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

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

GUESTS: Kevin Archer, Rose Brower-Spodobalski, Kandee Cleary, Tim Englund, Mike Harrod, Heidi Henschel-Pellett, Jill Hernandez, Bernadette Jungblut, Ediz Kaykayoglu, Madeline Koval, Rebecca Lubas, Gail Mackin, Becky Pearson, Maria Sanders, Bret Smith, Jeff Stinson, Sydney Thompson, Kathryn Whitcomb, Arturo Torres, Coco Wu, Kelsey Haney, Lauren Hibbs, and Jill Clark

CHANGES TO AND APPROVAL OF AGENDA – Agenda was approved.

MOTION NO. 20-19(Approved): APPROVAL OF MINUTES of January 13, 2021

COMMUNICATIONS - None

Transfer MAPs – Megan McConnell & Lauren Hibbs – Megan and Lauren talked about the Major Academic Plans (MAPs) initiative. They are seeking faculty consultation as they continue to develop these tools. They are working on a seamless transfer experience for our transfer students who make up nearly 40% of our student population. Previously we have used the transfer academic program plans (TAPs) which has been available on the Registrar's website. TAPs is fairly detailed and focuses a lot on the curriculum. Students have broader questions that they are asking in making their decision to come to Central. TAPs has been difficult to maintain, as it wasn't connected to the online catalog and didn't reflect changes made to the curriculum as quickly as needed. Student want to know where things are going to be located, if the program or courses are in-person or online; what days of the week they are typically offered; who can they contact; and how much is it going to cost. They showed a mockup of the new MAPs tool they are working on. Students can sort the information in different ways, there is space for advising notes, information about General Education and some boilerplate information about direct transfer agreements. Each department would be able to fill in the template with their information. We know there are five key questions that students are seeking to answer as they are making the decision about what, when, where and how to transfer. How much is it going to cost and can I afford it? What's the schedule? What jobs can I get? What do I need to know to make sure I've taken as many courses as possible to prepare? We definitely need academic unit participation and buy in as we continue the process.

Additional information will be sent to Senators after the meeting. They look forward to faculty feedback on this information.

SENATE CHAIR REPORT – Chair Delgado began his report with some updates regarding the General Education program. The implementation of the new GenEd Program included two Memorandums of Understanding that were signed in 2018. One MOU delineated the funds to compensate the GenEd Program Director. This MOU was signed by former Provost Katherine Frank and the Faculty Senate Executive Committee. The second MOU delineated funds to compensate the Pathway Coordinators. This MOU was signed by the Deans of COTS, COB, CEPS, and CAH and the Faculty Senate Executive Committee. The MOUs stated that the Faculty Senate Executive Committee would reevaluate the appropriate workload release for the GenEd Director and the Pathway Coordinators for academic year 2021-2022 and that this discussion should begin in spring 2020. Unfortunately, Covid-19 pandemic, in conjunction with the transition to a new provost, caused a delay in these discussions in spring 2020. Another consequence of COVID-19 has been the negative impact it has had on CWU's budget. As you know, every unit at CWU, including the Provost's office and the Faculty Senate, has been requested to reduce their budgets by 15%. Both MOU's will expire on June 15, 2021.

The Faculty Senate Executive Committee began discussing the MOUs with the Provost. Just as a point of reference, the cost of the new General Education Program is approximately $100,000 per year. This figure is based on the WLUs for the GenEd Director and the Pathway coordinators for the academic year and summer, including benefits. If we include the $26,265 associated with office support that figure increases to $126,265 per year. This does not include the $440,000 assigned to subsidize the 184 courses. During the discussions with the Provost, we learned that her unit does not have the funds to cover the costs of the GenEd Program

Yesterday I learned that the Provost will not continue the MOU as it stands for two main reasons. First, lack of money available due to the budget deficit created by COVID-19. Second, lack of clarity on expected outcomes for the GenEd Director and Pathway Coordinators. This means that we need to begin conversations to negotiate a new MOU

