

REGULAR MEETING
Wednesday, March 3, 2021, 3:10 p.m.
Zoom
Minutes

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

Guests: Kevin Archer, Rose Brower-Spodobalski, Tim Englund, Mike Harrod, Heidi Henschel-Pellett, Bernadette Jungblut, Ediz Kaykayoglu, Madeline Koval, Rebecca Lubas, Gail Mackin, Mark Meister, Becky Pearson, Maria Sanders, Bret Smith, Jeff Stinson, Sydney Thompson, Eric Graham, Kelsey Haney, Jamie Schademan, Mike Marchand, Arturo Torres, Coco Wu, Sathy Rajendran, Ginny Tomlinson, and Carlo Smith

CHANGES TO AND APPROVAL OF AGENDA – Agenda was approved.

MOTION NO. 20-25(Approved): APPROVAL OF MINUTES of February 3, 2021

COMMUNICATIONS- Todd Shaffer communication

Multi-Factor Authentication/Computer Replacement Policy – Ginny Tomlinson, Mike Marchand & Jamie Schademan – Computer replacement policy will be presented at the University Policy Advisory Council (UPAC) in April. There was an internal audit in 2018-2019 on information technology equipment. There are over 9000 registered computers with some dating back to 1993. They would prefer to do older machines first, but there are a lot of machines that need to be replaced. They would like to put a warranty on machines for how long they would be covered by IS, and then the department would need to cover any replacement or damage costs after that point. Machines that have been replaced, if still useable, would be used to trickle down to graduate students, etc. They would like feedback on the policy language.

Multi-Factor Authentication (MFA) – MFA is an authentication methods which requires two or more factors to gain access to a resource such as an application, online account or VPN. MFA helps protect us by adding an additional layer of security, making it harder for the bad guys to log in as if they were you. Information is safer because thieves would need to steal both your password and your second authentication factor. According to Verizon weak or stolen user credentials are used in 95% of all web application attacks. Identify theft is an easy, lower-risk, high-reward type of crime and a threat to all business. It is the fastest-growing type of crime and is now more profitable than drug-related crimes. On February 16th Central had two accounts that were comprised and sent out 27,000 emails trying to grab other user credentials for further attacks. We have had comprised accounts get their direct deposit paycheck changed by thieves who have gotten into their accounts and redirect the funds. Insurance providers are now requiring MFA for breach insurance coverage. As the workplace changes and more employees work outside the office, they are exposed to more threats that MFA helps to mitigate. Most people are using easy or the same passwords on multiple accounts, this makes their accounts easier to hack. Applications will need to be authenticated every eight days per device.

SENATE CHAIR REPORT – Chair Delgado reported that the Executive Committee (EC) and Faculty Senate standing committees are making progress on their charges this academic year. Several of the motions previously approved by the Senate have been approved by the Provost Council, President’s Cabinet and UPAC.

Students have expressed their concerns about online instruction during the COVID-19 pandemic. Chair Delgado met with the ASCWU Senate Speaker, Miss Koval, on November 4, 2020 to discuss students concerns about online instruction. During that meeting Elvin reminded them about the current policy and procedure in place to deal with academic grievances. In addition, Provost DenBeste and Chair Delgado met with the ASCWU President, Mr. Candelaria and Miss. Koval on February 9th at their request. The discussed some of their concerns about this issue in more detail. On February 22nd, the Executive Committee sent an official letter via email to Mr. Candelaria and Miss Koval letting them know that, in order for academic grievances to see the best result, these policies and procedures should be followed. A copy of the letter was included on the revised agenda sent to senators today.

The Executive Committee sent a letter to Governor Jay Inslee on February 23rd. The letter asked Gov. Inslee to consider adding higher education personnel with face-to-face responsibilities for student success be included in the 1B tier 2 vaccine phase, along with K-12 educators. A press release was sent out by CWU’s Public Relations on February 24th. In addition, the EC Chair was interviewed about this by Victor Park, a journalist from KIMA-TV – CBS affiliate Chanel 29, on March 2nd. A copy of the letter that was sent to Governor Inslee is also included in today’s revised agenda.

FACULTY ISSUES – During the February 3rd, Senate Meeting, Senator Josh Welsh brought forward a concern about the rollover of CBA funds. In the information that was send out by the Provost and United Faculty of Central, it was not made clear if the non-tenure-track faculty were also included. NTTs are awarded money for specific projects. Those who were awarded money and want to rollover those funds can request to do so. However, it is important to note that the money that is going to be rolled over has to be used for the same project for what the funds were originally approved for. Please feel free to contact the Faculty Relations Coordinator, Charlene Andrews, if you have further questions. Her email address is Charlene.Andrews@cwu.edu .

Another faculty issue was presented by Senator Wendi Castillo. She asked if students who are seniors this year would be able to participate in commencement of Spring 2022. Chair Delgado contacted the Director of Executive Events and Planning, Lauren Zeutenhorst, via email to learn more about this. She stated that last year they offered our 2020 graduates the opportunity to return for 2021. Only 150 students were interested in returning. The number dropped further throughout the year as grads have reached out to say that they would not be coming back, regardless of the decision. She also stated that they encountering major capacity issues at our in-person ceremonies. As much as they would love to invite every grad back in 2022, they do not currently have the infrastructure to do so and had very little interest. If you have further questions, please feel free to contact her at Lauren.Zeutenhorst@cwu.edu.

The final faculty issue on our last Senate meeting was presented by Senator Teresa Divine. Senator Devine indicated that students that are planning on coming back to CWU in the fall, who decided to take time off due to COVID-19, would have to pay an

admission fee to come back. This presents an issue because students might feel that they are being penalized by having to pay the admission fee. Chair Delgado contacted the Vice President of Enrollment Management, Dr. Josh Hibbard to discuss this issue. Dr. Hibbard stated that admitted students for fall 2020 have the option to defer their enrollment to fall 2021. And fall 2021 can defer to winter, spring, and summer 2022. No additional application fee is required. All students applying to Central who required financial assistance can request a waiver of the application fee.

Senator Goerger brought forward the negative impact on departments and colleges from the new General Education model. Chair Delgado indicated that the Budget and Planning committee is doing research on this right now. They are looking at departments before the new General Education program and after. It is fairly dramatic change for some departments.

