricious actions or decisions by academic offices. No individual shall be penalized or retaliated against in any way by the university community for his or her participation in this complaint procedure. The academic appeals policy is established by the faculty senate and is administered by the dean of student success. The structure and procedures of the board of academic appeals may be amended by the faculty senate at any time with the approval of the university policy advisory council.~~

~~(B) Purpose of the Board of Academic Appeals (Board) and Academic Standing Committee (ASC) is to provide for fair and impartial hearing of academic grievances involving students, faculty, staff, and administrators. The Board serves as the final hearing body for the university in the matter of academic grievances. The Board may direct the university to change an academic decision affecting the student and specify the content of that change. The decision of the Board of Academic Appeals and Academic Standards Committee is final. The academic appeals policy is established by the Faculty Senate and is administered by the Dean of Student Success. The structure and procedures of the Board of Academic Appeals may be amended by the Faculty Senate at any time with the approval of the Board of Trustees.~~
Definition of Academic Appeals

(1) The purpose of an academic appeal is to provide students with a safeguard against an arbitrary or capricious academic decision, while respecting the academic responsibility of faculty.

(2) Arbitrary or capricious practices are considered to be those practices in which:
a. A determination is made on some basis other than academic performance, or
b. A determination is made on the basis of program/course of study standards different from those which were applied to other students, or
c. A determination is made by a substantial, unreasonable, and unannounced departure from the articulated standards for the program/course of study.

(C) There are two categories for academic appeals.

(1) Academic Petition

An academic petition is designed to address arbitrary or capricious practices in academic decisions other than a course grade. These decisions may relate to admission to a program/course of study or dismissal from a program/course of study when the decision is not made on the basis of student conduct.

a. Colleges, departments, and programs are responsible for establishing, maintaining, and communicating academic and professional standards.

b. Students are responsible for achieving and maintaining the academic and professional standards set by colleagues, departments, and programs.

(2) Course Grade Appeal

(1) A course grade appeal shall be confined to charges of capricious or arbitrary action toward an individual student and may not involve a challenge of an instructor's grading standard. It is incumbent on the student to substantiate the claim that his or her final grade represents arbitrary or capricious practice based on one of the following:

a. the assignment of a final course grade to a student on some basis other than performance in the course, or

b. the assignment of a final course grade to a student by resorting to standards different from those which were applied to other students in that course, or

c. the assignment of a final course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.

(2) Faculty are responsible for establishing clear grading standards, policies, rules, and requirements and maintaining those throughout the term.

(3) Students are responsible for:

a. achieving and maintaining the standards of academic performance and excellence as defined by their instructors.

b. complying with all relevant policies, standards, rules, and requirements that which are formulated by the university and the university's academic units.

(D) The Board of Academic Appeals

(1) The purpose of the board of academic appeals (Board) is to provide for fair and impartial hearing of academic appeals involving students faculty, staff, and administrators. The Board serves as the final hearing body for the university in the matter of academic appeals. The Board may direct the university to change an academic decision affecting the student and specify the content of that change. The decision of the board of academic appeals is final.

(2) The academic appeals policy is established by the faculty senate and is administered by the dean of student success. The structure and procedures of the board of academic appeals may be amended by the faculty senate at any time with the approval of the university policy advisory council.

(3) Appeals (~~petitions and grievances~~) must comply with the time limits specified in CWUR 2-90-040 or the right to appeal is forfeited. Reasonable exceptions to the deadlines may be made by the chair of the Board or designee.

(4) No individual shall be penalized or retaliated against in any way by the university community for his or her participation in an appeal (~~petition or grievance~~) procedure.

CWUR 2-90-040

(2) Academic Appeals (See CWUP 5-90-040)

(A) Academic ~~Grievances~~Petitions

~~1. Academic grievances are defined as the following:~~

~~a. A claim by the student that an assigned grade is the result of arbitrary, capricious application of otherwise valid standards of academic evaluation; or~~

~~b. A claim by the student that the standards for evaluation are arbitrary, capricious; or~~

~~c. A claim by the student that the instructor has taken an arbitrary, capricious action which adversely affects the student's academic progress; or~~

~~d. A claim by the student that a university department, program, or office has made a decision not in keeping with university policy or taken an arbitrary, capricious action which adversely affect the student's academic progress.~~

~~2. A student wishing to pursue an academic grievance must use the procedures outlined in CWUR 5-90-040(3). The emphasis of the procedure is on informal resolution of the grievance.~~

~~1. Procedures Preliminary to Petition~~

~~a. Filing a petition to the board of academic appeals for a hearing:~~

~~i. A student who wishes to appeal a decision affecting their status in a program must contact the department chair within twenty (20) working days of that decision.~~

~~ii. Within ten (10) working days of the contact by the student, the department chair shall meet with both parties to clarify the petition and attempt to resolve it.~~

~~iii. If a resolution is not achieved at the department chair level, and the student wishes to continue the petition process, the student must present the petition to the dean of the college or administrative supervisor within five (5) working days of the department chair's decision.~~

~~iv. Within ten (10) working days of contact by the student, the dean or administrative supervisor shall investigate the petition and attempt to affect a mutually agreeable solution. If such a solution cannot be reached, the dean shall have five (5) working days to weigh the fact and any evidence or testimony and send their decision to the relevant parties. Within five (5) working days of receipt of the dean's decision, both department chair, and student must notify the dean of the college or administrative supervisor in writing of their acceptance or rejection of the recommendation. Failure to provide this notification shall be construed as acceptance of the dean's decision.~~

(B) Time Limit on Filing Complaint Appeals

1. The students must ask for a hearing of the grievance appeal before the Board of Academic Appeals within one academic quarter after determination of the grade of the course in question, or within one quarter after completion of the incomplete work, or in cases involving administrative actions after the fact, such as removal of incompletes, etc., one academic quarter after the administrative deadline for completion of such actions (in the case of spring quarter, by the end of the following fall quarter). The board may suspend this rule in exceptional circumstances, such as, but not limited to, extended illness, sabbatical leave, etc., of one or both parties to the grievance appeal.
2. When any party to the grievance appeal chooses not to attend the scheduled hearing, the board will conduct the hearing with the resources available to it and render a decision resolving the grievance appeal.

(C) Course Grade Appeals

Procedures Preliminary to Petitioning/petitioning filing a grievance Course Grade Appeal the Board of Academic Appeals for a Hearing (PAC approved 6/26/03)

1. The student shall first attempt to resolve the grievance issue with the instructor. Within ~~fifteen~~ten (10~~5~~) working days of the contact by the student, the instructor and the student shall make a good faith effort to resolve the grievance grade appeal. Should the instructor be on extended leave or no longer employed by the university, the department chair (or administrative supervisor in cases not involving academic departments) shall act for the instructor. The board may suspend this rule in the case of exceptional circumstances; e.g., extended illness, sabbatical leaves, etc., of one or both parties to the grievance grade appeal.
2. If resolution is not achieved between the student and instructor, the student must ask the department chair or administrative supervisor to resolve the grievance grade appeal. Within ten (10) working days of the contact by the student, the department chair shall meet with both parties to clarify the grievance grade appeal and attempt to resolve it. If the grievance grade appeal is not resolved to the satisfaction of both parties, the department chair or administrative supervisor shall forward a written statement of his or her reasoning in the matter to the dean of the college and to the student within ~~ten~~five (5~~10~~) working days of that attempted resolution.

3. The chair or designee shall submit a change of grade form if their decision necessitates a grade change.

- ~~4~~3. If a resolution is not achieved at the department chair level, and the student wishes to continue the grievance grade appeal process, the student must present the grievance grade appeal to the dean of the college or administrative supervisor within ~~fifteen~~five (15) working days of the department chair's decision.

~~54.~~ Within ~~fifteen-ten~~ (10~~5~~) working days of contact by the student, the dean, or administrative supervisor shall investigate the grievance-grade appeal and attempt to affect a mutually agreeable solution. If such a solution cannot be reached, the dean shall have five (5) working days to weigh the facts and any evidence or testimony and send their decision to the relevant parties. ~~The dean will send a written recommendation which states his/her reasoning in the matter to the student and instructor, or designee, within ten (10) working days of having concluded the hearing.~~ Within ~~ten-five~~ (5~~10~~) working days of receipt of the dean's decision, both ~~instructor~~department chair, and student must notify the dean of the college or administrative supervisor in writing of their acceptance or rejection of the recommendation. Failure to provide this notification shall be construed as acceptance of the dean's decision.

~~5.~~ If the dean's recommendation is not acceptable to either the student or instructor, either party may petition for a hearing of the grievance before the Board of Academic Appeals. The petition must be filed with the dean of student success within ten (10) working days of receipt of the recommendation of the dean or administrative supervisor.

6. The dean, or designee, shall submit a change of grade form if their decision necessitates a grade change.

(D) Procedures for Petitioning-filing an Academic Grievance Appeal to the Board of Academic Appeals for a Hearing (PAC approved 6/26/03)

1. An appeal-grievance before the board is heard as if the matter has not been heard previously.

2. A student may withdraw the petition-grievance appeal for a hearing at any time by notifying the board in writing through the office of the dean of student success.

3. The parties to the grievance appeal will be provided with the rules governing the board of academic appeals by the ~~d~~Dean of student success. The Board will assign an advocate hearing advisor to each party. The role of the advocate hearing advisor is defined in (K) below.

4. The office of the dean of student success will provide the student with appropriate forms for filing an complaint-grievance appeal; ~~assign an advisor~~ advocate to the student;

5. The following steps ensure that the student and the faculty member both have the opportunity to view and respond to each other's materials before the Board hearing takes place:

~~5.~~

a. The student has ten (10) working days to complete the forms and accept the completed forms from the student after the student has consulted with the advisor. return them to the dean of student success.

~~b.65.~~ Within ~~ten-five~~ (510) working days of the ~~filing of the student's petition (after the student's non-acceptance of the college dean's recommendation),~~ receiving the student's forms and materials, the office of the ~~d~~Dean of student success will provide the ~~instructor-involved parties~~ with ~~a copy~~ copies of all those forms and materials prepared by the student, ~~s and the name of an advisor advocate for the instructor or department chair.~~

~~c. 76.~~ Within ~~fifteen-ten~~ (105) working days of their receiving the ~~petition/grievance appeal~~, the ~~person~~ faculty member against whom the complaint has been lodged must file a written response ~~to the complaint~~ with the board chair and the student through the office of the dean of student success.

~~d.~~ Within five (5) working days of receiving the faculty member's response, the office of student success will provide that response to the student.

~~e.~~ Within ten (10) working days of receiving the faculty member's response the student can provide a rebuttal to the office of student success.

~~f.87.~~ When steps ~~a3-e76~~ above have been completed, the office of the dean of student success shall arrange for a hearing panel, and notify the parties involved of the time and place for the hearing.

~~98.~~ Other interested persons may, upon request of one of the parties to the ~~grievance appeal~~ or upon the request of the hearing panel, submit in writing any observations or relevant information to the instructor, student and hearing panel.

~~109.~~ If, without prior notice, either party to the ~~grievance appeal~~ does not appear at the scheduled hearing and does not present evidence that uncontrollable circumstances have prevented an appearance, it will be assumed that the party has nothing to add to the evidence already made available to the board.

(E) Board Proceedings

1. The hearing shall be closed to all but the members of the hearing panel, ~~the student, the instructor, the involved parties and hearing advisors, the student's advisor, the instructor's advisor,~~ witnesses, and a representative from the office of the dean of student success.

The record will be retained for a period of three years. The material will be regarded as confidential. Copies of the record or any part thereof will be made available to the parties to the ~~grievance appeal~~ by the records request process through the business services and contracts office. The cost will be borne by the party making the request.

2. The board may:

a. administer oaths and affirmations, examine witnesses, and receive evidence;

b. require witnesses to appear upon the request of any party to the [grievance appeal](#) or upon its own motion;

c. take or cause depositions to be taken;

d. regulate the course of the hearing;

e. hold conferences for the settlement or simplification of the issues with the consent of the parties;

f. dispose of procedural requests or similar matters;

g. make decisions or proposals for decisions; and

h. take any other action authorized by this procedure.

3. All testimony will be sworn.

4. Both parties to the grievance have the right to advice from a third party of his or her choosing during the hearing of the [grievance appeal](#). Either party may ask for a recess.

5. Both parties to the [grievance appeal](#) have the right to question the other party as well as any witness involved in the hearing.

6. Members of the hearing panel may question both parties and witnesses. Questions must be germane to the issues of the [grievance appeal](#). The board chair will rule on such matters.

7. The hearing will be held in a physical space that is isolated acoustically from its surroundings and large enough to comfortably accommodate all participants to the hearing. The student and instructor shall be seated across from the hearing panel and separated by the advisors and representative of the office of the dean of student success. The student and the instructor shall not face each other.

8. The dean of student success, or his/her designee, shall facilitate the hearing, take responsibility for electronically recording the hearing, and oversee the various stipulations contained in policy and/or procedures.

(F) Decision of the Board

1. Decisions of the board are based on a majority vote of the hearing panel appointed for the hearing, and shall be based exclusively on the evidence and on matters officially noted.

2. The decision and reasons for the decision will be reported in writing to both parties involved in the matter, to the officials who reviewed the appeal, and to appropriate authorities mentioned in the disposition of the decision. Minority opinions may be included in the report.