I discussed this with our General Education Director, Dr. Becky Pearson, as soon we learned about this decision. Over the next four weeks, the Executive Committee will have a series of conversations with Dr. Pearson, the General Education Committee, the College Deans, and the Provost to gather information and get input as to what would be the best way to move forward with the administration of the GenEd program in the future. I would like to point out that this will not affect the current GenEd model for the pathways and knowledge areas. That will continue as is. The only area that is affected as per the MOUs is the way the GenEd is administered based on the WLUs paid for the GenEd Program Director and Pathway Coordinators. The Executive Committee will be working diligently and proactively and hope to have a proposal for consideration at the next Faculty Senate meeting on March 3rd

Chair Delgado reported that members of the Executive Committee are scheduled to meet with the Board of Trustees on Tuesday, February 9th at 4:00 p.m. I want to remind senators that the Board of Trustees' regular meeting is scheduled at the end of this month on February 25th and 26th. An agenda will be posted on the Board of Trustees' webpage. Both meetings will be held remotely. Pursuant to SHB 2313, the CWU Board of Trustees will provide time for public comments at each meeting. Please remember that the deadline for individual sign up to speak at regularly scheduled board meetings is by close of business three days before the scheduled business meetings. The rules explaining the basic parameters for public comments can be found on the Board of Trustees' webpage

The antiracism, diversity, and inclusivity task force is making progress on their charges. Over the upcoming weeks, the task force will begin meeting with stakeholder groups at CWU to gather information about the different initiatives that have taken place to address similar issues. This information will allow them to identify the best path forward. The task force intends to take current efforts into consideration to move forward, developing a coordinated ADI plan across CWU campuses and communities

To conclude, I want to thank you for all your hard work. The Executive Committee and Faculty Senate Standing Committees will continue working diligently on revising policy and code for the remainder of this academic year.

FACULTY ISSUES – Chair Delgado gave updates on the faculty issues brought forward at the January 13th meeting. Senator Jellum brought up an issue about the bookstore not getting books in timely manner. Elvin contacted Steve Wenger and he was aware of this issues. There were about 10 courses that had issues and were resolved within 48 hours. There has been a big increase of courses using inclusive access. Some faculty were new to the process. It takes about five weeks to put inclusive access into place, and with some publishers may take longer. Faculty are encouraged to contact the Bookstore early with their requests.

Senator Welsh brought forward a concern about the rollover of CBA funds. In the information that was sent out by the Provost and United Faculty of Central (UFC), it was not made clear if the non-tenure-track faculty were also included.

Senator Easley expressed concern about some student credit hour (SCH) discrepancies. Some serious issues have been unearthed for variable courses. This may have effected college allocations and department resources.

Senator Castillo asked that students who are seniors this year be able to participate in commencement of spring of 2022.

Senator Divine indicated that students that are planning on coming back to Central in the fall, who decided to take time off due to COVID, will have to pay an admission fee. If a student takes more than one quarter off from classes, they are required to pay an admission fee to come back. There are students that left because they didn't want to

take online classes and feel that they should not be penalized by having to pay the admission fee.

STUDENT REPORT – Madeline Koval reported that they had the opportunity to have a tabling event in the third week of the quarter. There were a number of students who attended the event. She indicated students did ask why they are paying tuition when they feel they are teaching themselves out of the book. Almost 800 students left after fall quarter.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Academic Affairs Committee – Josh Welsh reported the committee recently completed three charges: SAT/ACT for admissions, transfer admission policy, and clarifying the reverse transfer policy. The committee is working on creating language that can govern how to handle disruptive behavior in the classroom. They are working on the recommendations from a 2018-19 task force that worked on this. Meeting with stakeholders and would like feedback on disruptive behavior. Other charges they are hoping to work on are: revisions to academic dishonesty policy, clarify academic appeals policy, consider developing policies on plagiarism that are consistent with the Washington Administrative Code (WAC), statute of limitations on transfer credits, consistent statements and a place for syllabi language, as well as managing holds on student accounts. Josh asked that Senators email him with feedback on disruptive behavior policy.