Senator White indicated that they have heard that there is a space allocation study that is underway. His department is wondering if this is true, and, if so, could faculty get more information about the study? If there is a study, will the study be following the University Facilities Planning Office's Office Space Allocation Guidelines as posted on the CWU website or will the study be following a different set of guidelines?

STUDENT REPORT – Madeline Koval reported that ASCWU senators are doing a great amount of leadership training. They are doing training with Carolyn Thurston to fix some issues and learn about issues they have seen. They are creating how-to videos on how to get through academic grievance, how to speak with your professor, etc. They will be working with Carolyn Thurston, and hope to have the Provost and Senate Chair work on this project as well. They would like to have videos available by the end of spring quarter. The students passed a resolution pertaining to having some sort of lecturer in the online modality, either recorded or in person. Students need these issues resolved. Madeline indicated they have seen a rise across the nation with bias against Asian/Pacific islanders. We are going to be sending out a letter of support, and will be an event on March 10th at 3:30. Want to make sure everyone is taken care of and that CWU is a safe place for them.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 20-26(Approved 49 yes, 3 abstentions): Ratify 2021-2022 committee nominees as outlined in Exhibit A.

General Education Administration Discussion

Motion No. 20-36(Approved 43 yes, 1 no, 8 abstentions): Faculty Senate Executive Committee requests the Faculty Senate to suspend language in the Faculty Code, Senate Bylaws, and policy CWUP 5-100 regarding the General Education Director and Pathway Coordinator roles, as well as the General Education committee composition.

Discussion: Senator Welsh asked increase the efficiency this spring by allowing the two subgroups to work together. Josh also suggested that the General Education Assessment Coordinator should work independently of the General Education Committee. Senator Lubinski asked why the urgency of suspending this language? Chair Delgado indicated that we need to suspend the language to allow Senate to start the larger discussion on how the General Education program should be administered and to allow individuals to alter their workload.

Bylaws and Faculty Code Committee

Motion No. 20-20(Second reading of three): Recommends amending the Faculty Code to clarify language regarding emeritus professor status as outlined in Exhibit B.

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

Curriculum Committee - Report

Motion No. 20-27(Approved 47 yes, 4 abstentions): Recommend approval of a new Craft Brewing Type A Certificate as outlined in Exhibit D.

Motion No. 20-28(Approved 47 yes, 1 no 3 abstentions): Recommend approval of a new Craft Brewing Minor as outlined in Exhibit E.

Motion No. 20-29(Approved): Recommend approval of a new Journalism Minor as outlined in Exhibit F.

Motion No. 20-30(Approved 50): Recommend approval of Business Administration BS (BSBA), Personal Financial Planning Specialization increasing credits from 120-123 to 122-124 and continue to be over credit as outlined in Exhibit G.

Motion No. 20-31(Approved 48 yes, 2 no, 2 abstentions): Recommend approval of ITAM BS, Network Administration and Management Specialization increasing credits from 103-107 to 107-111 and to be over credit as outlined in Exhibit H.

Motion No. 20-32(Withdrawn)

Motion No. 20-33(Approved 49 yes): Recommend approval of a new Public Health and Risk Management Minor/Type B Certificate as outlined in Exhibit J.

Motion No. 20-34(Approved 44 yes, 2 no, 2 abstentions): Recommend approval of amendments to CWUR 2-50-060(4) Curriculum Rules for Implementation as outlined in Exhibit K.

Evaluation and Assessment Committee – See report

General Education Committee - Report

Motion No. 20-35(Approved 49 yes, 3 no, 1 abstention): Recommend approval the 2021-2022 General Education program change as outlined in Exhibit L.

Motion No. 20-35a(Approved 47 yes, 1 no 1 abstention): Senator Lubinski moved to amend the third paragraph under “First Year Experience. To read: Transfer students who have not completed their General Education requirements, and who have not transferred at least 45 credits, must complete this course if they have not completed equivalent coursework (courses with equivalent outcomes as determined by the GEC and/or Registrar).

Faculty Legislative Representative

Antiracism, Diversity, and Inclusivity Task Force – See report at end of minutes.

PRESIDENT – Yielded time for good of order.

PROVOST – Yielded time for the good of the order.

CHAIR-ELECT – Chair-Elect Lyman reported there will be an open EC meeting next Wednesday, March 10th from 3:00 – 4:00.

NEW BUSINESS - None

Meeting was adjourned at 5:20 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Academic Affairs Committee			
1 CEPS vacancy	Melody Madlem	Health Science	6/15/21 – 6/14/24
1 COTS vacancy	Bob Hickey	Geography	6/15/21 – 6/14/24
1 CAH vacancy	Josh Welsh	English	6/15/21 – 6/14/24
1 CB vacancy	Wendy Cook	Management	6/15/21 – 6/14/24
Budget and Planning Committee			
1 CB vacancy	Chad Wassell	Economics	6/15/21 – 6/14/24
1 LIB vacancy	Lizzie Brown	Library	6/15/21 – 6/14/24
Bylaws & Faculty Code Committee			
1 faculty senator vacancy	Nathan White	ITAM	Current – 6/14/23
2 faculty senator vacancies	Vacant		6/15/21 – 6/14/24
Curriculum Committee			
2 CAH vacancies	Vacant		6/15/21 – 6/14/24
1 CEPS vacancy	Julie Bonner	ITAM	6/15/21 – 6/14/24
2 CB vacancies	Clem Ehoff	Accounting	6/15/21 – 6/14/24
	Sayantani Mukherjee	Management	6/15/21 – 6/14/24
1 LIB vacancy	Vacant		6/15/2021 – 6/14/24
Evaluation & Assessment			
1 COTS vacancy	Vacant		Current – 6/14/23

Exhibit B

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

Title of Section: Faculty Code

Revision 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, The emeritus status ascribed to the faculty member's highest rank or title provides for the listing of their name in the university catalog, use of the library and other university facilities, and participation in academic, social and other faculty and university functions. In addition, emeritus faculty 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;
- ~~iii.~~ iii. shall receive university publications without charge;
- ~~iii.~~ iii. shall qualify for faculty rates at university events, if available;
- ~~iv.~~ iv. ix. may be assigned an office, if space permits
- ~~v.~~ v. 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 C

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 to be informed of these decisions, to be provided and the justification for the decisions made without faculty input, and to be afforded 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;
10. emergency situations or decisions;

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 D

Craft Brewing Certificate

Required Core Courses Credits: 14-15

CRBW 450 Sensory Analysis for Brewing (5)