3. Parties to the grievance appeal will be notified in writing of the decision of the board no later than five (5) working days after conclusion of the hearing.

(G) Power of the Board of Academic Appeals

1. The board may reject the grievance petition or grade appeal after due consideration.

2. In cases involving grade changes or change in class status, the board may order a grade changed or a change in class status.

3. In cases or aspects of cases determined by the board to involve procedural problems, the board may make recommendations for adjustments to any of the parties to the grievance appeal and/or to the appropriate authority.

4. In cases involving conduct, the board may take one or more of the following actions depending on the seriousness of the case as determined by the board:

a. The board may issue a no contact or no trespass order to prevent continued or subsequent actions with respect to the specific situation in question.

b. The board may reprimand one or more of the parties to the grievance appeal and/or lodge the reprimand with the appropriate authority.

c. The board may submit to the proper authority a recommendation for disciplinary action for any party to the grievance appeal in accordance with provisions of the Central Washington University and United Faculty of Central Washington University Collective Bargaining Agreement and/or the Student Conduct Code (Chapter 106-120 WAC).

(H) Procedures for Implementing Grade Changes and Withholding Suspension

1. If the board decides a grade should be changed, the dean of student success, or his/her designee, will send to Registrar Services a copy of the decision authorizing and directing that the grade on the student's official record be changed. The student, the instructor, and the dean of student success, or his/her designee will be notified by Registrar Services when the change has been accomplished.

2. If the grade in question has resulted in the suspension of the student the dean of student success, or his/her designee, will notify registrar services to withhold suspension pending outcome of the hearing. If the Board finds in favor of the student such that suspension is no longer a consideration, the board chair will notify the Board of Academic Appeals and Academic

standing in writing of the decision and the suspension will be withdrawn. If the Board finds against the student, the Dean of student success, or his/her designee, will notify registrar services accordingly in writing, and the student will be withdrawn from the university or be subject to such action as the board deems appropriate, and the student's fee will be returned according to university fee return policy.

(I) Membership of the Board of Academic Appeals

1. The board shall be made up of fifteen (15) members; seven (7) faculty and eight (8) students.
2. Faculty members of the board will be chosen by the faculty senate from among faculty who are not members of the university's administration. The definition of "faculty member" will be that which is used in the Central Washington University and United Faculty of Central Washington University Collective Bargaining Agreement.
3. Student members of the board will be chosen by the Associated Students of Central Washington University Student Government (ASCWU SG) from students who are not members of the ASCWU SG. The definition of "student" will be that used in determining membership in the Associated Students of Central Washington University as indicated by the constitution.
4. The term of office for faculty members will be three years with staggered terms. Faculty members may be appointed to serve subsequent three-year terms. Students may serve up to three years at the discretion of the ASCWU SG.
5. The board chair shall be appointed yearly by the dean of student success or his/her designee. The chair shall preside at all meetings and hearings before the board and be responsible for all business of the board.
6. Hearings before the board and judgments by the board will be conducted and rendered by the hearing panel made up of the board chair or his/her designee, two faculty and two student members of the board. The board can elect a pro tem chair from among the board members to act as a hearing panel chair. The student and instructor shall be notified about the content of the hearing panel five (5) working days before the hearing and may request a change in the panel within one (1) working day after that notification. The board chair shall decide if changes to the hearing panel are warranted and, if so, shall make those changes.

(J) Administrative Affairs of the Board of Academic Appeals

The dean of student success or his/her designee will be responsible for the administrative affairs of the Board of Academic Appeals. The records of the board will be housed in the office of the dean of student success. All requests for a formal hearing of academic ~~grievances~~ appeals will be filed with the dean of student success or his/her designee, and it will be the dean's or his/her designee's responsibility to advise students on the functioning of the board; to verify and insure that required procedures preliminary to, during, incidental to, and following formal

hearings are adhered to; and to call the board into session. After a complaint has been filed and verified, the Dean of student success, or his/her designee, shall notify all parties to the complaint; to call for evidence and ensure safekeeping of said evidence; to keep and maintain the records of board correspondence, transactions, hearings, decisions, etc., and to implement the decisions and directives for the board.

(K) ~~Advisors Advocate~~Hearing Advisors for the Parties

1. Hearing Advisors will be drawn from existing members of the Board of Academic Appeals. The dean of student success or their designee will select hearing advisors that do not have a conflict of interest regarding the particulars of the case. If a hearing advisor determines that they have a conflict of interest, they should inform the Dean of Student Success and request to be removed from their role as hearing advisor.

~~1. The dean of student success or his/her designee will appoint upon request advisors to both parties to assist them in filing and responding to a complaint.~~

2. The responsibilities of the hearing advisors are exclusively as follows:

a. To ensure that all informal prerequisites as specified in Section V of rules governing the Board of Academic Appeals have been completed by the ~~complaint~~complainant;

b. To assist the complainant in properly completing or replying to the complaint form; and

c. To make recommendations concerning presentation of necessary information to the Board of Academic Appeals (i.e., complaint form, letters of correspondence between parties, documents, witnesses, etc.).

Exhibit F

Policy & Procedure Review



Policy & Procedure Number:

New Revision

Title: CWUP 5-50-020 (7) Definition of Curriculum Terms

Summary:

Background: This policy change is to clarify current practice that layered course must be layered at the 400 and 500 level. The 500 level course must have additional learner outcomes from the 400 level course. The courses may have different course requirements (e.g. pre-requisites).

CWUP 5-50-020 (7) Definition of Curriculum Terms

(7) A layered course is one that has different number designations for students at different levels taking the same course.

A layered course may only be offered at the 4XX and 5XX levels. The 5XX level course must have additional learner outcomes and may have different course requirements (e.g. pre-requisites, fingerprints, etc.).

~~Courses are graduate/undergraduate courses. The higher-level course will have additional outcomes or course requirements (e.g. 400/500 for a layered undergraduate/graduate course).~~

(A) Graduate students in graduate/undergraduate layered courses, must take the course at the 500 level or higher. Such courses provide faculty the opportunity to augment course material with graduate-level content and outcomes in a way that meets the intellectual rigor graduate students need and enhances the teaching of upper-division undergraduates.

(B) In all cases, distinctions expected between these corresponding levels typically focus on differences in content and assessment stemming from each program's specific education objectives. In general these distinctions require a greater depth of student involvement and increased demands on student intellectual or creative capacities than would be expected at the lower level.

The distinctions must be clearly identified in the content and assessment methods outlined in each course syllabus, as well as new course proposal forms. Examples of potential content differences include, but are not limited to: additional readings or additional writing expectations, additional laboratory, field, performance or studio work. Examples of assessment distinctions include, but are not limited to: different grading scales and assessment of additional work.

The following statement must be added to the course description: "(MUS4XX) and (MUS5XX) are layered courses; a student may not receive credit for both."

Both layered courses do not have to be offered at the same time.

Exhibit G

Policy & Procedure Review



Policy & Procedure Number:

New Revision

Title: CWUR 2-50-040 (7) Curriculum Change

Background: The emergency approval procedure is being updated to allow for clarity of the process for courses to be considered for emergency approval during the summer. Courses that receive emergency approval during the summer will be considered temporary for that academic year.

CWUR 2-50-040(7)

(7) Emergency Approval Process. A curriculum proposal received during the summer ~~for fall quarter~~ that has been ~~approved~~ reviewed by the appropriate ~~agencies~~ steps in Curriculog (e.g., teacher education executive council, graduate studies, international studies, etc.) ~~AND does not affect any major, minor, specialization, certificate or general education~~ AND has an explanation of the need for an emergency approval, will be considered by the FSCC. If the FSCC chair determines that emergency review is appropriate, ~~t~~he members of the FSCC will receive an email notification from ~~the associate registrar~~ the Faculty Senate office and the Curriculog proposal. Available committee members will review the proposal and return a vote to approve or disapprove to the faculty senate office. A minimum of three votes must be received. If the proposal is approved notification will be sent to the department and registrar services.

The proposal will be ratified at the first official FSCC committee meeting in the fall. Emergency approvals are temporary and will expire at the conclusion of the academic year.

Exhibit H

Policy & Procedure Review



Policy & Procedure Number:

New Revision

Title: CWUP 5-50-020 (13) & (15) Definition of Curriculum Terms and CWUR 2-50-060 (3) Curriculum Rules for Implementation

Background: The policy is being updated to show the changes that have been made to CWU 184 First Year Experience. The course number was updated to 184 and the course was made non-repeatable.

CWUP 5-50-020

(13) Variable prefix courses are identified by the CWU prefix and a single dedicated course number (e.g. CWU ~~187~~184). Once a course is approved, the prefix may be replaced to represent the department/program offering the course. Only the prefix may change unless it is also a variable topic course.

(14) A variable topic course has a fixed prefix, number, title, description, number of credits, and learner outcomes and assessments (as approved). Discipline-specific content is overlaid, requiring a sub-title and sub-description.

FSCC will review sub-titles and sub-descriptions for General Education courses when proposed. All General Education course sub-titles and sub-descriptions will also be reviewed by the General Education Committee.

(15) First Year Experience (CWU ~~187~~ 184 General Education Program) is a variable prefix/variable topic course requiring sub-title and sub-description (up to 35 words) approvals. 184 course offerings may not be required in any degree program under any prefix.

CWU 2-50-060 (3)

Number Description

100 Courses for which credit will not be counted toward degree requirements.

~~184~~7 First-Year Experience. General Education Program 4 credits. May be repeated if sub-title is different (only one topic will apply to the General Education Program). May not be repeated for credit.

500 Professional Development.1-5 credits, which will not be counted toward degree or certificate requirements.

689 Master's Capstone.1-6 credits.

700 Thesis, Project, and/or Examination.1-6 credits.

Exhibit I

Policy & Procedure Review



Policy & Procedure Number:

New X Revision

Title: Changes to 5-90-40-(25) Academic Dishonesty & (47) Student Evaluation of Instruction (SEOI)

Summary: Changes to CWUP 5-90-040 to address the issue of academic dishonesty in regards to SEOIs and to formalize language for SEOIs:

Background: The Evaluation and Assessment committee was charged with developing policy regarding the role of SEOI in teaching assessment, administration of SEOIs in various class sizes and delivery modalities, and to clarify whether students who have failed a class due to academic dishonesty should be allowed to complete an SEOI.

CWUP 5-90-040

(25) Academic Dishonesty

(A) Academic dishonesty is defined in the Student Conduct Code (II.B).

(B) Students found responsible of academic dishonesty violations in a course will be prohibited from completing an SEOI for the course.

CWUP 5-90-040

(47) Student Evaluation of Instruction (SEOI)

(A) Role of SEOIs in Evaluation of Teaching

SEOIs are one factor in the evaluation and assessment of faculty teaching effectiveness. Conclusions (formative or summative) based on SEOIs must be made with extreme care. Faculty should be encouraged to experiment with new teaching methods and should not be punished for methods that are in development. These guidelines are intended to ensure that SEOIs are used appropriately and consistently.

1. It is inappropriate for any department or unit to specify an absolute numerical threshold that determines effective or excellent teaching.

2. SEOI data are primarily intended for formative assessment. Formative assessment can inform and support instruction to improve learning and teaching.

3. Limited summative conclusions can be based on SEOI data. Any such conclusions should be based on long-term patterns and/or trends and not rely on isolated examples. Summative assessment of teaching based on SEOI written comments to open-ended questions should reflect recurring ideas or themes present throughout the review period. SEOIs with low response rates do not show long-term patterns or trends, either positive or negative. Those evaluating should recognize that research shows gender and racial biases impact patterns in SEOIs.

4. Faculty are encouraged to include in their personal statement examples of actions taken based on their SEOIs.

5. Grade incentives (e.g., extra credit and grade drops) for SEOI completion are prohibited. ~~Grade incentives may include, but are not limited to, extra credit and grade drops.~~

6. SEOIs will be made available to faculty one (1) week after grades are due.

(B) Administration of SEOIs

It is the department's responsibility to pick an appropriate form for each course with five (5) or more students enrolled.

1. If no form is chosen, the default for non-online courses will be Form A. Online courses will default to Form W.

2. If a class has four (4) or fewer students, no SEOI is assigned, with the exception of classes combined for SEOI purposes. SEOIs can only be combined for sections within a course with the same instructor.

3. If a class has five (5) or more students enrolled and the class is numbered X9X, the department must choose a form type. Choosing no form is an option. If no response is received, the default is Form A.

4. If a class has five (5) or more students enrolled, and the class is not X9X, the department must choose a form type. The default is Form A.