Bylaws and Faculty Code Committee – Written report attached
Motion No. 20-20(First reading of three): Recommends amending the Faculty Code to clarify language regarding emeritus professor status as outlined in Exhibit A.

Senator Jones indicated concerned that it is a popularity contest to vote on a faculty member for Emeritus status, vs. focusing on their merit.

Motion No. 20-21 (First reading of three): Recommends amending the Faculty Code to add language regarding emergency situations as outlined in Exhibit B.

Budget and Planning Committee – Roxanne Easley reported that the committee is working on three majors issues right now. The first one is tuition waivers on campus, and now have a BPC member on the tuition subcommittee. Second, is discussion on the Athletic budget and expenditures and income comparison with other NCAA Division II institutions. The third issue is the advising model and looking at specific budgetary concerns. Roxanne reported that the committee is always open to communications about budgeting issues that faculty may encounter or experience.

Curriculum Committee

Motion No. 20-22(Approved 48 yes, 1 no, 3 abstentions): Recommends approving a new Food and Agribusiness Management and Marketing Minor/Type A Certificate as outlined in Exhibit C.

Motion No. 20-23(Approved 52 yes, 2 abstentions): Recommends approving a new minor in Wine Industry Management Minor as outlined in Exhibit D.

Motion No. 20-24(Approved as amended, 46 yes, 2 abstentions): Recommends adding CWUR 2-50-060(13) Course Modality Definitions as outlined in Exhibit E to be effective prior to Fall 2021.

There was an MOU put into place this year to agree upon emergency course modality definitions due to the quick change in types of delivery.

Motion No. 20-24a: (Approved 44 yes, 1 no, and 3 abstentions) Senator Goerger moved to amend Motion No. 20-24 to change the definition of Hybrid to read: Hybrid. Hybrid courses contain a combination of required in-person meetings (on the Ellensburg campus or at one of the CWU centers or instructional sites) and online components (real-time online meetings and/or asynchronous content). Required meeting times for all face-to-face in-person and any required online meetings will be listed in the schedule. Senator Bisgard seconded the motion.

Faculty Legislative Representative – Written report attached

PRESIDENT – President Gaudino indicated that in Bret's report he included a link on the Council of President's website that contains a tracking database on legislative bills. The transition process with the new President James Wohlpart is starting. Initiated the search for Scott Wade's position in University Advancement is starting and scheduled to start around the time of the arrival of the new president.

PROVOST – Provost DenBeste indicated that the non-tenure-track (NTT) faculty development money can rollover, if needed. There will be more communication out soon on this. Commencement this year will be virtual. The Provost encourages departments to try and find creative ways to honor the graduating students. Fall reopening committee that is meeting regularly. The plan is to go back to in-person classes, with some adjustments. Mask wearing will probably still be in effect. Provost indicated that they are working on a policy that would require students to have the vaccine to attend in-person classes. All of the plans are contingent with the availability of the vaccine and the health department requirements.

President Gaudino indicated that currently the K-12 teachers are in the 1B category in the vaccine phases. The College of the Presidents (COP) is trying to get higher education faculty and staff into that phase. President Gaudino indicated he would like to see the support of unions and other faculty to ask the Governor to include higher education in the 1B vaccine phase.

CHAIR-ELECT – Chair-Elect Lyman announced open Executive Committee meeting next Wednesday from 3:00 – 4:00 p.m... Information will be sent out prior to the meeting.

NEW BUSINESS - None

Meeting was adjourned at 4:59 p.m.