CRBW 470 Current Topics in Brewing (Must be taken for 3-4 credits)

OR

CRBW elective (3-4 credits)

CRBW 496 Individual Study (1-6) (Must be taken for 2 credits)

WINE 304 Wine Marketing and Branding (4)

Required Practical Experience Credits: 2

CRBW 493 Craft Brewing Practicum (1-3)

Total Credits: 16-17

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

Exhibit E

Craft Brewing Minor

Foundational Courses Credits: 15

CHEM 111 Introduction to Chemistry (4)
CHEM 111LAB Introductory Chemistry Laboratory (1)
CHEM 112 Introduction to Organic Chemistry (4)
CHEM 112LAB Introduction to Organic Chemistry Laboratory (1)
CHEM 113 Introduction to Biochemistry (4)
CHEM 113LAB Introduction to Biochemistry Laboratory (1)

Required Core Courses Credits: 23

CRBW 312 Brewing Microbiology (4)
CRBW 317 Principles and Biochemistry of Brewing (4)
CRBW 325 Industry Strategy for Craft Brewing (4)
OR
WINE 304 Wine Marketing and Branding
CRBW 360 Brewing Process Technology (3)
OR
CRBW 470 Current Topics in Brewing (Must be taken for 3 credits)
CRBW 420 Hop Science (3)
CRBW 450 Sensory Analysis for Brewing (5)

Required Practical Experience Credits: 2

CRBW 493 Craft Brewing Practicum (Must be taken for a total of 2 credits)

Total Credits: 40

Exhibit F

Journalism Minor

Communication Foundation Core Requirements

COM 201 Introduction to Mass Communication (5)

COM 207 Introduction to Human Communication (5)

Total Communication Foundation Core Credits: 10

Journalism Basics Credits: 4

COM 226 Introduction to Writing and Reporting for Digital Journalism (4)

Tools for Media Reporting Credits: 11-12

Choose any three courses from the following:

COM 303 Online and Social Media Strategies (4)

COM 310 Writing and Reporting for Broadcast Journalism (4)

COM 321 Visual Storytelling (4)

COM 326 Media Writing and Reporting 2 (4)

COM 342 Broadcast News Producing (4)

COM 347 Copy Editing (3)

COM 408 Feature Writing and Freelancing (4)

COM 409 Magazine Freelancing (4)

COM 486 Advanced Journalism Seminar (4)

Student Media Credits: 3

Select one course from the following. Students in the minor program are eligible to take each of these courses for 3 credits only.

COM 442 CentralNewsWatch Reporting (3-6)

COM 444 The Observer (3-6)

COM 446 Pulse (3-6)

Total Credits: 28-29

Exhibit G

Business Administration BS (BSBA), Personal Financial Planning Specialization

Business Foundation Courses

ACCT 251 Financial Accounting 5
ACCT 252 Managerial Accounting 5
BUS 102 Business Computer Skills 5
BUS 110 Professional Development 1 1
BUS 221 Introductory Business Statistics 5
BUS 241 Legal Environment of Business 5
ECON 201 Principles of Economics Micro 5

Select one from the following: 5 credits

ECON 130 Foundations for Business Analytics 5
MATH 130 Finite Mathematics 5
MATH 170 Intuitive Calculus 5

Select one from the following: 5 credits

MATH 153 Pre-Calculus Mathematics I 5
MATH 154 Pre-Calculus Mathematics II 5
MATH 170 Intuitive Calculus 5
(May only be used once in the program)
MATH 172 Calculus I 5
MATH 173 Calculus II 5

Foundation Total Credits: 41

Business Core Courses

BUS 301 Contemporary Approaches to Personal and Professional Development 3

OR

MGT 200 Tactical Skills for Professionals 5
BUS 310 Professional Development 2 1
COM 301 Public Speaking for Business and Organizations 2
ECON 202 Principles of Economics Macro 5
ENG 311 Business Writing 3
FIN 370 Introductory Financial Management 5
MGT 382 Principles of Management 5
MIS 320 Business Process Analysis and Systems 5

OR

MIS 386 Management Information Systems 5
MKT 362 Essential Marketing Concepts 5
SCM 310 Supply Chain Management 5

Business Core Total Credits: 39-41

Personal Financial Planning Specialization

Required Courses

ACCT 303 Tax Planning for Personal Finance 5

OR

[ACCT 340 Income Tax Accounting I \(5\)](#)

PFP 310 Introduction to the Financial Planning Profession 5

PFP 440 Estate Planning 5
PFP 450 Insurance and Risk Management 5
PFP 475 Financial Planning Investments 5

OR

FIN 475 Investments 5
PFP 460 Retirement Planning 5
PFP 480 Financial Planning Capstone 5

Total Required Courses Credits: 35

College of Business Capstone

BUS 489 AACSB Assessment 2
MGT 489 Strategic Management 5

Capstone Total Credits: 7

Total Credits: ~~120-123~~ 122-124

Exhibit H

ITAM BS, Network Administration and Management Specialization

ITAM-BS Core Requirements

- ADMG 201 Introduction to Business (3)
- ADMG 285 Sustainable Decision-Making (5)
- ADMG 302 Financial Analysis for Administrative and IT Support (5)
- ADMG 371 Administrative Management (4)
- ADMG 372 Leadership and Supervision (4)
- ADMG 374 Project Management (5)
- ADMG 385 Business Communications and Report Writing (4)
- IT 165 Seeing Through the Data (4)
- IT 202 Change Ready: Technology Skills for Civic and Community Leaders (4)
- IT 238 Introduction to Cyberwarfare (4)
- IT 248 Web Fundamentals (4)
- IT 260 Integrated Information Technology Application Projects (4)
- IT 301 Information Technology Security, Privacy, and Ethics (4)
- IT 468 Projects in Database (4)
- RMT 340 Principles of Selling (4)
- RMT 366 Customer Relationship Management (4)
- RMT 379 IT Management Career Planning 91)
- RMT 490 Cooperative Education (Must be taken for 8-12 credits, typically during the summer quarter.)
- OR**
- ADMG 490 Cooperative Education (1-12)
- OR**
- IT 490 Cooperative Education (1-12)

ITAM-BS Total Core Credits: 75-79

Network Administration and Management Specialization Required Courses

- IT 351 Computer Networks (4)**
- IT 362 Wireless Communications (4)
- IT 456 Advanced Computer Network Management (4)
- IT 459 Workstation Administration (4)
- IT 463 Computer Network Management (4)
- IT 466 Open Source Server Management (4)
- IT 467 Network Security (4)
- IT 487 Networking Capstone (4)