Exhibit J

FALL 2020 UNIVERSITY ACADEMIC CALENDAR

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

REGISTRATION AND CLASSES

April 27	Registration Assignment	Log into MyCWU to view enrollment appointment for web registration
April 27	Schedule Goes Live	View in MyCWU
April 27	Advising Begins	FALL 2020 advising
May 11-June 19	Registration	For continuing students (<i>During the assigned enrollment appointment</i>)
August 1	OPEN ENROLLMENT	Students may add/drop classes until change of schedule period ends.
August 26	Leave of Absence	Students not attending FALL quarter must submit request
September 9	CLASSES BEGIN	First day of classes for FALL
Sept. 4 – Sept. 19 until midnight	CWU Payment Plan - Open Enrollment Period	Students may split their quarter charges in three payments instead of one. A \$50 enrollment fee applies.
September 15	Change of Schedule Period Ends and Audit Deadline	Add/Drop classes-Drops completed prior to this date or by the close of business on this date will not appear on transcripts or have tuition assessed. Deadline to declare audit grading basis.
September 15	TUITION AND FEES DUE	Check with the Cashiers Office or view your statement online for amount due. Student has 100 percent tuition liability if classes are not dropped by this date.
Sept. 16 –Sept. 22	\$25 Late Registration Fee	Instructor signature required to enroll
September 22	\$50 Fee - Unpaid Tuition and Fees	A \$50 late fee will be assessed on unpaid tuition-and-course-fee balances. Student has 100 percent tuition liability.
Sept. 23 –Oct. 20	\$50 Late Registration Fee	Instructor and Department Chair signatures required to enroll
October 8	\$100 Fee-Unpaid Tuition and Fees	A \$100 late fee will be assessed on unpaid tuition-and-course-fee balances. Student has 100 percent tuition liability.
Oct. 21 – Nov. 13	\$75 Late Registration Fee	Instructor and Department Chair signatures required to enroll
October 23	Credit/No Credit	Deadline to declare credit/no credit
Nov. 9 - Dec. 4	Registration for WINTER	See WINTER 2021 calendar
November 11	Veterans Day (Observed)	No classes/administrative offices closed
November 13	Course Challenge Form Deadline	Deadline to submit course challenge forms to Registrar Services
November 13	Classes End	Last day of class instruction
November 16	Study Day	Study Day
November 17-20	FINAL EXAMS	See exam schedule
November 20	End of Quarter	End of Quarter (last day of finals)
November 24	Grades Due	10:00 p.m. deadline for instructors to submit grades via MyCWU
52	Instructional Days per Quarter	Includes final exams and study days

WITHDRAWAL DEADLINES

GRADUATION DEADLINES

Oct. 8	Deadline for 50 percent refund with complete withdrawal	Jul. 6	Deadline to apply for baccalaureate degree for FALL 2020
Oct. 23	Uncontested withdrawal period deadline	Sept. 9-15	Master's degree final folder check for FALL needs to be requested during first week of classes
Nov. 13	Hardship withdrawal petition deadline	Sept. 18	Deadline to apply for baccalaureate degree for WINTER
Nov. 13	Complete university withdrawal	Nov. 6	Complete the final "Turnitin" check. All forms submitted and fees paid for FALL graduation for Thesis Option Students
		Nov. 20	Complete all master's degree requirements for FALL graduation



Proposal to Reorganize College of Arts and Humanities (CAH) Programs

Department of Multidisciplinary Studies

Liberal Studies, Film Studies, Africana and Black Studies, Asian Studies, and Latino and Latin American Studies

1. Description of the recommended change:

CAH proposes an intra-college change: to move the administration of five programs; Liberal Studies (LIBST), Film Studies, Africana and Black Studies (ABS), Asian Studies (AST), and Latino and Latin American Studies (LLAS), from direct supervision of the college into their own self-contained unit, **Department of Multidisciplinary Studies**.

The move reduces costs, does not require additional FTE, and will not require physical movement of faculty nor curriculum changes.

2. Rationale for the recommended change:

With a long history of integrating their faculty and curriculum to serve all students, both in and out of the college, the academic similarities between these already interdisciplinary programs makes the Department of Multidisciplinary Studies the natural home. The new Department will provide a body of majors and minors in both numbers and diversity that individually none of the programs currently possess.

Number of Majors

Number of Minors

121

70

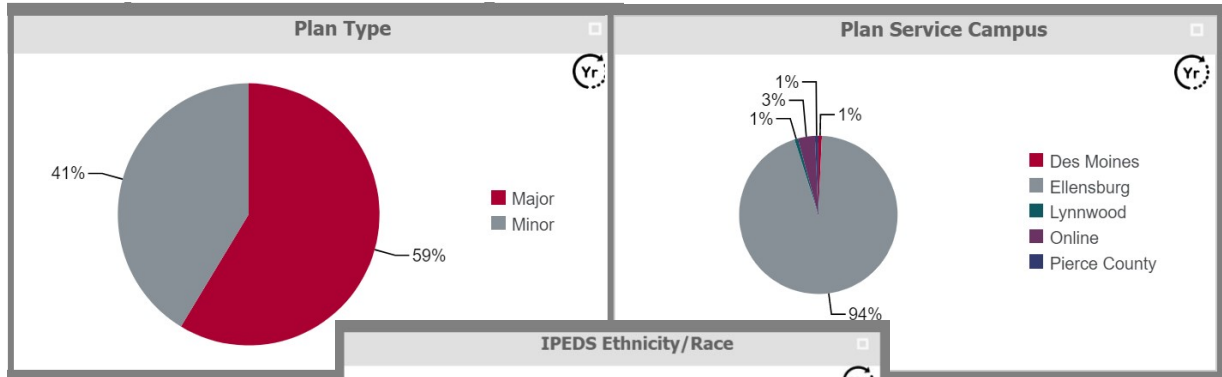


Figure 2

Figure 1

Proposal
Winter20census

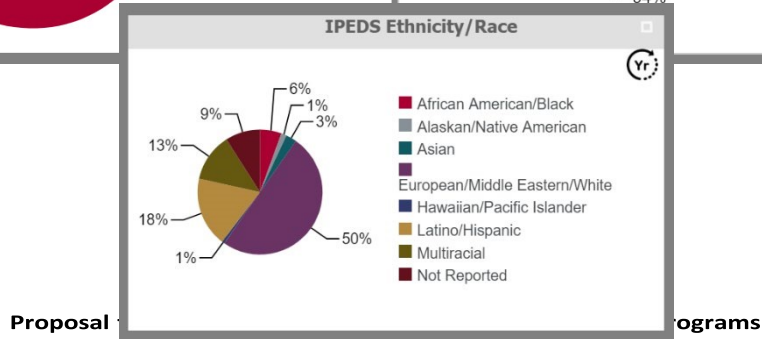


Figure 3

Plan	Winter 2020 Census	
	Major	Minor
Africana and Black Studies Minor	0	13
Asian Business Minor	0	6
Asian Studies Major	10	0
Asian Studies Minor	0	5
Critical Studies	0	4
Film Major	95	0
Screenwriting Minor	0	32
Latino and Latin American Studies Minor	0	9
Liberal Studies – Large Plan	9	0
Liberal Studies – Small Plan	7	0
Liberal Studies – Minors	0	1
TOTAL	121	70

Figure 4

Each of the programs individually make significant contributions to the SCH generation of the college through foundational courses that are offered to the larger university community as popular offerings in the General Education program. Total SCH generation will be an important consideration for the department as it relates to RCM models.

Plan	Average sections per quarter	Average SCH per quarter over last two years	Average SCH per Academic Year over last two years
ABS	4	366.8	1100.5
AST	3	81.2	243.5
CAH *	4	15.0	90.0
FILM	24	1244.2	3732.5
LLAS	4	198.3	595.0
		1905.5	5761.5

• Only one year of data

It is difficult to estimate the considerable SCH generate in course work through major/minor enrollment in the partner program’s 56 supporting elective courses, from across the college. For example, AST required two full years of an Asian language for the major.

We anticipate the general education offerings and the additional SCH generated through enrollments in elective course work in supporting departments will continue to grow.

Consolidating smaller goods and services (G&S) budgets will maximize resources, create departmental efficiencies, and provide cost savings efforts. The new department will also be more fiscally cost-effective, being able to take advantage of opportunities like cross marketing and staff support.

Recruitment can be optimized. Programs often attend recruitment events individually and interact with a handful of students each. A unified department would allow fewer faculty committed to the recruitment event but would allow those involved a body of students in which to interact throughout the event. Much of the literature could be unified and marketed at the same time as department, thus saving printing and development costs. This in turn will contribute positively to the president’s Green Initiative.

Reducing load dedicated to program directors, deploying a chair, and utilizing existing support staff while the programs continue to grow in majors and build faculty, the changes in this proposal actually saves the college overall resources, personnel, and (ultimately) funds. Staffing would be further optimized. Currently, our administrative support has to with

five different program directors, yet under the new proposal, they would work directly with one department chair. The unified leadership team would also be able to collaborate more efficiently on items like managing budgets, scheduling, and day-to-day activities.

The new department will also operate as an incubator of the programs and assist them in preparing to become a department of their own or aligning their specific goals and missions with other departments on campus who meet faculty vision and student need.

In many ways, this proposal also addresses the recommendation of an “Interdisciplinary Uber-Director” that came out of an extensive review of Interdisciplinary programs across campus, for many of the same reasons.

3. Goals and objectives of the proposed change.

The overarching goals for proposing an administrative home is to better serve students, support faculty and staff, and to provide more opportunities for programmatic growth within and between the programs. There are multiple objectives that follow from these goals:

- a. Achieve a homogenous academic home for the various programs supporting both faculty and students.
- b. Development of tenure, promotion and merit guidelines that will service the makeup of the program
- c. Clarify the ideological structure (and academic scope) within each of the programs.
- d. Engage students across the programs in new ways.
- e. Steward infrastructure resources in a more efficient way, to better serve student interests and interconnectivities
- f. Strengthen faculty morale by aligning department administration within the academic scope.
- g. Grow enrollment in all associated programs.
- h. Provide for new opportunities for programming between the various disciplines.
- i. Facilitate new development energy because of the new department’s focus.

4. Method for evaluating achievement of goals and objectives.

All the programs involved with this proposal have been tasked with self-evaluation, inventory and assessment of program goals, and unifying outcome goals across the program, which will be extended to the new department when established. This activity requires a method of goal setting and evaluation.

For this proposal, a), b), e), and g) are achievable through normal departmental interaction, collaboration, and long-term self-assessment. C), g) and h) can be evaluated by mid-year and year-end reviews of departmental self-assessment. D), f), and i) are quantifiably and measurable.

Relation of the change to the mission and strategic plan of the university.

Aligning these multidisciplinary programs for programmatic consistency fulfills Objective 1.1: Enhance student success by continually improving curricular, cocurricular, and extracurricular programs; leads to the satisfaction of Outcome 1.1.2: Students will persist to graduation with increased efficiency and rate; strengthens CAH's ability to guarantee Objective 2.2: Ensure that CWU has a diverse and inclusive curriculum and co-curricular programming; aligns CAH's efforts to provide for Objective 3.1: Increase the emphasis on and the opportunities for students, faculty, and staff to participate in research, scholarship, and creative expression activities; and has the fiscal dimension of securing Objective 5.1: Maximize the financial resources of the university, and ensure the efficient and effective operations of the university through strong financial stewardship.

5. Impacts on academic programs across the university.

This administrative move realigns units within CAH only. It will have an immediate positive impact for each of the programs, that stand to grow in enrollment of students, to establish a unified vision for curriculum and development, and to give a new Chair the ability to bring focus to a department built on multidisciplinary values and curriculum.

Fiscally, it will provide a body of majors and minors that individually none of the programs possess. Program G&S funds would be combined to build and maximize an infrastructure to grow during a scarcity-reality for CAH Departments.

Additional teaching resources would be generated by saving WLUs that currently go to five directors. It will also provide administrative oversight, a manner more consistent with a department's curricular and equipment needs. The Department will work to integrate its faculty together so as not to silo units. Individually the programs have a long history of integrating their faculty and curriculum to serve all students positively—in and out of CAH Departments, the academic similarities between the already interdisciplinary programs makes the Department of Multidisciplinary Studies a natural home.

6. Impacts on students, faculty, and staff.

By Fall 2020, the new department will have four tenured/tenure-track faculty assigned within its ranks. Liberal Studies will have, beginning fall 2020, three tenured/tenure-track faculty members associated with the program (Full Professor Scott Robinson, Theatre Arts, Full Professor Melissa Jordine, Liberal Studies and Assistant Professor Masonya Bennett, Liberal Studies). Film currently has one tenure/tenure-track faculty member (Associate Professor Maria Sanders). Latino and Latin American Studies has a shared line (Gilberto Garcia) with Political Science that will remain unchanged. The other interdisciplinary programs rely on adjuncts and/or faculty from a variety of departments to provide curriculum and co-curricular programming. In the establishment of a new department, all faculty will adjust administrative reporting from their respective reports to the Department Multidisciplinary Studies.

The interdisciplinary programs (ABS, AST and LLAS) have and will continue to contribute significantly to the cultural diversity of the campus and support important programming for the campus and well as the greater local community. Each of the programs will maintain their respective Interdisciplinary Program Charter governing the program. The Film program and each of the three interdisciplinary programs will maintain Program Directors that, together with the department chair, will make up the department’s “Steering and Oversight Committee.”

It is anticipated that Professor Scott Robinson will be appointed as the chair of the new department. Robinson brings with him over 14 years of experience as department chair (Theatre Arts), over two years as interim Associate Dean with considerable experience working with each of the interdisciplinary programs, two years as Graduate Council chair, and the founding director of Liberal Studies.

The current college administrative staff already supports all the associated programs—CAH’s Administrative Specialist Ashlie Crawford (1FTE), Kindra Martin Administrative Assistant 3 (1FTE) and one student employee all will continue to support the programs in the new department. The CAH Dean will work with the Chair of the new Department as the Department grows to identify and meet evolving staffing needs as the Department grows. It is hoped that Departmental growth would justify a Senior Secretary position, but currently the creation of the Department reduces workload and resources need to facilitate the needs of each of our programs.