Exhibit A

Number (if applicable): I.B.2.c

Title of Section: Faculty Code

<u>**Revision**</u> X

Summary of changes: In Fall of 2020, the BFCC committee was charged, by the EC, with the following (Charge BFCC20-21.01):

Consider revising the language regarding benefits and privileges for Emeritus Faculty as outlined in Faculty Code, Section I.B.2 Timeline: Fall Quarter – High Priority.
Section I.B.2,c of the Faculty Code states that: "Emeritus status is a privilege and is subject to state ethics laws and the Washington State Constitution." As part of your evaluation, please consider the specific scenarios under which a retired emeritus faculty can use state resources provided by the appointing department. In doing so, please consult the Revised Code of Washington (RCW) – RCW 42.52 Ethics in Public Service, to make sure that the language for Emeritus Faculty in Faculty Code is consistent with state ethics laws and Washington State Constitution. RCW 42.52 provides a broad citation over the use of state facilities and resources for state employees. In particular, please consult the following RCW 42.52.070 - Special Privileges; RCW 42.52.080 – Employment After Public Service; and WAC 292-110-010 – Use of State Resources.
Based on this request for review of the policy, here is a summary of the changes:

- The committee reordered and slightly reworded the language in d to state: "to facilitate the emeritus faculty member's voluntary participation in and support of the university, emeritus faculty: may participate in academic, social and other faculty and university functions; and shall be listed by name and ascribe to the faculty member's highest rank or title in the university catalog.
- The committee added language around budget and availability, and to be reviewed yearly for staff ID cards, parking permits, office space, and clerical support, computer and department equipment.
- The committee also rewrote the section on emeritus faculty to have the same library, email, software download privileges, also based on budget and availability.

Justification of changes:
The EC request review of this language in order to make the privileges and rights of emeritus faculty clearer. This change delineates the privileges granted based on budget and availability and notes the privileges of emeritus faculty that should be granted in stronger terms.

Budget implications:
The BFCC does not expect there to be budget implications with this change.

2. Emeritus Faculty Appointments

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

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

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

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

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

b. Process:

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

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

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

d. To facilitate the emeritus faculty member's voluntary participation in and support of the University, emeritus faculty:

   i.   may participate in academic, social and other faculty and university functions;

   ii.   shall be listed by name and ascribed to the faculty member's highest rank or title in the university catalog;

Based on, Tthe emeritus status ascribed to the faculty member's highest rank or title provides for the listing of their name in the university catalog, use of the library and other university facilities, and participation in academic, social and other faculty and university functions. In addition, emeritus faculty budget and availability and to be reviewed yearly, emeritus faculty:-

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

   iv.   may be assigned an office;

   v.   may have clerical support;

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

   vi.   shall have access to computer or department equipment with technical support and maintenance as outlined by WAC 292-110-010, and by permission of program, department, and dean;

   vii.   shall have the same library privileges, email account, email support service, software downloads, and technical support, as regular faculty per Information Services (IS) policy;

   ii.viii. shall receive university publications without charge;

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

   iv.ix.

   v.   may be assigned an office, if space permits

   vi.   may have clerical support, if budget permits

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

Exhibit B

Number (if applicable): Preface, Section 2 (Faculty rights and responsibilities)

Title of Section: Faculty Code

New ☐   **Revision** X

Summary of changes: In Fall of 2020, the BFCC committee was charged, by the EC, with the following (Charge BFCC20-21.02):

BFCC20-21.02   Consider whether there are any changes to the Faculty Senate Bylaws or the Faculty Senate Faculty Code needed to deal with issues that have been exposed by the university response to the COVID-19 pandemic. **Timeline**: Fall Quarter

Based on this request of this language, here is a summary of the changes:

* Define "adequate consultation" with faculty in emergency situations.
* Provide clearer language for expectations for communication in emergency situations.
* Address summer consultation, timing, and expectations with faculty.

Justification of changes:
The EC requested review of this language in order to make the expectations for communication in emergency situations clearer. These changes address expectations, timing, and consultation of faculty in regular times, but also in emergency situations.

Budget implications:
The BFCC does not expect there to be budget implications with this change.

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

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

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

Commitment in shared governance consists, not only of written statements of support for shared governance, but also the creation and maintenance of mechanisms to allow for the allocation of time and resources to effectively carry out shared governance.
Our informal, collective network of attitudes, behaviors, and assumptions comprise our culture. Improvements in culture come from a commitment from university constituents to jointly consider difficult issues and to jointly develop strategic directions. Faculty should be a critical part in discussions surrounding themes central to the university mission. These themes include student outcomes, university revenue models, and campus capacity.
Meaningful participation by all relevant constituents during the formative stages of planning encompasses the ideal of collaboration in shared governance.