Total Specialization Credits: ~~28~~ **32**

Total Credits: ~~103-107~~ **107-111**

Exhibit I
Withdrawn

Exhibit J

Public Health and Risk Management Minor/Type B Certificate

Required Courses Credits: 20

PUBH 230 Foundations of Public and Community Health (4)

PUBH 380 Epidemiology (4)

PUBH 411 Public Health Emergency Preparedness and Management (4)

SHM 371 Emergency Planning and Preparedness (4)

OR

SHM 454 Risk Management Principles and Practices (4)

SHM 455 Risk Assessment and Treatment (4)

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

Exhibit K

Number (if applicable): CWUR 2-50-060 (4)

Title of Section: Curriculum Rules for Implementation

New **Revision X**

Summary of changes: Updated language to reflect changes made to CWUP 5-50-060 making X91 and X99 courses as permanent numbers. CWUR 2-50-060 (4)d.3 is also being updated to reflect changes made to CWUP 5-50-060 to keep the timeline to eight years.

Justification of changes: This change is to make procedure reflect that change.

Budget implications: None

CWUR 2-50-060 Curriculum Rules for Implementation

(4) Course numbering system:

- a. Course numbers are usually 3 digits. However, when necessary for logical ordering, a fourth digit may be added.
- b. Courses should be numbered according to common fields of interest -- (e.g., literature, evolution, tests and measurements, etc.). Advanced courses should have the same last two numbers as beginning courses. Sequence courses covering allied subject matter should be numbered sequentially.
- c. The initial digit should reflect the appropriate level of study.

Year	Initial Digit
First Year	1
Sophomore	2
Junior	3
Senior	4
Graduate	5, 6, 7

- d. The basic numbering system, both as it applies to the institution as a whole and to the grouping within subject fields, should be as follows:

Second and Third Digit Description

01 to 09 Introduction to Broad Areas

10 to 89 Regular Department Courses

90 Cooperative Education

91 Workshops. ~~1-6 credits. May be repeated if subject is different~~

92 to 95 Professional Laboratory Experiences, Practica, and Field Experience

96 Individual Study. 1-6 credits. May be repeated if subject is different.

97 Honors. 1-12 credits. Prerequisite, admission to department honors program.

98 Special Topics. 1-6 credits. May be repeated if subject is different

99 Seminar. ~~1-5 credits. May be repeated if subject is different.~~

Number Description

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

184 First-Year Experience. General Education Program 4 credits. 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.

e. Hold on Course Numbers. A moratorium exists on course numbers. The moratorium will last:

1. Eight years at the time a course is deleted, or
2. Eight years at the time it is put on reserve by a department, or
3. Three years after placed on reserve by the Registrar's office designee. (Ref [CWUR 2-50-060\(10\)](#)).

Exhibit L

General Education at CWU

General Education Program Guiding Philosophy

The General Education program prepares you for success at CWU and as a citizen in our dynamic, diverse, and global society. The program fosters integrated learning, enhancing your ability to make connections across courses and disciplines and to apply a breadth of knowledge to real-world problems. It will help you develop skills in critical thinking, clear communication, creative leadership, ethical decision-making, and complex problem solving. Combined with your major, the General Education program will cultivate curiosity, empower personal development, strengthen understanding of and respect for diverse perspectives, and build a foundation for life-long learning.

General Education Program-Level Goals

Explore: You will explore a breadth of knowledge, methods of inquiry and reasoning, and fundamental questions. That process will cultivate curiosity, facilitate the understanding of diverse perspectives, empower personal development and growth, and build a foundation for life-long learning.

Engage: As you engage with new knowledge, people, and perspectives, you will assume responsibility for your learning. In the process, you will develop enhanced communication—written and spoken—and critical thinking skills grounded in logic, reason, analysis, and synthesis. Combining these skills will enable you to employ multiple approaches to complex and real-world problems. As an engaged citizen, you will bring intellectual creativity and curiosity into your personal, civic, and professional life.

Connect: You will discover how disciplines, societal challenges, and cultures are interconnected. This process links coursework and community, local and global issues, past and present. Your ability to integrate learning will lead to new ways of thinking, analyzing, and interacting with our dynamic and diverse world.

Create: Your knowledge and skills will empower you to ask innovative questions and envision unique projects. This process of creative engagement will enable inquisitiveness and original thinking. It will provide you with agility for success in your career and life.

Empathize: Your General Education will facilitate open-mindedness and enable you to better understand and imagine others' experiences. As you become more knowledgeable and curious about the world, you will develop respect for diverse points of view, engage in ethical decision-making, and demand and demonstrate compassionate leadership.

Engage: First Year Experience

Students are required to take in course in each row (First Year Experience, Academic Writing I and Quantitative Reasoning, approximately 13-14 credits) during their first year.

First Year Experience

The first-year experience will help students transition to college by introducing them to a scholarly approach to problem solving and methods of inquiry. Small classes will emphasize mentorship and focus on special topics developed by faculty. These courses will incorporate writing, critical thinking, oral communication, and information literacy.

CWU 184 First Year Experience (4) Students will register for a section of this course under a specific department prefix ABC 184. Each section will be a different topic.

Transfer students who have not completed their General Education requirements, and who have not transferred at least 45 credits, must complete this course if they have not completed equivalent coursework (courses with equivalent outcomes as determined by the GEC and/or Registrar).

Academic Writing I: Critical Reading and Responding

Academic Writing I prepares students with the skills necessary for critical reading and academic writing, including summarizing, reading sources critically and responding to them, synthesizing multiple perspectives, and using academic writing conventions, including grammar and mechanics.

Students must achieve an appropriate test score or successfully complete transitional English before enrolling in an Academic Writing I course.

DHC 102 Articulating Honors: Research Writing in the Twenty-First Century (5)

ENG 101 Composition I: Critical Reading and Responding (5)

PHIL 110 Beyond Belief? Exploring the Fringe and the Paranormal (5)

PHIL 111 Writing and Power: Authority, Oppression, and Resistance (5)

Quantitative Reasoning

Courses in this category focus on quantitative reasoning and its application. Students will explore various quantitative and statistical processes in order to evaluate and interpret data. Students will develop the ability to identify, analyze, and apply different principles and empirical methods to concrete problems.