A major benefit of the proposed Department is that it provides a tenure and promotion structure for faculty who currently teach in interdisciplinary programs. The current configuration of the faculty means that they are loosely aligned with their current home departments, and their interdisciplinary teaching and scholarship areas may or may not easily align within those units. The new department faculty will need to outline clear and unified standards for reappointment, tenure, post-tenure review (PTR) and merit reviews as well as standards for non-tenure track evaluations. One of the first priorities for the new program faculty will to be undertake the development of such a document.

Space: There are no immediate plans to move Film faculty from Lind. Regardless of the status of the new Department, two new faculty in Liberal Studies are arriving in Fall 2020 will require faculty spaces; ideally, they should be co-located to align with placement of the new department offices. The faculty from the newly-formed department may want to have conversations about whether moving to a centralized location would better serve students in the long-term.

Subsequently, there are no immediate plans for curricular changes to any of the programs, but in the middle-and-long-term, faculty will have discussions about how best to meet the needs of Central students within the new department.

Additionally, the Dean will work with Advising to ensure that the professional advising structure meets the needs of students that come from the shift of students out of the current administrative homes.

8. Impacts on quality of degree programs, student retention, and graduation rates.

There are only positive implications for the quality of degree programs, student retention, and graduation rates that come from the creation of the new Department of Multidisciplinary Studies. The College is aligning the reporting structures of its academic units according to curricular homogeneity and with aspirant accreditation standards (which is more streamlined for students according to curricular affinity), and provides for program recruitment and growth potential in the five programs in ways that will attract new students and give all students stronger-aligned programmatic options—a positive for tracking and managing enrollment and paths to degrees and that not exist currently.

9. Impacts on non-academic units, external constituents, and accreditation.

The existing interdisciplinary programs would experience a revitalization due to programmatic focus. This would allow the new Chair to concentrate efforts and messaging on areas that may not been the focus of the interdisciplinary programs such as: collaboration between disciplines, strong alliances with Student Success units, recruitment, program and faculty development, program expansion, advising and overall student success.

10. Impacts on shared governance, including tenure/promotion/review processes.

The new department would need to elect a faculty Senator to represent the faculty at the Faculty Senate level. (This would be an additional senator in faculty Senate.) This would be advantageous, as the programs currently do not have an active voice at Senate. The programs will also have representation at the College Chairs Council and ADCO, which they have not had in the past.

The program will have four T/TT faculty and will need outside support for reappointment and reviews. Short-term planning provides for an additional tenured faculty member in the Film area, once the hiring freeze has been lifted, given that Film was approved for a T/TT position for FY 21 (that was recently paused). Strengthening the senior cadre of faculty in the unit will weaken the need for outside TPR review support. As program enrollment grows, long-range planning in Film could include 2-3 additional TT faculty over the next 5-8 years, continuing to lessen the need for outside support.

11. Before and after organizational chart for all units affected.

Prior to change

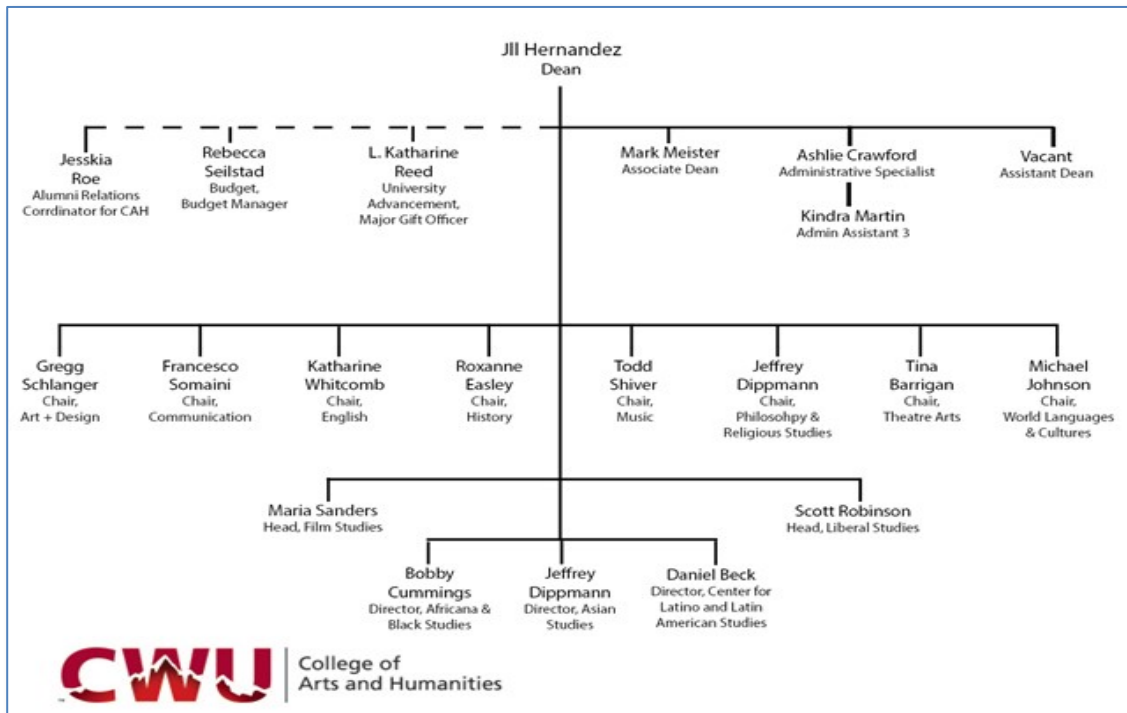


Figure 5

After Change (following page)

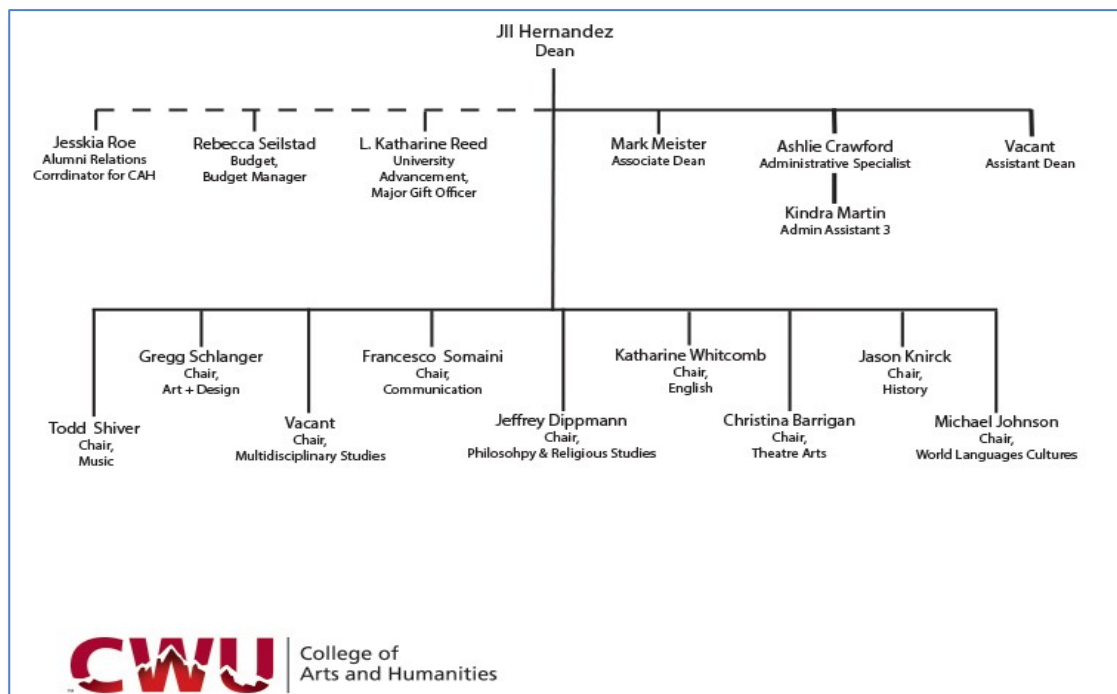


Figure 6

12. Cost/benefit analysis, including financial and non-financial resources. Financial

Benefits

Currently 5 - 7 WLUs are assigned to each of the Interdisciplinary Program Directors, and 15 WLUs are given to the Film program director. Under the new Department, the Chair will absorb many of the duties of the directors, which will save a total of 32 total WLUs that are currently reassigned to five program directors. Based on actual FY20 salaries of current directors, the savings would be \$66,287.21 (salary) plus \$19,223.29 (estimated benefits) for a total of \$85,510.50. (Any release time associated with Liberal Studies is not currently included in this total). This is not actual salary savings but does result in an increase of 32 WLU dedicated to teaching. This in itself will yield significant benefit to the department and college in the RCM model.

Office space for the new chair and new faculty coming on board in the fall will be located within the College's suite of offices. Currently, the College is acquiring a new space, which will adequately provide for offices, meeting space, and equipment needs.

Costs

Annual goods and services for four of the programs (ABS, LLAS, AST, and Film) currently equal \$9,697, which support items like paper, photo copier, telephones, office supplies, etc. The new Department will utilize the combined resources to support faculty, staff, and student efforts.

As our units grow, the Department would like to use quarterly non-tenure track (QNTT) faculty to support areas such as AST, ABS and LLAS that currently have no dedicated faculty assigned and must rely on other departments to allow faculty to teach foundational program courses. These are often general education offerings from the programs, many of which have significant student demand (such as the introductory-level courses for each of our interdisciplinary studies programs) and could be offered more regularly with funding. As growth continues, the Department will continue to seek funding to support that growth.

Non-Financial

Programs will have a home, where students and faculty can inquire with problems, contact support personnel and feel as though they have the support provided to other programs. Advocacy of a single department and responsibilities over summer will better facilitate student recruitment, orientation. Curriculum, courses being taught or offered, and summer programs.

The new department will also operate as an incubator of the programs and assist them in preparing to become a department of their own or aligning their specific goals and missions with other departments on campus who meet faculty vision and student need.

13. Implementation plan and timeline.

Given that this is an administrative move, and requires only limited additional space allocation changes (that would otherwise have to occur with the new Liberal Studies faculty in Fall 2020), CAH would like to implement the plan as soon as possible, by Fall term. Implementation has included consistent dialogues about the proposed change with Provost Franken, Professor Cummings (ABS), Professor Dippmann (AST), Professor Beck (LLAS), Professor Robinson (LIBST), the tenure/tenure-track faculty in Film and Liberal Studies, and impacted staff as well as early conversations with advising.

During the first year, the new program will establish short and long term goals for assessment and growth purposes; criteria for reappointment, tenure, post-tenure, merit, and non-tenure track; and policies and procedures for faculty, staff and student with the department.

Communications

25 May 2020

Dear Colleagues,

Several members of the Interdisciplinary faculty have met and discussed the Proposal to Reorganize College of Arts and Humanities (CAH) Programs into a Department of Multidisciplinary Studies, which would include Liberal Studies, Film Studies, Africana and Black Studies, Asian Studies, and Latino and Latin American Studies. While we welcome and appreciate efforts to create a home for the interdisciplinary programs, we have some serious concerns about the proposal. We strongly urge that action to implement the proposal be postponed to give time to address our concerns, and to develop a more integrated vision for interdisciplinary programs at CWU.

Concerns:

- **The process for appointing a Chair.** Given the President's mandate to diversity the Professoriate and address imbalances throughout senior administrative roles, installing a Chair without a vote seems to contravene this initiative. One solution to this could be to have the Directors vote on a Chair since they're ideally poised to identify the expertise needed to work across these disciplines. The proposed Chair lacks pedagogical or scholastic expertise in many of the areas within this program.
- **Losing the distinct identity of our interdisciplinary studies programs.** Interdisciplinary studies that focus on minoritized groups emerge from the struggle for minority students to see their communities and histories represented within the University at large through a clear pedagogical commitment supported by resources, including Faculty lines and dedicated programming. These programs also allow students in general to benefit from cross-group interactions and engage with analyses of power and socio-cultural experiences they might not be exposed to elsewhere in their course of study. But their distinction is crucial to their work-- simply put, to merge these programs without a clear outline of how their particular foci will be maintained and adapted risks homogenization. It also risks undermining the interdisciplinarity that relies on faculty in both CAH and COTS.
- **Relatedly, this diminishes the visibility of the three programs that focus on racial and ethnic minorities.** It is not clear how different programs would distinguish themselves within the degree, and what the requirements would be for students doing a major or minor in Multidisciplinary Studies. It is also unclear how students will distinguish the programs housed under "Multidisciplinary studies" from AIS, WGSS, and Ethnic Studies.
- **The tenuous role of the Directors.** The Directors of the interdisciplinary programs are elected teacher-scholars with expertise in these fields who can advise and attract students

by their investment in and commitment to these areas. The Directors also help bring individuals together and organize events and activities. Without a clear sense of the role the Directors will play, the critical mentorship and curricular design they provide will be decreased, particularly without WLU allocations that reflect the amount of work involved in maintaining the integrity of the programs.