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

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

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

The Senate serves as the broadest representation of faculty at which the administration is present, and consultation with a quorum of the Senate functions as the most basic level of meaningful consultation between the Faculty and the Administration. Consultation with the Executive Committee Chair and/or the Executive Committee (EC) alone does not constitute adequate consultation with the faculty. Even in emergency situations (including official declarations of exigency), the Administration and EC should adhere to broad consultation on issues of governance shared with or delegated to the faculty. Faculty, in turn, should be attentive and responsive to communication from the Administration and efforts of the EC and Senators to elicit feedback in a timely manner.

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

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

B. Faculty Responsibilities
   1. Principal Areas of Collective Faculty Responsibility
   Collectively, the faculty has principal responsibility for academic policies and academic standards for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status (as defined in the CBA), and those aspects of student life which relate to the educational process. Principal responsibility means that faculty, through the Senate and its committees, make decisions in consultation with the provost, deans, and other administrators, subject to the approval of the president and the BOT and in a reasonable and timely manner. =
   These areas include
   a. curriculum, including program revision, criteria for addition and deletion of courses, and standards for granting degrees;
   b. subject matter and methods of instruction, including education policies, assessment of student learning, and grading standards;
   c. governance of the General Education Program at the university;
   d. scholarship, including research and creative activity, freedom of scholarly inquiry and standards for evaluation of faculty scholarship;
   e. implementation of CBA processes, including development of substantive content regarding faculty status, including faculty ethics, peer review in hiring, tenure, promotion, post-tenure review, and merit;
   f. those aspects of student life that relate to the academic experience, including student academic ethics and academic co-curricular policies;
   g. criteria for admissions to undergraduate matters;
   h. criteria for admissions to graduate programs and selection of graduate students;
   i. participation in accreditation and assessment.
   j. consultation and recommendations to administration during emergency situations where academic policies and standards may change due to student and university needs.

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

e. Access (according to appropriate work assignment) to accurate and timely budgetary, enrollment, retention, and alumni data for reasons of recruitment, retention, fundraising, budgeting and unit governance.

f. Clear and direct (when possible) communication from the Administration.

g. In emergency circumstances, these rights serve as guiding principles, though their application requires flexibility on the part of both the Faculty and Administration.

Section II. Faculty Rights and Responsibilities

2. College Budget Committees

Faculty have a right to:

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

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

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

d. In emergency situations, as defined by the CBA, budget decisions may require swift and confidential action and faculty participation in budget decisions at the department, college, and university levels may not be possible. In these situations, faculty have the right to be informed, in a timely manner of these decisions and the justification for the decisions made without faculty input and the opportunity to respond.

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

The more directly decisions affect the academic character and quality of the university, the more extensive the and consultation with faculty should be. Ideally, decisions will reflect consensus between the administrative leadership and the appropriate bodies of the faculty.

Areas for faculty consultation include, but are not limited to:
1. university and college mission;
2. undergraduate and graduate admissions, enrollment management, and scholarships;
3. budget;
4. hiring and evaluation of academic administrators;
5. recommendation of candidates for honorary degrees;
6. academic facilities, including instructional technologies;
7. aspects of student life that affect academic climate and quality;
8. policies related to academic calendars;
9. creation, reorganization, or renaming of academic units;.

D. Procedures for Faculty Consultation

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

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

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

4. In most cases, no one mechanism, alone, can be considered an adequate opportunity for input. Also, the following in isolation do not constitute valid "consultation with faculty": consultation only with the Senate Executive Committee, Senate Chair, or other individual members of a Senate committee; or representation by one or several faculty on a

committee. Moreover, consultation with faculty through Faculty Senate does not preclude consultation with other units, with which consultation may be required or advised (e.g. UFC or ADCO).

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

6. Summer consultation
   a. Matters that require broad consultation should be placed on hold until fall quarter, except in cases of compliance with local, state, and federal laws, requests from the BOT, or emergency circumstances.