Students must achieve an appropriate math placement test score resulting in eligibility for MATH 101 or successfully complete MATH 100B with a grade of C or higher.

BIOL 213 Introductory Biostatistics (4)

BUS 221 Introductory Business Statistics (5)

CS 109 Quantitative Reasoning Using Python (4)

ECON 130 Foundations for Business Analytics (5)

FIN 174 Personal Finance (5)

IT 165 Seeing Through the Data (4)
MATH 101 Mathematics in the Modern World (5)
MATH 102 Mathematical Decision Making (5)
MATH 103 Mathematics for Social Justice (5) (Pending Curriculum Committee approval)
MATH 130 Finite Mathematics (5)
MATH 153 Pre-Calculus Mathematics I (5)
MATH 154 Pre-Calculus Mathematics II (5)
MATH 155 Applied Precalculus (5)
MATH 164 Foundations of Arithmetic (5)
MATH 172 Calculus I (5)
MATH 211 Statistical Concepts and Methods (5)
PHYS 181 General Physics I w/ Lab (5)
PSY 362 Introductory Statistics (5)
SOC 326 Demography of Contemporary World Populations (5)

I. Explore and Connect

These courses can be taken any year. Students are required to take at least 3 courses in the same pathway. Students can choose to take 5 or more of their courses in the same pathway to earn a certificate. In order to fulfill the Pathway part of the General Education requirement, no more than 2 classes from a single department or interdisciplinary program may be counted toward this requirement. That is, a student may take courses from the same department or interdisciplinary program in no more than 2 knowledge areas. Students must take one course in each of the Knowledge Areas (Academic Writing II; Physical and Natural World; Science and Technology; Individual and Society; Community, Culture, and Citizenship; Global Dynamics; Creative Expression; and Humanities).

K1: Academic Writing II: Reasoning and Research

The Academic Writing II courses prepare students with skills in research-based academic argument through assignments involving evaluation, analysis, and synthesis of multiple sources. Individual sections will be linked to specific pathway topics.

Students must achieve a C- or better in Academic Writing I prior to taking Academic Writing II.

ADMG 285 Sustainable Decision Making (4) – P5: Sustainability

ENG 102 Composition II: Reasoning and Research (5) – P4: Social Justice

ENG 103 Academic Writing II: Reasoning and Research on Health and Current Issues (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues

ENG 104 Academic Writing II: Reasoning and Research on Sustainability and Civic Engagement (5) – P1: Civic & Community Engagement, P5: Sustainability

ENG 111 Writing in the Sciences (5) – P6: Ways of Knowing
HIST 302 Historical Methods (5) – P6: Ways of Knowing
MGT 200 Essential Skills for Business Professionals (5) – P1: Civic and Community Engagement, P2: Health and Well-Being
PHIL 151 Arguments about Life and Death (5) – P3: Perspectives on Current Issues
PHIL 152 Arguments about Healthcare (5) – P2: Health and Well-Being
PHIL 153 Arguments about Social Issues (5) – P1: Civic and Community Engagement
STEP 101 (2), 102 (2), 103 (1)* Scientific Perspectives and Experimentation I, II, III [All three courses must be taken and receive passing grade to receive credit] – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

K2: Community, Culture and Citizenship

The community, culture, and citizenship perspective engages students with historic and contemporary political, ethical, cultural, socioeconomic, and other emerging issues affecting society. By grappling with the intersection of social concerns, students will learn how societies are created and how to contribute to them as effective citizens.

ABS 210 Intro to the African American Literary Traditions: Expressive Culture from Folktales to Rap (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

AIS 103 Contemporary American Indian Experience (5) – P3: Perspectives on Current, P4: Social Justice Issues, P6: Ways of Knowing

ANTH 137 Race, Power and the American Dream (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice,

ART 333 Art, Design and Popular Culture (4) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

BUS 241 Legal Environment of Business (5) – P6: Ways of Knowing

COM 202 The First Amendment: Rights and Responsibilities (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

DHC 260 Cultural Studies I (4) – P6: Ways of Knowing

ECON 101 Economic Issues (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P4: Social Justice

EDBL 250 Ethnic and Cultural Minorities in American Education: Past and Present (4) – P3: Perspectives on Current Issues, P4: Social Justice

EFC 250 Introduction to Education (4) – P1: Civic and Community Engagement, P4: Social Justice, P6: Ways of Knowing

ENG 243 Talking Back: Power, Diversity, and Social Justice (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

ENST 360 Environmental Justice (5) – P2: Health and Well-Being, P4: Social Justice

FR 200 Introduction to French Culture (5) – P1: Civic and Community Engagement, P4: Social Justice

GEOG 250 Resource Exploitation and Conservation (4) – P1: Civic and Community Engagement, P2: Health and Well-Being, P5: Sustainability

HIST 143 United States History to 1865 (5) – P2: Health and Well-Being, P5: Sustainability

HIST 144 United States History Since 1865 (5) – P3: Perspectives on Current Issues, P4: Social Justice

LAJ 102 Introduction to Law and Justice (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

LAJ 210 Latinos, Law and Justice (4) – P2: Health and Well-Being, P4: Social Justice

LIS 245 Research Methods in the Digital Age (4) – P3: Perspectives on Current Issues, P4: Social Justice

LLAS 102 An Introduction to Latino and Latin American Studies (5) – P3: Perspectives on Current Issues, P4: Social Justice

MKT 360 Principles of Marketing (5) – P5: Sustainability, P6: Ways of Knowing

PHIL 107 Political Philosophy and Social Democracy (5) – P1: Civic and Community Engagement

POSC 210 American Politics (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues

PSY 310 Multicultural Psychology and Social Justice (4) – P4: Social Justice

PUBH 311 Cross Cultural Practices for Health and Medicine (4) – P1: Civic and Community Engagement, P4: Social Justice

PUBH 351 Community Building Strategies for Public Health (4) – P1: Civic and Community Engagement

RUSS 200 The Art of the Protest: Censorship and Resistance in Russian Culture (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

SOC 109 Social Construction of Race (5) – P1: Civic and Community Engagement

SOC 305 American Society (5) – P1: Civic and Community Engagement

SUST 301 Introduction to Sustainability (4) – P1: Civic and Community Engagement, P4: Social Justice, P5: Sustainability

WGSS 201 Introduction to Women’s, Gender, and Sexuality Studies (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

K3: Creative Expression

The creative expression perspective allows students to explore aesthetic expression and artistic perspectives on common themes in the literary and fine arts.