- **Future Faculty hiring and the lack of a budget in the proposal.** This privileges programs with dedicated TT lines, and suggests reliance on NTTs to serve ABS, LLAS, and AS courses, which further marginalizes the programs and does not support the development of a more diverse permanent Professoriate. Especially concerning is the proposal to hire QTTs to fill roles in interdisciplinary studies. Courses in the interdisciplinary programs require speciality expertise and benefit from an investment in the communities and populations represented through these programs; without a clear path for NTTs to be retained and advance in the College, and without a commitment to stability for those working in these programs, we risk further marginalizing this important work.
- **Issues with promotion and retention efforts for Faculty with interdisciplinary expertise.** Yoking together the smaller interdisciplinary programs with a much larger program like Film Studies leaves little identifiable relationship in pedagogy, scholarship, or community goals. The interdisciplinary teacher-scholars housed in the new Department who focus on minoritized areas would be at a disadvantage, since the proposed tenure lines are all in Film and Liberal Studies. It would be crucial, yet unlikely, that the Department personnel committee would possess the appropriate expertise to evaluate such diverse Faculty. The issue of promotion and tenure for interdisciplinary faculty, particularly faculty of color, without a cohesive department structure is especially relevant here.
- **Allocation of resources** in a Department with a prevailing Production program. The majority of majors in this new department would be film students, so the division of resources and courses would seem to favor film, and perhaps the newly created Liberal Studies, at the expense of the other three.
- **Lack of clarity about how students would access courses outside their primary field but within their Department.** Could a student whose primary interest is in Africana and Black Studies take Film Courses? Would Film students be required to take classes in area studies? Similarly, would there be broad introductory courses that survey the “multidisciplinary studies” field?
- **Undermining diversity initiatives.** There is no clear definition of what “multidisciplinary studies” is, and the numerical and resource dominance of Film threatens to obscure the students pursuing ABS, LLAS, or AS tracks. Subsuming these programs under a catch-all, in which they are radically outnumbered by film students, sends a signal to prospective students and faculty that these are not priority areas for the university.

The benefits of pausing this proposal and allowing for more input and involvement from Faculty in the interdisciplinary programs would provide the following:

1. Opportunity to bring together concerns and ideas for stronger, more united and coordinated “Multidisciplinary Studies” that considers the relationships of the interdisciplinary programs across the Colleges.
2. Time to consider and learn from the significant work of Interdisciplinary Studies working group (led by Martha Kurtz and interdisciplinary team), and to develop a proposal that accounts for the knowledge of this group alongside consultation from current Faculty in these programs
3. Opportunity to build on current efforts in CAH to
 - A. Develop cost-saving measures in terms of WLU
 - B. Provide clear tenure and promotion process for interdisciplinary faculty
 - C. Increase collaboration across interdisciplinary studies programs
 - D. Centralize administrative structure and provide more support

These programs are crucial to CWU’s efforts to increase ethnic and racial diversity, and to better serve our underrepresented students as we continue our efforts as a Minority Serving Institution. They are each distinct in focus but share the common goal of providing different ways of knowing and being in a global world, and all emerged from the long struggle at Universities to have the history and experiences of minoritized peoples integrated into coherent curricula.

At a time when we’re promoting our diversity and inclusivity initiatives to attract and retain students, it is crucial that we provide demonstrable commitments to established programs that increase their visibility and do so in careful consultation with the pre-existing stakeholders in these programs. We ask that you give us the time to bring together voices in our diverse programs to create a vision and a plan to create a truly unified and integrated department/program in interdisciplinary studies. Last year, under the guidance of Dr. Martha Kurtz, the directors of several interdisciplinary programs, in consultation with program and affiliate faculty, revised and updated their charters. Those charters have been approved by the program faculty and are awaiting approval by the Provost. Let’s apply the vision and cooperation that went into updating those charters to our continued efforts to unify interdisciplinary programs at CWU.

Sincerely,
Members of the Interdisciplinary Faculty

CC: For questions or follow-up, please contact Dan Beck at Beckd@cwu.edu or Chuck Reasons at Charles.Reasons@cwu.edu

May 29, 2020

TO: Walter Szeliga, Chair, Faculty Senate Executive Committee
Central Washington University

FROM: Interdisciplinary Program Directors
Central Washington University

RE: **CAH Proposal for Department of Multidisciplinary Studies**

Numerous concerns have been expressed by directors and program faculty about the proposal to form a Department of Multidisciplinary Studies. No positives have been expressed. The concerns rest in three overarching categories: Leadership, Visibility, and Process. Leadership

- In replacing program directors with a single department chair, the person administering these programs may have no expertise in those interdisciplinary areas (and can't possibly have expertise in all of them). If you want to form a department to house the interdisciplinary programs, that might be okay, but from my perspective you would need to keep directors of the programs in order to maintain the academic integrity of those areas. The proposal says that the chair will "absorb the duties of the directors" in order to reduce the total workload units for program administration.
- Chairs/directors aren't just administrators; they are scholars in that field, they care about those fields, they can advise students on how to prepare for their post-graduation plans, they can organize relevant programming, they can drive curricular innovation, and so on.
- It seems that the chair of this department will be appointed, rather than voted on, further diminishing the amount of shared governance directors and their program faculty have.

Workload

- The program directors, being "folded in," will still have to do all the substantive curricular, field specific programming, advising, course development, and mentoring that they currently do, with much less compensation.
- The structure proposed would put more burden on program faculty to take on the duties referred to above (which might act as a disincentive for them to be involved in those programs, especially if they aren't tenured).

Visibility

- Even if directors of programs are retained: it would be harder to make those programs visible to students, if they are contained within a blandly named catch-all department.
- If this proposal goes through, it will diminish the support that interdisciplinary programs get and their ability to recruit students.
- The distinctive characters of each program will be lost. We are not clear on how the program distinguishes between "interdisciplinary studies" and "multidisciplinary studies," but it is even less clear what this will mean for students, and how specializations in, say,

Africana and Black Studies will be distinguished from Asian and Pacific Studies within the larger department.

Inclusiveness

- An issue that CAH faculty brought up was how the program diminishes rather than promotes the visibility of programs whose curriculum addresses issues related to minority students and whose classes are taught by faculty of color. This is the opposite of what CWU says about their commitment to diversity.
- The proposed structure sends a signal to faculty that we're trying to recruit and retain, that runs against our university commitment to diversity and inclusivity.
- These programs are invaluable for the recruitment and retention of diverse faculty and students. Our minority faculty and students should not be further marginalized by having their distinctive programs swallowed by this larger department. Process
- The proposal seems to ignore the years of collaborative work by the Interdisciplinary Studies Working Group, led by Martha Kurtz, which has been studying how best to serve our Interdisciplinary studies programs, including by possibly consolidating administration.
- This proposal disregards concerns that had been brought up quite awhile ago with regard to simply lumping programs together because they are considered interdisciplinary, not taking the specific needs or requirements of the programs into consideration. Structure within the University
- The proposal doesn't include interdisciplinary programs currently housed in COTS, and it isn't clear why they would remain distinct. The argument could be made that these should be absorbed in the future.
- These programs are, in fact, interdisciplinary, and involve faculty from both CAH and COTS. If they become part of a CAH department, then how will that interdisciplinarity be maintained?
- If a Department of Multidisciplinary Studies exists in CAH as proposed and COTS decides a similar model would work best to support their programs, what would the department be called? The proposed name does not make it obvious that it houses only CAH programs.

May 29, 2020

To: Walter Szeliga, Chair Faculty Senate

Re: CAH Proposal

Several faculty members from IDPs in CAH and COTS have been involved in discussions regarding the proposal to create a Multidisciplinary Studies Department comprised of Film Studies, Liberal Studies, ABS, AST and LLAS. In this communication to the Faculty Senate, faculty wish to express their serious concerns about the implications of the proposal for IDPs across campus. Our concerns are summarized as follows:

- 1) The proposal ignores or is unaware of the on going collaborative work since February 2018 of the Interdisciplinary Program Work Group, led by Martha Kurtz and consisting of faculty from both CAH and COTS interdisciplinary programs, which has been studying how best to serve all of our interdisciplinary studies programs at CWU. The group's charge included: define interdisciplinary programs at CWU, duties and workload of directors for inclusion in the CBA, documentation needed to be an IDP, and how to support them from a staffing perspective.
- 2) The new department would reduce and/or obscure the visibility of interdisciplinary programs, both for students and for prospective faculty. There is some language in the proposal about "academic similarities," but how do Film Studies, Liberal Studies, Asian Studies, Africana and Black Studies, and Latino and Latin American Studies belong together? A Department of Multidisciplinary Studies would diminish visibility rather than raise it, and threatens to submerge the last three under film, in particular, which is a much larger program.
- 3) The chair would function primarily as an administrator/manager as they would not be able to have academic expertise in all or even most of these fields. Chairs/ directors are scholars with expertise in their fields. Overseeing a "catch all department" or a set of seemingly unrelated programs means that one person would not be qualified to represent all of these programs at orientation, major fairs, etc., to advise students, to organize public programs, to make curricular revisions, or to decide how to use the budget in ways that are the best interest of those interdisciplinary fields. Fund raising efforts would be hampered as such a chair without expertise in multiple fields would have to rely on additional staff or impinge on faculty workload for direction and innovation.
- 4) The program directors, being "folded in," will still have to do all the substantive curricular, field-specific programming, advising, course development, and mentoring that they currently do, with much less compensation. And it seems that the chair of this department will be appointed, rather than voted on, further diminishing the amount of shared governance directors and their program faculty have. This is clearly a centralization of authority without consideration of the detailed list of duties that are common and unique to each of these programs. This is problematic as it will leave the students in "incomplete programs" where advising is *ad hoc* without incentive to grow numbers of student participants.

- 5) The distinctive characters of each program will be lost. We are not clear on how the program distinguishes between "interdisciplinary studies" (IDS) and "multidisciplinary studies,"(MDS) but it is even less clear what this will mean for students, and how specializations in, say, Africana and Black Studies will be distinguished from Asian and Pacific Studies within the larger department. It appears that IDS/MDS are synonyms in the proposal, reiterating the concern stated above that the proposal demonstrates a lack of understanding of IDS at CWU (see documents produced by IDP work group). The important point here being that they are not the same and IDS is very important to reaching many of the goals set out by strategic planning efforts in COTS/CAH and CWU.
- 6) The process of bringing the proposal forward is unhelpful for careful consideration across campus. This is especially true at the end of an academic year and the end of spring quarter in the midst of all the uncertainty, distraction and extra demands on faculty and others. The process seems rushed in order to push a program through without the ability for sufficient consideration and response from the faculty, which is not in alignment with the spirit of policy on reorganization agreed to by the Faculty Senate and administration.

Sincerely,

Judy Hennessy, Professor, Sociology, Director WGSS
Gayla Blaisdell, Professor, Music
Cindy Coe, Professor, Philosophy and Religious Studies
Barbara Flanagan, Professor, Political Science
Michael Johnson, Professor and Chair, World Languages
Pam McMullin-Messier, Professor, Sociology
Lene Pedersen, Professor and Chair Anthropology
Ian Quittadano, Professor, Biology, Science Education
Lacy Ferrell, Associate Professor, History
Tracey Haggerty-Lester, Assistant Professor, Sociology
Geraldine O'Mahony, Assistant Professor, Political Science
Sarah Sillin, Assistant Professor, English

22 May 2020

Dear Dean Hernandez,

In the week of May 15th, 2020, the College of Arts and Humanities Diversity and Inclusivity committee became aware of a proposal to create a Multidisciplinary Studies Department by combining Liberal Studies, Film Studies, Africana and Black Studies, Asian Studies, and Latino and Latin American Studies. Members of the Diversity and Inclusivity committee would like to raise some concerns about the current proposal.

First and foremost, we recognize the vital importance of ABS, AST, and LLAS in meeting the University's and CAH's diversity goals. These programs offer many of our students of color and minority students broadly an opportunity to see their histories, cultures, and epistemologies reflected in their course work. This is valuable in our quest to increase diversity and inclusion and retain students of color. Furthermore, these programs offer all students, no matter their racial or ethnic background, a curriculum that challenges white supremacist notions of history, culture, and ways of knowing. These programs fulfil the College of Arts and Humanities mission in graduating globally informed alumni with the skills of ethical thinking and communication. This enriched learning environment and experience would be severely diminished by a reduction in the visibility of these important perspectives by incorporating these smaller programs into a Department whose goals and future aren't yet clearly defined.

As such, we are concerned that Area studies (ABS, AST, and LLAS) will be subsumed and lost under the much larger Film Studies and Liberal Studies programs within this proposed department. The current iteration of the proposal does not include a budget but states, "(a)s our units grow, the Department would like to use quarterly non-tenure track (QNTT) faculty to support areas such as AST, ABS, and LLAS." Not only does this proposal to use QNTT faculty devalue current faculty expertise, and privilege the programs with dedicated TT lines, it limits the amount of upper level courses that can be offered thus, limiting those who can complete the requirements of their minor.

Moreover, we are concerned with the assignment of the chair position to someone who is not trained in any of the proposed department areas. As each discipline within this Multidisciplinary Studies Department would have its own history, knowledge areas, and epistemologies, we feel it is pertinent that the chair of this department reflect expertise in, specifically, one of the Area studies but preferably expertise across multiple areas. The proposed candidate for the new position has no academic foundation or experience in these studies; the leadership necessary to create a cohesive vision for the area could be, at best, vague and lacking direction, and at worst, damaging. In addition, the Chair of this new Department would be dealing with some of our most vulnerable students across campus and the position requires a candidate with a nuanced understanding of those students and the issues they face. It is unclear that the proposed candidate has such experience.