7. Emergency Consultation
   a. In emergency situations, faculty consultation should continue when physically and financially possible. Procedures for faculty consultation should continue as previously outlined.
   b. Swift communication of emergency status updates or any administrative decisions regarding faculty concern should be immediately communicated directly to the faculty as a whole.

Exhibit C

Food and Agribusiness Management and Marketing Minor/Type A Certificate

Required Courses - Credits: 15
AGB 361 Food and Agribusiness Marketing (5)
AGB 380 HRM in Food and Agribusiness (5)
ECON 320 Agricultural Economics and Policy (5)

Elective Courses - Credits: 8-10
Select two of the following electives:
ACCT 252 Managerial Accounting (5)
ACCT 301 Accounting Skills for Non-Accounting Majors (5)
ACCT 340 Income Tax Accounting I (5)
BUS 389 Sustainable Business (5)
BUS 411 Emotional Intelligence for Professionals (5) *at Registrar
BUS 490 Cooperative Education (1-12)
    (must be taken for a minimum of 4 credits; a maximum of 5 credits may be applied to the minor/certificate)
ECON 202 Principles of Economics Macro (5)
ECON 310 International Economics (5)
ECON 462 Environmental and Resource Economics (5)
ENTP 487 Entrepreneurism and Small Business Management (5)
GEOG 373 Water Resources (4)
GEOG 422 Geography of Food and Agriculture (4)
IDS 343 Origins and Results of Food Technology: The Gluttonous Human (5)
IT 334 Applied Cybersecurity Measures in Agriculture (4)
MGT 380 Organizational Management (5)* new
MGT 395 Leadership in Business Organizations (5)
MIS 320 Business Process Analysis and Systems (5)
MKT 364 Marketing Promotion Management (5)
MKT 376 Foundations of Digital Marketing (5)
PUBH 318 The Politics of Food and Health (3)
SCM 310 Supply Chain Management (5)
SCM 420 Lean/Six Sigma Processes (5)
SCM 492 Lean Six Sigma Practicum (5)
WINE 201 Wine Service and Food Pairing (4)
WINE 301 Wine Distribution Management (4)
WINE 304 Wine Marketing and Branding (4)
WINE 315 Survey of Washington Wines (4)
WINE 332 Social Media Theory and Practice (4)
WINE 353 Tasting Room and Wine Club Management (4)
WINE 403 Advanced Topics in Wine Marketing and Branding (5)
WINE 404 Wine Law and Winery Compliance (4)

Total Credits: 23-25

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

Exhibit D

Wine Industry Management Minor

Required Courses

    WINE 301 Wine Distribution Management (4)
    WINE 332 Social Media Theory and Practice (4)
    WINE 353 Tasting Room and Wine Club Management (4)
    WINE 403 Advanced Topics in Wine Marketing and Branding (5)
    WINE 404 Wine Law and Winery Compliance (4)

    WINE 201 Wine Service and Food Pairing (4)
      Or
    WINE 315 Survey of Washington Wines (4)

Total credits - 25

Exhibit E

Number (if applicable): CWUR 2-50-060(13)

Title of Section: Curriculum Rules for Implementation

New   Revision X

Summary of changes: Added course modality definitions that are used in PeopleSoft.

Justification of changes: Curriculum Committee was asked to temporarily approve course modality descriptions to help both students and faculty with the rapid changes needed during the pandemic emergency. These definitions were part of an MOU that was good through the end of 2020-2021 academic year. The definitions have been updated to reflect feedback from students, faculty and Registrar Services. This will make these definitions part of curriculum procedures, as course modalities have evolved during this emergency and these modalities will continue to be used.

Budget implications: No budget implications were identified.

CWUR 2-50-060 Curriculum Rules for Implementation

(13) Course Modality Definitions for PeopleSoft. A modality is a method for delivering course content. Learner outcomes and fundamental course content are not impacted by modality. A modality is separate from a contact type; a given contact type may be taught in multiple modalities. Listed below are approved modality designations.