ART 103 Art Appreciation (4) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

DHC 150 Aesthetic Experience I (5) – P6: Ways of Knowing

DHC 151 Aesthetic Experience II (5) – P6: Ways of Knowing

DNCE 161 Cultural History of Dance (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

EDLT 219 Storytelling Across Disciplines (4) – P1: Civic and Community Engagement, P4: Social Justice, P6: Ways of Knowing

ENG 264 Introduction to Creative Writing and the Environment (5) – P1: Civic and Community Engagement, P5: Sustainability, P6: Ways of Knowing

ENG 265 Introduction to Creative Writing as “Mindfulness, Health and Well-Being” (5) – P2: Health and Well-Being

FILM 150 Film Appreciation (5) – P2: Health and Well-Being, P4: Social Justice, P6: Ways of Knowing

FR 201 Appreciation of French Cuisine (5) – P2: Health and Well-Being

MUS 101 History of Jazz (5) – P3: Perspectives on Current Issues, P4: Social Justice

MUS 102 Introduction to Music (5) – P6: Ways of Knowing

MUS 103 History of Rock and Roll (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

TH 101 Appreciation of Theatre and Film (4) – P6: Ways of Knowing

TH 107 Introduction to Theatre (4) – P6: Ways of Knowing

K4: Global Dynamics

The global dynamics perspective focuses on how individuals, groups, communities, and nations function in a global society. Students will gain a cultural awareness and sensitivity that prepares them for citizenship in a diverse, global society by developing an understanding of how culture shapes human experience, an appreciation for diverse worldviews, and an awareness of the complexity of the interactions among local, regional, national, and global systems.

ACCT 284 Global Tax Environments (5) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

ANTH 130 Cultural Worlds (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

AST 102 Introduction to Asian Studies (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

COM 302 Intercultural Communication (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

DHC 261 Cultural Studies II (4) – P6: Ways of Knowing

ECON 102 World Economic Issues (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P4: Social Justice

ECON 202 Principles of Economics Macro (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

EDLT 217 Global and International Children's/Adolescent Literature (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

ENG 347 Global Perspectives in Literature (5) – P3: Perspectives on Current Issues, P4: Social Justice

ENST 310 Energy and Society (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

GEOG 101 World Regional Geography (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

[GEOL 303 Water Wars \(5\) – P2: Health & Well-Being, P4: Social Justice, P5: Sustainability](#)

HIST 101 World History to 1500 (5) – P2: Health and Well-Being, P6: Ways of Knowing

HIST 103 World History Since 1815 (5) – P3: Perspectives on Current Issues, P4: Social Justice

IDS 343 Origins and Results of Food Technology: The Gluttonous Human (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues

IEM 330 Introduction to Energy and Science Inquiry (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

KRN 311 Korean Cinema and Visual Culture (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

MGT 384 Introduction to International Business (5) – P3: Perspectives on Current Issues, P5: Sustainability

MUS 105 Introduction to World Music (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

PHIL 106 Asian Philosophy (5) – P2: Health and Well-Being, P5: Sustainability

POSC 270 International Relations (5) – P3: Perspectives on Current Issues, P4: Social Justice

PUBH 317 Global Health Issues and Solutions (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues

RELS 103 World Mythologies (5) – P6: Ways of Knowing

WGSS 340 Gender and Sexuality in a Global Context (5) – P3: Perspectives on Current Issues, P4: Social Justice

WLC 311 Popular Cultures of the World (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

K5: Humanities

The humanities perspective focuses on helping students interpret their world, culture, and perspectives through the study of philosophical, literary, and historical forms.

ABS 110 Expressive Black Culture: African American Literary Traditions from Folklore to Rap (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

AIS 102 American Indians in the Contact Period (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

DHC 140 Humanistic Understanding I (5) – P6: Ways of Knowing

ENG 105 –The Literary Imagination: An Introduction to Literature (5) – P6: Ways of Knowing

ENG 106 Literature and The Environment (5) – P1: Civic and Community Engagement, P5: Sustainability

ENG 107 Literature, Health, and Well-Being (5) – P2: Health and Well-Being

ENG 108 Literature and Social Justice (5) – Social Justice

ENG 109 Science Fiction vs Science Fact: Literature, Science, and Technology (5) – P3: Perspectives on Current Issues

HIST 102 World History: 1500-1815 (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

HIST 301 Pacific Northwest History (5) – P3: Perspectives on Current Issues, P5: Sustainability

HUM 101 Exploring Cultures in the Ancient World (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

HUM 102 Exploring Cultures from 16th through 19th Centuries (5) – P3: Perspectives on Current Issues, Social Justice

HUM 103 Exploring Cultures in Modern and Contemporary Societies (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

LAJ 215 Law in American History (4) – P1: Civic and Community Engagement, P6: Ways of Knowing

LLAS 388 Mexican Cultural Studies (5) – P3: Perspectives on Current Issues

MGT 395 Leadership in Business Organizations (5) – P2: Health and Well-Being, P4: Social Justice

PHIL 101 Philosophical Inquiry (5) – P6: Ways of Knowing

PHIL 103 What is Enlightenment? (5) – P4: Social Justice

PHIL 104 Moral Controversies (5) – P3: Perspectives on Current Issues, P4: Social Justice

PHIL 105 The Meaning of Life (5) – P2: Health and Well-Being

POSC 280 Introduction to Western Political Thought (5) – P4: Social Justice

RELS 101 World Religions (5) – P6: Ways of Knowing

RELS 102 Food, Sex and the Other: Everyday Religion and Morality (5) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

SPAN 456 The Spanish and Latin American Short Story (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

TH 382 Diverse Experiences in American Drama (4) - P1: Civic & Community Engagement, P4: Social Justice

WLC 250 Language and Power (5) – P1: Civic and Community Engagement, P2: Health and Well-Being,

WLC 341 Spells of Enchantment: Re-Interpreting the Fairy Tale (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

K6: Individual and Society

The individual and society perspective focuses on the relationship between people and their socialization. Students will be exposed to connections between behaviors, perspectives, psychology, and influences affecting everyday life.