Likewise, based on the proposal, the chair of this new Department would be appointed without direct input from Program directors and/or affected faculty that teach in these areas. The CAH Diversity Statement asserts "(w)e are committed to the equity of opportunities, and strive to

promote and advance diverse communities. We value and proactively seek genuine participation from these historically under-represented and underserved groups, and recognize them as an essential component of creating a welcoming and rich academic, intellectual, and cultural environment for everyone.” It is unclear how appointing a chair without expertise in any of these areas, and without a direct vote from the Program Directors and/or affected faculty, reflects this statement. We fear this is not an equitable hiring process and works to devalue the expertise of the scholars and artists who are already dedicated to teaching in these areas. Most concerning, we fear that this will result in additional, not reduced, workload for the minority faculty and Directors in these programs (and indeed, all affected faculty) as they attempt to redefine their programs as part of a Department that does not seem to engage directly with their original mandates.

It is our suggestion that this proposal be delayed until all affected parties can discuss and determine the effects of such a department and make revisions to the current proposal or offer alternatives.

Sincerely,

Members of the CAH Diversity and Inclusivity Committee

Senate Chair Report

Dear Senators,

We are coming to the end of an exhausting year that has seen us make great progress on some fronts while facing new and great challenges as well. We began the year with a promise from our interim Provost, Lynn Franken, that she would take the time to try and repair the trust between the administration and the faculty. From my perspective, I feel that Lynn has helped us make great strides. Throughout the year I saw an ever-improving level of communication at meetings involving a wide variety of constituents from across the university. We still have work to do however, since it takes time for everyone to begin to feel heard again. Like all relationships, this will continue to require constant effort from both sides. In the few weeks that our new Provost, Michelle DenBeste has been here, I am confident that she can help us continue this trend.

As one example of the improvement in communication, just this past week I have attended many of the Presidential Search listening sessions and I have been heartened to hear how honest and open faculty, staff, and students have been during the process. Many have offered bold ideas and vision for the university and some have even questioned the intelligence of continuing the search at all. All of these ideas have been met with seriousness by the advisory committee; nothing is settled at this point; the trustees are interested in everyone's ideas and are committed to making an informed decision about the direction of the search at the end of June.

I know that this quarter has been tiring and the continuing uncertainty, particularly surrounding the budget, is unnerving, but I believe that the faculty and staff of Central Washington University will continue to be up to the task. This week, members from the Senate, the Academic Department Chairs Organization, and our Deans will meet to discuss every option available for balancing our budget for the upcoming fiscal year. These options will then be modeled by Business and Financial Affairs and the results will be presented at the next President's Budget Advisory Committee meeting on Tuesday, June 9th at 3 PM. At that time, the next steps will be discussed. I encourage you to reach out to the Executive Committee so that we can present your budget ideas in these meetings. As always, the President's Budget Advisory Committee meetings are open to the public and have been very well attended for the past few months. I encourage you to attend if you can.

This summer, the Executive Committee will be working diligently to prepare for next year's senate work. In the coming year we will ask the full Senate to provide a complete vetting of all academic policies that were passed in an emergency capacity during spring quarter as well as reassess some existing policies to help clarify areas where gaps have been identified. The Senate and its standing committees are empowered to establish and monitor all policies and procedures related to academics and curriculum and emergency decisions do not override this obligation. It will be imperative that we study the outcomes of these emergency policy decisions in order to help improve the student experience on campus.

Finally, I would like to thank all of the senators, standing committee chairs, and committee members. This whole academic year, and this quarter in particular, would not have been possible without your knowledge, hard work, and flexibility. Your incoming chair, Elvin Delgado, is stepping into this leadership role during a difficult and stressful time. I am confident that he will provide solid leadership and I encourage you to keep communicating through senate to help bolster faculty voice.

Respectfully,

A handwritten signature in black ink that reads "Walter Szeliga". The signature is written in a cursive, flowing style.

Walter Szeliga

Academic Affairs Committee Year-End Report

FACULTY SENATE ANNUAL STANDING COMMITTEE REPORT

2019-2020 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Academic Affairs Committee

Committee Chair: *Josh Welsh*

Committee Representation:

Members

Wendy Cook, Eric Foch, Jackie Krause, Dan Lipori, Megan Metheson, Andy Piascek, Ke Zhong

Ex Officio Members

David Douglas (EC Rep), Gail Mackin (Provost Rep), Julia Stringfellow (ADCO Rep), Rose Spodobalski-Brower (Registrar Rep)

Student Representatives (Vacant)

Guests

Kevin Archer, Don Wattum, Dawn Varnum (via speaker phone), Ethan Bergman, Brian McGladrey, Dennis Francoi, Walter Szeliga

Committee Charges:

Numbered Charges

- AAC19–20.01 Revise the syllabus (5-90-040(37)) and attendance (5-90-040(34)) policies to conform to Washington State Bill 5166 regarding religious observances.
- AAC19–20.02 Revise the Acceptance of Transfer Credit policy (5-90-030(4)) to conform to Washington State Bill 5410 regarding AP/IB/Cambridge Credit.
- AAC19–20.03 Consider including a statement summarizing the CWU position on sexual misconduct, Title IX information, a link to the CWU sexual misconduct/gender discrimination policy website, a statement clarifying mandatory reporting role, and contact information for confidential reporting resources in course syllabi
- AAC19–20.04 Consider clarifying the definitions of the Incomplete and In-Progress grades with reference to their bearing on financial aid.
- AAC19–20.05 Remove obsolete procedures related to the foreign language requirement.

- AAC19–20.06 Consider the addition of policy sections 5-130 and procedures 2-130 along with associated policy and procedure changes surrounding Graduate Studies.
- AAC19–20.07 Consider revising CWUP 5-90-050 and CWUR 2-90-050 regarding commencement participation to better define the role of the commencement committee.
- AAC19–20.08 Consider adding a new policy section, 5-90-080, on Student Behaviors in Academic Settings.
- AAC19–20.09 Develop language outlining the role of the Academic Affairs Committee in interpreting academic policy.
- AAC19–20.10 Develop a set of procedures (CWUR 2-90-060) to mirror CWUP 5-90-060 outlining the process of creating, reorganizing, and renaming academic units.
- AAC19–20.11 Work with the Registrar’s office to develop policy and/or procedure to clarify how a student’s service campus affects summer quarter online courses and study abroad.
- AAC19–20.12 Consider revisions to the academic appeals policy and/or procedure (CWUR 2-90-40 (2)) to ensure the process is neither arbitrary nor capricious.
- AAC19–20.13 Investigate and decide if policy/procedure about mandatory midterm feedback from faculty during the quarter is required. If so, develop the policy/procedure language and justifications.
- AAC19–20.14 Make modifications to Class Attendance and Participation Policy (CWUP 5-90-040) or develop justifications for no modifications.
- AAC19–20.15 Consider revisions to warning/probation/suspension policy/procedure and craft modifications of policy/procedure to reflect these revisions.
- AAC19–20.16 Consider revisions to the academic dishonesty policy (CWUP 5-90-040(22)) and procedure to clarify the process overall and for appeals.
- AAC19–20.17 Consider developing university policy or procedure to ensure departmental policies on plagiarism and other behaviors are consistent with the student conduct code, WAC, and FERPA.
- AAC19–20.18 Consider developing a policy and/or procedure for placing, communicating, and managing holds on student accounts.
- AAC19–20.19 Review committee procedures manual and update as required.

Added Charges

- COVID-19-related Emergency Charge: Consider approving changes to admissions process to make ACT and SAT test scores optional for all applicants.
- COVID-19-related Emergency Charge: Interpret Academic Policy regarding the TOEFL and IELTS exam alternatives.
- COVID-19-related Emergency Charge: Emergency Pass-Fall Grade Option.
- Added Charge: Revise Acceptance of Transfer Credit Policies and Procedures.
- Added Charge: SEOI Policy Approval

Report on the Activities of the Committee:

Meeting Dates and Times

- Met online (via email) September 15-18 to prepare policy for Oct 2 Senate Meeting
- Sept 26, 2019, 3-5pm
- Oct 10, 2019, 3-5 pm
- Oct 24, 2019, 3-5 pm
- Nov 7, 2019, 3-5 pm
- Nov 21, 2019, 3-5 pm
- Jan 9, 2020, 3-5 pm
- Jan 23, 2020, 3-5 pm
- Feb 13, 2020, 3-5 pm
- Feb 27, 2020, 3-5 pm
- March 12, 2020, 3-5 pm (All participants met via Zoom)
- March 26, 2020, 3-5 pm (All participants met via Zoom)
- April 2, 2020, 3-5 pm (All participants met via Zoom)
- April 9, 2020, 3-5 pm (All participants met via Zoom)
- April 23, 2020, 3-5 pm (All participants met via Zoom)
- May 7, 2020, 3-5 pm (All participants met via Zoom)
- May 21, 2020, 3-5 pm (All participants met via Zoom)

Minutes

Posted to the Web

Motions (Motion No. and Current Status)

Senate Motion Number	AAC Charge and Summary	Status
Motion No. 19-04: Recommends amending CWUP 5-90-030(4) Acceptance of Transfer Credits.	AAC19–20.02 Revise the Acceptance of Transfer Credit policy	Approved Oct 2, 2019
Motion No. 19-05(Approved as amended): Recommends amending CWUP 5-90- 040 (34) & (37) Academic and General Regulations.	AAC19-20.01 Revise the syllabus and attendance policies to conform to Washington State Bill 5166 regarding religious observances.	Approved Oct 2, 2019
Motion No. 19-09 Recommends amending CWUP 5- 90-040(37) Syllabi.	AAC19–20.03 Consider including Title IX information on syllabi policy	Referred back to Committee Dec 4, 2019
Motion No. 19-11: Recommends amending CWUP 5-90- 040(25) & (26) and CWUR 2-90-040(25) & (26)	AAC19–20.04. Clarifying the definitions of the Incomplete and In-Progress grades with reference to their bearing on financial aid.	Approved as amended. Dec 4, 2019
Motion No. 19-24: Recommends amending CWUP 5-90-050(6) and CWUR 2-90-050(6) Commencement Participation as outlined in Exhibit B. .	AAC19–20.07. Clarify the role of the commencement committee.	Approved Feb 5, 2020

Motion No. 19-25: (Recommends amending CWUP 5-90-040(27) Incompletes & (28) InProgress (IP) and CWUR 2-90-040 (27) Incompletes & (28) InProgress (IP)	AAC19–20.04. Clarifying the definitions of the Incomplete and In-Progress grades with reference to their bearing on financial aid.	Approved Feb 5, 2020. Note: EC sent back previously approved policy for further changes and re-approval.
Motion No. 19-26: Recommends amending CWUP 5-90-040(40)15 Syllabi	AAC19–20.03 Consider including Title IX information on syllabus policy	Approved Feb 5, 2020
Motion No. 19-27: Recommends amending CWUP 5-90-040(6), (7), (9), (19), (34) graduate studies related policy	AAC19–20.06 Consider the addition of policies and procedures surrounding Graduate Studies.	Approved Feb 5, 2020
Motion No. 19-28: Recommends adding CWUP 5-90-070(4) Individual Studies Graduate Programs	AAC19–20.06 Consider the addition of policies and procedures surrounding Graduate Studies.	Approved Feb 5, 2020
Motion No. 19-29: Recommends adding School of Graduate Studies and Research Policy CWUP 5-130-010, CWUP 5-130-020, CWUP 5-130-030, CWUP 5-130-040, CWUP 5-130-050, CWUP 5-130-060, CWUR 2-130-020, and renumbering CWUP 5-130-070	AAC19–20.06 Consider the addition of policies and procedures surrounding Graduate Studies.	Approved as amended Feb 5, 2020
Motion No. 19-38: Recommends amending CWUP 5-90-010 Academic Policy	AAC19–20.09. Develop language outlining the role of the Academic Affairs Committee in interpreting academic policy.	Approved March 4, 2020
Motion No. 19-46: Recommends amending CWUP 5-90-040(34) and CWUR 2-90-040(34)	AAC19–20.14 Make modifications to Class Attendance and Participation Policy	Approved April 15, 2020
Motion No. 19-47: Recommends amending CWUP 5-90- 040 (42) and CWUR 2-90-040 (42) Student Service Campus	AAC19–20.11 Student Service Campus	Approved, April 15, 2020
Motion No. 19-76 Recommends amending CWUP 5-90-030 and CWUR 2-90-030	Added Charge: Update acceptance of Transfer Policy	On June 3, 2020 Agenda
Motion No. 19-77 Recommends amending CWUP 5-90-40 (23) Grade Reports	AAC19–20.13 Midterm Feedback	On June 3, 2020 Agenda

Motion No. 19-78 Recommends amending the academic appeals policy and/or procedure (CWUR 5-90-50 (2) and 2-90-40 (2))	AAC19–20.12 Consider revisions to the academic appeals policy and/or procedure	Sent to Executive Committee for review
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Items of Interest

Successes

- The committee moved a substantial number of charges to the Senate floor.
- We also successfully transitioned to fully online meetings, using Zoom and OneDrive folders to collaborate on policy changes.
- The members of this committee are hard-working and thoughtful. Everyone contributed productively.

Concerns

- AAC was without a dedicated administrative support person for half of the year. We hope that replacement personnel can be found for the coming academic year.