In-Person. In-Person classes meet on the Ellensburg campus or at one of the CWU centers or instructional sites. Classes have a specific meeting pattern requiring students to participate in person at designated times which will be listed in the academic schedule. Any additional meeting times must be listed in the academic schedule, course description, or notes.

Asynchronous Online. Asynchronous Online classes are taught entirely online and do not require participation during a specific meeting time. Instructors may conduct online office hours and supplemental class activities, but cannot require synchronous participation. No meeting times will be listed in the academic schedule.

Instructors are encouraged to include in the course description or notes whether the class is self-paced or follows a class calendar.

Real-Time Online. Real-Time Online classes have a specific meeting pattern requiring students to participate through online platforms at designated times. All required meeting times, with the exception of the final, will be listed in the academic schedule. Any additional meeting times must be listed in the academic schedule, course description, or notes.

Hybrid. Hybrid courses contain a combination of required in-person meetings (on the Ellensburg campus or at one of the CWU centers or instructional sites) and online components (real-time online meetings and/or asynchronous content). Required meeting times for all face-to-face in-person and any required online meetings will be listed in the schedule

Distance Education. Distance Education courses meet in-person on the Ellensburg campus or at one of the CWU centers or instructional sites and employ interactive video conferencing technology to allow synchronous participation from remote locations. Required meeting times will be listed in the schedule.

Reports

Bylaws and Faculty Code Report

The BFCC met on 1.25.2021. The committee discussed recommendations from the EC on charge one and two and will be sending those forward to FS to review. The committee drafted language around charge three and will send that to EC for initial feedback. The committee also discussed charge four and drafted language but will seek input and context from the EC prior to submission. The committee also addressed putting out a call for members.

Faculty Legislative Representative

LEARN. DO. LIVE.

TO: Faculty Senate
FROM: Bret Smith, Faculty Legislative Representative
DATE: February 3, 2021
RE: Faculty Legislative Representative update

Dear colleagues,

The 2021 Legislative session is proceeding in a virtual format, with committee hearings being hosted via Zoom. This has allowed for more participation from the public, as people no longer need to travel to Olympia to offer their comments. These hearings are streamed live on tvw.org, and archives of recorded hearings are usually available about an hour after they conclude.

Here's a sampling of what we've been working on:

- Budget. The Governor's budget as a starting point for the later budget bills usually gives some indication of what might happen, but does reflect the Governor's priorities. At his request, the Senate heard testimony on SB 5323, regarding salary freezes and furloughs, which did not enjoy much popularity. We made the point that these actions would ultimately hurt students, and are essentially cuts to our base funding.

- Bills
    - HB 1028   Concerning evaluation and recommendation of candidates for residency teacher certification. Proposed substitute will remove the requirements for candidates to take the edTPA assessment, basically returning the task of tracking candidate meeting of standards to the institutions. We've been working with Dean Pellett on the fiscal note, as it will require time and workload to manage the process.
    - HB 1051   Adding a faculty member to the board of regents at the research universities. This bill has enjoyed fairly strong support.
    - SB 5228   This bill requires annual diversity, equity, and inclusion training for all faculty, staff, and students, as well as annual campus climate surveys. There are similar bills for K-12 and medical schools. The Council of Faculty testified "pro" on this, and we would like to see some changes as the bill as written would be difficult to implement. The fiscal note on this

bill seemed a bit of a surprise to some committee members. The bill was scheduled for executive session last week, but no action was taken.
- o For a fuller idea of the types of bills that are in the process, the Council of Presidents has a great bill tracker here.

- The COF will have the opportunity to meet with Rep. Vandana Slatter (D-48th), the chair of the House College and Workforce Development Committee, on February 10. We have been fortunate to be able to meet with leaders in both chambers that are focused on post-secondary education. The chairs are important as they have an influence on which bills are heard and move forward.

As always, I'm happy to schedule a call or virtual meeting with you if you have ideas, thoughts, suggestions, or would like to get involved with legislative affairs as a faculty member. Please feel free to call (1548) or email (Bret.Smith@cwu.edu) any time and I'll be delighted to talk!