AIS 101 American Indian Culture Before European Contact (5) – P5: Sustainability

ANTH 107 Being Human: Past and Present (5) – P2: Health and Well-Being, P5: Sustainability

ANTH 180 Language and Culture (5) Language and Culture (5) – P1: Civic and Community Engagement

ASP 305 Accessibility and User Experience (4) – P2: Health and Well-Being, P4: Social Justice

ATM 281 Socio-Cultural Aspects of Apparel (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

BUS 389 Sustainable Business (5) – P5: Sustainability

COM 222 Media Literacy in the Digital Age (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

DHC 250 Social and Behavior Dynamics I (4) – P6: Ways of Knowing

ECON 201 Principles of Economics Micro (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

ENTP 287 Applied Product Development (5) – P1: Civic and Community Engagement

FCL 101 Skills for Marriage and Intimate Relationships (4) – P2: Health and Well-Being, P6: Ways of Knowing

FCL 234 Contemporary Families (4) – P3: Perspectives on Current Issues, P4: Social Justice

FCL 237 Human Sexuality (4) – P6: Ways of Knowing

FCL 310 Family Issues in the 21st Century (4) - P3: Perspectives on Current Issues

GEOG 208 Our- Human World (5) – P4: Social Justice, P6: Ways of Knowing

GEOG 273 Geography of Rivers (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P5: Sustainability

HED 101 Essentials for Health Living (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P5: Sustainability

HRM 381 Management of Human Resources (5) – P2: Health and Well-Being, P4: Social Justice

IDS 357 Race, Drugs, Law and Policy: What makes drug use criminal? (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

LAJ 202 Policing in Contemporary Society (5) – P3: Perspectives on Current Issues

LAJ 216 Race, Gender and Justice (4) – P3: Perspectives on Current Issues, P4: Social Justice

MATH 120 Mathematics as a Mirror: Cultural and Historical Approaches (4) – P6: Ways of Knowing

MGT 380 Organizational Management (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

MGT 386 Organizational Management (5) – P4: Social Justice

MGT 389 Business and Society (5) – P3: Perspectives on Current Issues

POSC 101 Introduction to Politics (5) – P2: Health and Well-Being, P4: Social Justice, P6: Ways of Knowing

POSC 260 Comparative Politics (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues

PSY 101 General Psychology (5) – P2: Health and Well-Being, P6: Ways of Knowing

PSY 205 Psychology of Adjustment (5) – P2: Health and Well-Being, P6: Ways of Knowing

PSY 242 Psychology of Video Games (4) – P3: Perspectives on Current Issues

PSY 333 Social Justice: The Psychology of Stereotyping, Prejudice, and Discrimination (4) – P4: Social Justice

PUBH 209 Consumer Health (4) – P2: Health & Well-being, P3: Perspectives on Current Issues. P4: Social Justice

SCED 305 The Story of Science (5) – P5: Sustainability, P6: Ways of Knowing

SOC 101 Social Problems (5) – P3: Perspectives on Current Issues, P4: Social Justice

SOC 107 Principle of Sociology (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

SOC 307 Individual and Society (5) – P6: Ways of Knowing

SOC 322 Sociology of Food (5) – P5: Sustainability

SOC 327 Health and Society (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

TH 377 Staging Gender (5) – P1: Civic & Community Engagement, P4: Social Justice

WGSS 250 Introduction to Queer Studies (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

YESS 101, 102, 103 YESS Social Science Perspectives and Research I, II, III (2) (2), (1) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing* [All three courses must be taken and receive passing grade to receive credit]

K7: Physical and Natural World

This Physical and Natural World perspective introduces the core practice of science: generating testable explanations. Students will be introduced to fundamental scientific concepts and will engage in scientific practices.

ANTH 110 Bones, Apes, and Genes: Exploring Biological Anthropology (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

ANTH 314 Human Variation (5) – P1: Civic & Community Engagement, P2: Health & Well-being, P4: Social Justice

BIOL 101 Fundamentals of Biology (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

BIOL 200 Plants in the Modern World (5) – P1: Civic and Community Engagement, P4: Social Justice, P5: Sustainability

CHEM 111/111Lab Introduction to Chemistry (4) and Introductory Chemistry Laboratory (1) – P6: Ways of Knowing

CHEM 113/113Lab Introduction to Biochemistry (4) and Introduction Biochemistry Laboratory (1) – P2: Health and Well-Being

CHEM 181/181Lab General Chemistry I (4) and General Chemistry I Laboratory (1) – P6: Ways of Knowing

DHC 180 Physical and Biological Systems I (4) – P6: Ways of Knowing

ENST 201 Earth as an Ecosystem (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

EXSC 154 Science of Healthy Living (5) – P2: Health and Well-Being

GEOG 107 Our Dynamic Earth (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

GEOLOGY 101/101Lab Introduction to Geology (4) and Introductory of Geology Laboratory (1) – P6: Ways of Knowing

GEOLOGY 103/101Lab Geology of Washington (4) and Introductory of Geology Laboratory (1) – P6: Ways of Knowing

GEOLOGY 107 Earth's Changing Surface (4) – P3: Perspectives on Current Issues, P4: Social Justice P5: Sustainability

~~GEOLOGY 303 Water: Science and Society (5) – P2: Health and Well-Being, P4: Social Justice, P5: Sustainability~~

IEM 103 Introduction to Energy and Science Inquiry (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

PHYS 101 Introductory Astronomy I (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

PHYS 103 Physics of Musical Sound (5) – P6: Ways of Knowing

PHYS 106 Physics Inquiry (5) – P1: Civic and Community Engagement, P6: Ways of Knowing

PHYS 109 Physics of Dance (4) – P2: Health and Well-Being

SCED 101 Integrated Life Science (5) – P1: Civic and Community Engagement, P5: Sustainability

SCED 102 Integrated Earth and Space Science (5) – P3: Perspectives on Current Issues, P5: Sustainability

K8: Science and Technology

The science and technology perspective focuses on scientific inquiry, intersections with technology, mathematical applications, and connections to the world around us

ACCT 301 Accounting Skills for Non-Business Majors (5) – P2: Health and Well-Being, P6: Ways of Knowing

ANTH 120 Archaeology: Science of the Past (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

BIOL 201 Human Physiology (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

BIOL 204 The Science and Practice of Growing Plants (5) – P1: Civic and Community Engagement, P5: Sustainability

BIOL 205 Microbes and Mankind (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

BIOL 300 Introduction to Evolution (5) – P1: Civic and Community Engagement, P6: Ways of Knowing