Recommendations

- Create charges for the AAC that ask us to consider permanently adopting the temporary policy changes made in response to COVID-19 crisis permanent (SAT/ACT optional, Emergency P/F Grading option).
- Create charges for the AAC that direct us to continue developing policy regarding student behavior in academic settings.

Action, Decision and/or Recommendations committee took or has regarding the COVID-19 emergency: (This is for a historical record. Are there things that faculty and/or administrators should know about this time in 5-20 years?)

- COVID-19-related Emergency Charge: ACT and SAT test scores were made optional for all applicants. Adapted provisionally for 2020 AY.
- COVID-19-related Emergency Charge: Interpret Academic Policy regarding the TOEFL and IELTS exam alternatives.
- COVID-19-related Emergency Charge: Emergency Pass-Fall Grade Option. Adapted provisionally for Spring and Summer 2020.

Bylaws and Faculty Code Year-End Report

FACULTY SENATE ANNUAL STANDING COMMITTEE REPORT

2019-2020 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Bylaws and Faculty Code Committee

Committee Chair: Jason Dormady

Committee Representation:

- Members: Mary Radeke, Stephen Robison, Laura Portolese, Jason Dormady
- Ex Officio Members: Elvin Delgado, EC Representative
- Student Representatives
- Guests: Walter Szeliga (EC President – one visit 2/25 meeting)

Committee Charges:

The Committee received the following charges from the Faculty Senate Executive Committee on 16 September 2019.

According to Faculty Code Section IV.D.1.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.

Our expectation is that you will continue pursuing the responsibilities outlined in your charge in the Senate Bylaws and Faculty Code. In addition, we request that you consider the following items this year (ordered by highest priority/ most immediate need; background information is provided in italics following charges the Executive Committee thought may need explanation):

BFCC19–20.01 Revise language in code/bylaws surrounding the senate chair’s summer stipend. Timeline: Winter quarter. Summer pay for the Senate Chair is presently listed as a stipend. Going forward, the union would like to see this referred to in terms of workload. Consider revising the language in Code section IV E 2 b to replace references to a stipend. For reference, we have budgeted 4 WLU for the Senate Chair during the summer.

BFCC19-20.02 Continue conducting a comprehensive Faculty Code review. Identify areas that may need updated to strengthen faculty shared governance at Central. Consider soliciting

feedback from faculty via public forums or other mechanisms. Identify changes in organization or language needed to clarify Code. Timeline: Ongoing. Submit completed edits to Executive Committee by end of Winter quarter, if possible.

BFCC19-20.03 Review committee procedures manual and update as required. Timeline: Approve updated procedures manual by last committee meeting of year.

Report on the Activities of the Committee:

- Meeting Dates and Times:
 - Fall Quarter Meetings: Time – 3 to 5 pm. Dates - 9/30, 10/14, 10/28, 11/4, 11/25
 - Winter Quarter Meetings: Time – 3:30 to 5 pm. Dates – 1/14, 1/28, 2/11, 2/25, 3/10 meeting was held via email due to health concerns
 - Spring Quarter Meetings: One Zoom meeting occurred on 4/13. All other business was conducted on an as needed basis via email discussions.

- Motions (Motion No. and Current Status)

Motion 19-19: Recommends amending the Faculty Code, Section IV. E. PASSED Section IV. FACULTY SENATE 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) are 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.**

Motion No. 19-36: PASSED. Recommends reorganization and amendments to the Faculty Code. *This is an extensive document. Please see the minutes of Faculty Senate for 6 May 2020 for the full amendments in exhibit C.*

Motion No. 19-48 PASSED: Recommends amendment to Faculty Senate Bylaws II.A.

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.

- **Concerns:** With the loss of Courtney Allocca, BFCC did not have the in-person support necessary for the smooth running of meetings, notes, and code changes. The Committee sees as necessary the investment in additional support for the Faculty Senate administrative offices.
- **Recommendations**
 - The committee recommends that only one member of the Executive Committee serve on the BFCC at any time. Multiple EC members create multiple lines of communication with the EC and create confusion, delaying the movement of material from BFCC to the EC. In addition, the independence of the BFCC is hampered with multiple members of the EC. While the experience of 2019/2020 may be a “fluke” when two members of the EC served on the BFCC, it is possible that such would happen again. We recommend that the EC consider a charge to the BFCC to find ways to limit to one the number of members of the EC on the BFCC or any other Senate committee.
 - The Chair of the BFCC received a concern from the Chair of the History Department about the ability of Department Chairs to serve as Senators because it limits faculty representation in university shared governance. We recommend the EC consider the feasibility of limiting Senate membership to faculty not currently serving as a Chair or Program Director.
 - The BFCC unanimously approved of language for the CWUP and correlating language to the Faculty Code that would strengthen the code and shared governance and that would protect the integrity of the Senate. The Chair of the EC presented the language to President Gaudino who approved, but the Chair of the EC declined to have the BFCC move forward with the language. We include that language in this report with the strong recommendation that the EC give a charge to the BFCC to move that language forward during the AY 2020/21.

CWUP Section 2

Proposed section 2-10-220

The Faculty Code establishes the parameters of shared governance between the BOT, the administrative agents of the BOT and Faculty. The scope of Code formally recognizes a shared responsibility in matters pertaining to the planning and development of university-wide policy that are not covered by the CBA. Effective collegial governance relies on open and effective communication between the Faculty Senate,

faculty, the BOT, and the administration to assure that all parties are properly informed and, where appropriate, consulted.

1. In the spirit of collegial shared governance and good faith, any actions or policy not expressly enumerated in Code (but that falls within the scope of Code) require consultation with all involved stakeholders. Failure to consult stakeholders constitutes a violation of CWU Policy.

2. Violations of Code and failure to consult stakeholders as indicated in CWUP 2-10-220-1 will be investigated by the Faculty Senate Executive Committee in conjunction with the BOT or their appointed representative.

a. Any policy or action subject to an investigation is temporarily suspended must immediately desist until the completion of the investigation.

b. The appointed representative of the BOT may not be the current subject of the investigation.

c. The appointed representative of the BOT may be engaged from outside of Central Washington University.

d. No member of the Faculty Senate Executive Committee under investigation may participate in the investigation and will recuse themselves from all matters pertaining to the investigation.

3. If found in violation of CWUP 2-10-220, the party may be subject to a letter of expectation from the BOT, censure by the Faculty Senate, or a vote of no confidence from the Faculty. Parties found to engage in egregious and frequent attempts to circumvent Code may be subject to termination.

4. Policies under the following conditions are null:

a. in contradiction with Code

b. not expressly enumerated by the code, but that fall within the scope of the code,

c. implemented without stakeholder consultation.

5. Any attempt to dissolve the Faculty Senate without the consent of a 3/4 actual majority of Faculty constitutes a violation of Code, and therefore, of CWUP and is subject to point 4, this section.

6. CWUP 2-10-220 represents an exception to the CWUP and can only be amended with the joint approval of a 2/3 majority of the BOT, the office of the president, and a 2/3 majority of the Faculty Senate.

PROPOSED LANGUAGE FOR THE FACULTY CODE PREAMBLE (inserted as the next paragraph of "shared governance" section in the preamble).

In the spirit of collegial shared governance and good faith, any actions or policy not expressly enumerated in Code (but that falls within the scope of the code as defined in this preamble and in CWUP 2-10-220) and/or that fails to consult stakeholders constitute a violation of CWU Policy (CWUP 2-10-220). Any attempt to dissolve the Faculty Senate without the consent of a 3/4 actual majority of Faculty constitutes a violation of Code, and therefore, of CWUP and is subject to the terms of CWUP 2-10-220.

Action, Decision and/or Recommendations committee took or has regarding the COVID-19 emergency:

- The committee remained flexible and used ZOOM for one meeting via ZOOM meeting software. With our charges from the Executive Committee completed we held our final meetings via email discussion threads.

Budget and Planning Committee Year-End Report

FACULTY SENATE ANNUAL STANDING COMMITTEE REPORT

2019-20 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Budget and Planning Committee

Committee Chair: Roxanne Easley (CAH/History)

Committee Representation:

- **Members:** Paul Knepper (COTS/Law & Justice/Political Science), Lad Holden (CEPS/ETSC), Ian Loverro (CEPS/CESL), Chad Wassell (CB/Economics), Aimée Quinn (LIB), Stephen Stein (Sr Lecturer/Math), Jim Johnson (COTS/Biology), Ken Smith (CB/Accounting), Kathy Whitcomb (CAH/English)
- **Ex Officio Members:** Walter Szeliga (Senate Chair/Geology), Amy Claridge (Senate Past-Chair/FCS—on leave Spring 2020), Eric Cheney (ADCO Chair/Biology), Eric Cheney (ADCO Chair-Elect/Sociology), Kathy Whitcomb (ADCO Chair-Elect/English)
- **Guests:** Lynn Franken, Interim Provost /VP ASL, met with the committee on 12/5/19 and 3/9/20 to discuss vision and strategy for the budget model; Joel Klucking, VP BFA, also attended the 3/9/20 meeting. Elvin Delgado, Senate Chair-Elect (Geography), attended all spring quarter 2020 meetings.

Committee Charges

BPC19–20.01 Consider proposing changes to the budget model at Central.

BPC19–20.02 Review committee description in Faculty Code (Section IV D. 1. f.) and consider proposing changes.

BPC19–20.03 Review budget model proposals put before the President’s Budget Advisory Committee (PBAC) and provide insight regarding impact.

BPC19–20.04 Review efficacy of department-level RCM/ABB dashboard provided to department chairs.

BPC19–20.05 Consider proposing university policy language related to college budget committees and/or the budget process in general.

BPC19–20.06 Provide recommendations about tuition waiver policies and space allocation processes.

BPC19–20.07 Continue discussions about the budgetary implications of the new General Education program and provide recommendations as appropriate.

BPC19–20.08 Provide recommendations for a transparent budget process for the ASL non-college budget.

BPC19–20.09 Continue monitoring implementation of the budget model at Central by collecting and analyzing data regarding impacts to programs, departments, and colleges. Disseminate results to administrators and faculty as appropriate.

BPC19–20.10 Review committee procedures manual and update as required.

Report on the Activities of the Committee:

- **Meeting Dates and Times:** The committee met on the first and third Wednesday of each month during the academic year, from 10-12. There were extra meetings on 12/5/19 and 3/9/20.
- **Minutes** are posted on the Faculty Senate webpage.
- **Motions:** There were no motions in this academic year.
- **Items of Interest:**

Lad Holden was the BPC representative on the Budget Allocations Sub-Committee (BASC); Katharine Whitcomb served on both BPC and BASC. The BPC recommended changes in June 2019 to the BASC calendar to include presidential budget direction and percent distribution of funds across support and academic divisions. We notified BASC to amend the budget calendar accordingly in fall 2019. In winter 2020, BPC reevaluated the utility of sending a faculty representative to the Budget Allocations Subcommittee (BASC), when no new funds had been allocated for successful proposals and no clear policy had been developed for evaluating and ranking proposals. BPC voted to withdraw our representative until BASC's charge and procedures are revised.

Amy Claridge (later Roxanne Easley), Walter Szeliga, and Eric Cheney served both on BPC and the President's Budget Advisory Committee (PBAC). This enabled the BPC to contribute to discussions on subjects such as RCM model changes, tuition waivers, computer purchasing, and the dissemination of departmental budget data.

BPC met with Provost Franken in December 2019 to share budget priorities and concerns. BPC met again with Provost Franken and VP BFA Joel Klucking in March for an update on their audit of ASL. We also discussed their plans for what was likely to be declining student enrollment. In particular, BPC raised concerns about austere budgets in academics. BPC drafted a SWOT analysis of current budget model for the Provost's review, but delayed sending it pending further revision.

In accordance with recent changes to the Faculty Code about college budget committees, BPC requested updates from the academic deans in December 2019. The responses received from four of the five deans indicated that there is uneven implementation of the faculty code regarding the formation and activities of the college budget committees.

In our consideration of the place of the budget in CWU's strategic plan, BPC researched and discussed CWU and Washington degree-seeking undergraduate enrollment forecasts and the role of College in the High School at CWU.

In February 2020, 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.

BPC sent a summary of faculty responses to the budget model survey (2016-2019) to the Faculty Senate, the Provost, and the President for review.

- **Successes:**

There were several instances this year in which the committee's strong response to issues was able to shape the conversation happening in other groups, like PBAC, BASC, Provost Council, and even the Board of Trustees.

For example, BPC's conversations with the Provost about the centrality of academics, its questioning of the clarity of the budget allocation formula, and its compilation of survey responses to questions about the budget model kept the faculty's core defense of ASL at the forefront of administrative changes, resulting in greater clarity and accuracy in RCM allocation. The committee served an important role this year as a place for faculty and administration involved in various layers of the budget governance structure to talk to each other, share information, and discuss responses.

BPC's letter to the Board of Trustees in support of the BOT's decision to avoid personnel reduction and protect the instructional mission during the COVID-19 crisis was, according to the President, influential in shaping the BOT's response. Similarly, our letter to the President, in support of ADCO's call to remove the BOT's declaration of financial exigency and fully support instruction, received a direct response from the President. The President expressed his desire to mitigate the risks we identified, and acknowledged that his understanding of CWU's policies were different from the reality faced by the faculty.

- **Concerns:**

ASL non-college budgets are not yet transparent, nor are the college budgets. BPC urges the deans and administration to empower the college budget committees to be effective voices for transparency and openness in the college and library budgets, but we are not there yet.

PBAC and its subcommittees continue to work without clear written policies, procedures, and subcommittee functions. BPC continues to push for written policies and procedures and greater clarity on the function of the governance process.

Budgetary and managerial authority continue to be centralized in practice, despite the promise of decentralization inherent in RCM. Empowering college budget committees is an important step in integrating budgetary and managerial levels.

- **Recommendations for next year's committee:**

Work to establish and communicate closely with college and unit budget committees, and advocate for transparency in the college-level budgets.

Continue to develop and evaluate alternatives to the current budget model.

Continue to take an active role in the budget governance process, and push for greater clarity in the various roles in that process.

Collecting and analyzing data regarding impacts to programs, departments, and colleges. Disseminate results to administrators and faculty

Continue discussions about the budgetary implications of the COVID-19 crisis, and maintain strong advocacy for the instructional budget and faculty.

Continue to collect and analyze data regarding budgetary impacts to programs, departments, and colleges, and disseminate results to administrators and faculty.

- **Actions, decisions and/or recommendations committee took or has regarding the COVID 19 emergency:**

The BPC met remotely beginning with our April 15 meeting.

In response to the March 31 Board of Trustees meeting, BPC wrote a letter (4/8/20) to the President and to the Board applauding their affirmation of the values that undergird CWU's budgetary decisions. The letter stressed the importance of maintaining support for quality teaching and learning in the classroom. It also expressed BPC's support for the financial wellbeing of the whole community. BPC's letter was endorsed by the FS Executive Committee. Both documents were distributed to and read by the trustees prior to the April BOT meeting. President Gaudino stated that the letter and endorsement were influential in the BOT's decision to make no workforce changes through June 30, 2020.

BPC wrote an endorsement of ADCO's letter (4/9/20) to the Provost and the President, calling for a reversal of CWU's financial exigency status and urging continued investment in and support of the instructional budget. BPC's endorsement added two additional concerns: the removal of department funds and financial decision-making at the department level; and the use of faculty's personal equipment and space, in terms of ethical, financial, health, and safety risks. The President responded that he hoped to mitigate such risks, and that his understanding of CWU policies is different from the reality faced by the faculty. The President asked for clarification, which BPC provided. We expect his response shortly.

Currently, given the statewide budgetary crisis that continues to unfold, BPC plans to survey faculty senators about specific ways that the overall university budget could be trimmed, without personnel reduction or significant cuts in instruction. We also plan to draft and submit our recommendation for reopening the University in Fall 2020.

Curriculum Committee Year-End Report

FACULTY SENATE ANNUAL STANDING COMMITTEE REPORT

2019-2020 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Curriculum Committee

Committee Chair: Michael Goerger (Chair), Maria Sanders (Chair-elect)

Committee Representation:

- Members: Michael Goerger (CAH), Maria Sanders (CAH), Julie Bonner (CEPS), Hongtao Dang (CEPS), Sayantani Mukherjee (COB), Clem Ehoff (COB), Arne Leitert (COTS), Benjamin White (COTS), Sabrina Juhl (LIB),
- Ex Officio Members: Bernadette Jungblut (Office of the Associate Provosts), Trist Drake-Jones (Office of the Associate Provosts), Mike Gimlin (Registrar Services), Jeff Dippmann (Associate Dean, CAH), Coco Wu (Associate Dean, COB), Mike Harrod (Associate Dean, COTS), Heidi Henschel Pellett (Associate Dean, CEPS), and Mark Samples (Faculty Senate Executive Committee).
- Student Representatives: Alexis Daggett

Committee Charges:

- As per the Web

Report on the Activities of the Committee:

During Fall and Spring quarters, the Curriculum Committee holds meetings on the first and third Thursday of each month from 3:10-5:00. During Winter Quarter, the committee meets every Thursday from 3:10-5:00. Meeting minutes are approved by the committee and posted on the Faculty Senate website.

The Curriculum Committee put forward 23 motions recommending approval of new courses. Another three motions recommended the approval of changes to programs that exceed defined credit limits. Motion No 19-69, approved May 6th, 2020, and clarifies the use of “certificate” and “certification” in policy. At the June meeting we intend to introduce three policy changes (a) clarifying the use of layered courses (b) updating policy surrounding CWU 184, and (c) updating policy surrounding the committee’s Emergency Approval Process.

As usual, most of the committee’s time was spent reviewing curriculum proposals. The committee added several new members this year, and the review process during our early meetings was perhaps slower than in the past. Despite some hiccups in the review process, the AY2020-21 catalog was published on time and all curriculum proposals are on track to be approved by year-end. We had several productive conversations about how to update our materials, especially instructions surrounding learner outcomes, and will finalize those changes in the future.

Several concerns arose this year connected with the hold process. The committee has discussed changes that will better inform departments of the hold process and better inform the originators of petitions to hold curriculum of the information required by the committee. Changes to the committee's operating procedures will also help to mitigate some of these concerns. A related issue came up regarding an impacted department's ability to hold curriculum at their step in Curriculog. In both cases, we need to clarify and perhaps change our vocabulary. The term 'hold' is being used in several different ways depending on whether the committee is holding a piece of curriculum for clarification, a department is petitioning the committee, or as an action taken in Curriculog.

Action, Decision and/or Recommendations committee took or has regarding the COVID-19 emergency:

Since the beginning of the pandemic the committee has been open to working with departments and programs as they adjust their curriculum and course offerings to suit an all online environment. Thus far, these adjustments have not required any official curriculum changes. For Fall 2020, we believe that existing processes will continue to be sufficient to meet these challenges. Should the pandemic continue or worsen, we may need to consider new ways to accommodate changes or update course offerings quickly.

In light of the need to move quickly, the committee has recommended a policy change to our Emergency Approval Process. The current process is very limited and does not allow for any impactful change (e.g. changes to programs). The new process allows the committee to make changes to the curriculum in the summer, outside of our normal meeting schedule. It also ensures that any changes will be temporary unless resubmitted through the normal curriculum process. This will prevent the Emergency Approval Process from being abused in the future.

One concern raised by the Covid-19 response in Spring 2020 was that the entire schedule was wiped and class meeting times were replaced by "VIRTUAL". This created confusion among faculty and students, as many faculty had planned to offer online courses with synchronous components. Once the schedule was wiped, students were not aware of when their courses would meet. Additionally, faculty moved course meeting times away from the originally scheduled times.

Last, the committee has drafted a memorandum of understanding that better defines course modalities being used during the pandemic. Part of this MOU acknowledges that course modalities, contact types, and course types need to be better delineated in policy. In particular, policy needs to better distinguish and define online and hybrid courses. Those changes will be considered next year.

Evaluation and Assessment Year-End Report

FACULTY SENATE ANNUAL STANDING COMMITTEE REPORT

2019-2020 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Evaluation & Assessment Committee

Committee Chair: Martin Kennedy

Committee Representation:

- Members — Maurice Blackson, Greg Lyman, Kathryn Martell, Baiqing Zhang
- Ex Officio Members — Stephen Robison
- Student Representatives — Madalyn Hughes
- Guests — Lidia Anderson (Student Records)

Committee Charges:

- Continue developing policy and procedure regarding the role of SEOI in teaching assessment.
- Continue drafting and revising policy and procedure about the appropriate role of SEOIs and other teaching evaluation methods in assessment of teaching.
- Consider drafting policy to clarify the administration of SEOIs in various class sizes and delivery modalities (e.g., classes with fewer than 5 students, classes held over spring break, etc.).
- Consider drafting policy or practice to clarify whether students who have failed a class (e.g. due to academic dishonesty) but have not been removed, should be allowed to complete an SEOI.
- Conduct annual assessment of Faculty Senate and Faculty Senate Executive Committee.
- Determine the best place(s) to disseminate and house the open access journal statement drafted by this committee.

Report on the Activities of the Evaluation & Assessment Committee (EAC):

Committee convened bi-weekly on Fridays, 1pm-3pm in Barge 412, Grupe Center, and Zoom. All minutes are available online at <https://www.cwu.edu/faculty-senate/2019-2020-committeeminutes>.

SEOI Policy language was written and refined, sent to EC for comment and approval. Policy statements under Section I.C.1.d. of the Faculty Code were approved by Faculty Senate.

The Committee deliberated on issues regarding SEOI implementation, including how SEOIs could be structured for online learning, whether students have the right to complete an SEOI after an academic honesty review, and whether a student seeking redress in an HR complaint could access previous completed SEOIs.

a) An open access journal statement was adopted by the EAC in conjunction with EC and approved by Faculty Senate.

“Quality open-access journals allow faculty outlets for highly accessible scholarly contributions. Faculty should be encouraged to publish in peer-reviewed journals, and publication in open-access peer-reviewed journals should not be considered unfavorably in evaluation of scholarship. As with any journal, standing in the discipline and its peer-review process should be considered as part of the evaluation.”

b) EAC considered faculty feedback regarding the use of SEOIs, especially with regards to the perceived ways in which the administration uses SEOIs to influence their promotion and termination decisions. To that end, EAC proposed policy language that stated that “grade incentives for SEOI completion are prohibited (e.g., extra credit, grade drops).”

e) Policy Language concerning academic dishonesty has also been drafted. This revision of existing CWUP 5-90-040(22) has been amended with the following language:

“Students found responsible of academic dishonesty violations in a course will be prohibited from completing an SEOI for the course.”

Recommendations and/or Actions taken during the Spring 2020 COVID-19 emergency. The EAC fully endorsed Section 4 of the 3/19/20 MOU between Central Washington University and the United Faculty of Central, which states:

“Faculty will be able to elect to exclude Student Evaluations of Instruction (SEOIs) for courses taught in Spring 2020 from their future evaluations for reappointment, tenure, or post-tenure review.”

General Education Committee Year-End Report

FACULTY SENATE ANNUAL STANDING COMMITTEE REPORT

2019-2020 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: General Education Committee

Committee Chair: Becky Pearson

Committee Representation:

- Members – General Education Curriculum & Assessment (GECA) subcommittee
 - Cynthia Pengilly
 - Maura Valentino
 - Michael Braunstein
 - Teresa Walker
 - Timothy Hargrave
- Members – General Education Coordination & Management (GECM) subcommittee, the Pathway Coordinators
 - A.I. Ross
 - Carey Gazis
 - Joshua Buchanan
 - Karisa Terry
 - Michel O'Brien
 - Robert Claridge
 - Victoria Flanagan
- Ex Officio Members
 - Bernadette Jungblut
 - Registrar's office
- Student Representatives
 - Jessica Thomas
- Guests
 - Advising representative
 - Transfer Center representative
 - Gail Mackin

Committee Charges:

- As per the Web

Report on the Activities of the Committee:

- Meeting Dates and Times
 - GECA – Mondays, 3:10 to 5pm
 - GECM – as needed, much work by email communication
- Minutes (Should be posted to the Web)
- Motions (Motion No. and Current Status)
 - Motion No. 19-40(Approved): Recommends waiving the First Year Experience 184 course requirement for all transfer students who are entering under the 2020-2021 General Education catalog, who have transferred 45 credits or more.
 - Motion No. 19-41(Approved): Recommends approving course additions to the General Education program for AY 2020-2021 as outlined in Exhibit F.
 - Motion No. 19-42(Approved): Recommends amending CWUP 5-100-030 as outlined in Exhibit G.
- Items of Interest
 - Lost a GECM member to a new professional opportunity across the country, leading to a very rushed search to replace this valued Pathway Coordinator.
- Successes (some are specific to GECM, some to GECA)
 - Electronic resources for faculty, many centered in the Pathways 101 Canvas course
 - Advising presence at majors fair
 - Removed writing prerequisite for 184
 - Chose graduation cord colors and sought ability to purchase
 - Opened discussion around renaming FYE course
 - Worked on departments-approved prereq language for specific Gen Ed components' courses
 - Worked on nuances of credit limits for requiring 184
 - Assessment planning and consideration,
 - including research questions that may support student success and retention efforts
 - including mapping of Gen Ed outcomes to VALUE rubric statements and NWCCU
 - Began considering communication and meaning/use around caps-related information, in particular for 184 courses
 - Made significant progress on transfer articulation rules
 - Reviewed many student petitions
 - Began considering possibility of 384 – Transfer Year Experience course
 - Worked on student-related Gen Ed issues, such as students inadvertently completing more than one 184 course, when it is by definition not repeatable
 - Worked with FSCC around policy to ensure programs cannot require a 184 course (ongoing details being worked on)

- Concerns
 - Assessment planning and institutional understanding/related priorities remain in need of more focused time and perception/trust-building
 - Director role and nuances, in particular surrounding clerical support and divergent institutional requests with limited personnel and data resources, leads to a limited capacity around some otherwise doable initiatives. There is also somewhat disjointed ability to contribute as both GEC chair and member while working in partnerships across campus to build feasible processes and practices in this first cycle, is problematic and should be addressed

- Recommendations
 - Faculty development, including programmatic- and teaching-related scholarly opportunities, must be a focus, and must be supported. Community engagement opportunities must be recognized as part of the mandate of our new General Education program, and relevant programmatic opportunities must be supported.

Action, Decision and/or Recommendations committee took or has regarding the COVID-19 emergency: (This is for a historical record. Are there things that faculty and/or administrators should know about this time in 5-20 years?)

We worked well during meetings, even at a distance; however, movement on certain aspects of programmatic development and improvement was obviously hampered.