BIOL 302 Sustainability and Environmental Changes (5) – P4: Social Justice, P5: Sustainability

CHEM 101 Chemistry and Planet Earth (5) – P5: Sustainability

CS 102 Health and Technology (4) – P2: Health and Well-Being

CS 105 The Logical Basis of Computing (4) – P6: Ways of Knowing

CS 107 Make a Game with Computer Science (4) – P3: Perspectives on Current Issues

DHC 280 Physical and Biological Systems II (4) – P6: Ways of Knowing

EET 101 Everyday Electronics (4) – P4: Social Justice, P6: Ways of Knowing

ENST 202 Environment and Society (5) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

ETSC 101 Modern Technology and Energy (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

FIN 101 Financial Literacy (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

GEOG 111 The Power of Maps (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

GEO 108 Earth and Energy Resources (4) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

GEO 302 Oceans and Atmosphere (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

IEM 302 Energy, Environment and Climate Changes (4) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

IT 105 Protecting Your Online Identity (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues

IT 111 Your Digital Footprint and the Web (4) – P3: Perspectives on Current Issues, P6: Ways of Knowing

IT 202 Change Ready: Technology Skills for Civic & Community Leaders (4) – P1: Civic & Community Engagement

MATH 210 Statistics, Society and Decisions (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

NUTR 101 Introduction to Human Nutrition (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

PHYS 304 Astrobiology: Origins and Search for Life in the Universe (4) – P3: Perspectives on Current Issues

PUBH 320 Environmental Health (4) – P5: Sustainability

SCED 103 Integrated Physical Science (5) – P1: Civic & Community Engagement, P5: Sustainability

SHM 102 Occupational Health (5) – P2: Health and Well-Being, P5: Sustainability

STP 201 Inquiry Approaches to Teaching (2) and STP 202 Inquiry Based Lesson Design (2) – P1: Civic and Community Engagement, P4: Social Justice * [Both courses must be taken and receive passing grade to receive credit]

III. Connect, Create, and Empathize: Culminating Experience

Students will be required to complete one of the culminating experience options during their junior or senior year. Culminating experiences may be part of students' major requirements.

ADMG 424 Administrative Management Policy (4)

ADMG 471 Leading Change (4)

ADMG 479 Project Management Maturity (4)

ANTH 458 Anthropology Senior Comprehensive Survey (4)

ART 495 Studio Project (2)

ASP 485 Accessibility Studies Capstone (2-3)

AST 401 AST/Pacific Studies Capstone (2)

ATM 487 Fashion Merchandising Exit Assessment (1)

BIOL 499S Senior Seminar (2)

CAH 400 Arts and Humanities Capstone (2)

CAH 489 Senior Portfolio Capstone (1)

CHEM 488 Colloquium (1)

CMGT 481 Construction Management Capstone (4), CMGT 495A Construction Management Competition Preparation – Fall (2), CMGT 495B Construction Management Competition Preparation – Winter (2) - * [All courses must be taken and receive passing grade to receive credit]

COM 489 Portfolio Assessment (1)

[CS 489 Senior Colloquium \(1\)](#)

CWU 400 Culminating Experience – This is a non-major specific course to allow students who do not have a culminating experience course in their major to be able to fulfill their General Education requirements.

DHC 310 Honors Seminar: Elements of Research (3)

ECON 406 Business Analytics (5)

EDEC 432 Theories in Child Development (3)

EET 487/487Lab Senior Project Management and Lab (2+2), EET 488/488 Lab Senior Project Quality and Lab (2+2), EET 489 Senior Technical Presentations (2) * [All courses must be taken and receive passing grade to receive credit]

EFC 460 Pedagogy Capstone (2)

ELEM 471 Elementary Education Capstone (2)

ENG 489 Senior Colloquium (2)

ENST 487 End-of-Major Capstone (1)

ENTP 489 Entrepreneurship and Business Development (4)
ETSC 485 Industrial Engineering Technology Capstone (4)
ETSC 490 Cooperative Education (4)
[EXSC 495B Practicum: Clinical \(2\)](#)
FCL 419 Research in Family and Child Life (5)
FCS 405 FCS Exist Assessment (1)
FILM 489 Film Career Seminar (1)
GEOG 489 Geography Capstone (2)
GEOL 489 Geologic Field Methods (6-12)
GEOL 493 Field Methods in Environmental Geology (4)
HIST 481 Senior Thesis (4)
HTE 419 Applied Research and Evaluation (3)
IT 470 Database and the Web Capstone (4)
IT 482 Cybersecurity Capstone (4)
IT 483 Applied Predictive Analytics for IT Managers (4)
IT 486 Critical Issues in Information Technology (4)
IT 487 Networking Capstone (4)
LAJ 489 Senior Seminar in Law and Justice (4)
MATH 306 Middle-level Mathematics Capstone (3)
MATH 321 Mathematics BA Capstone (3)
MATH 489A Actuarial Senior Seminar: Predictive Analytics and Actuarial Modeling (3)
[MATH 499D Data Science Senior Seminar \(4\)](#)
MATH 499S Senior Seminar (2)
MET 489A Senior Project I (4), MET 489B Senior Project II (4), MET 489C Senior Project III (4) * [All courses must be taken and receive passing grade to receive credit]
MGT 489 Strategic Management (5)
MUS 300 Recital Performance (1), MUS 400 Recital Performance (1)* [All courses must be taken and receive passing grade to receive credit]
MUS 420 Composition 4 (3)
MUS 495 Senior Project (2)
NUTR 445 Experimental Food Research (1)
PESH 401 International Service Learning: Civic Engagement and Youth Development (4)

PFP 480 Financial Planning Capstone (5)
PHIL 495 Undergraduate Thesis (3)
PHIL 497 Honors Thesis (3)
PHYS 495 Undergraduate Research (1-2)
PSY 489 Senior Assessment Capstone (2)
PUBH 488 Culminating Experience in Public Health (3)
RELS 495 Undergraduate Thesis (3)
RELS 497 Honors Thesis (3)
RMT 467 Retail Management (4)
SCED 422 Advanced Teaching Strategies in K-8 Science (4)
SCM 480 Supply Chain Strategy (5)
SHM 485 Safety and Health Management Capstone (3)
SHM 490 Cooperative Education (6)
SOC 489 Senior Seminar (1)
WLC 487 Culminating Experience (2)

Memorandum:

To be attached to General Education program change proposal

To: **Faculty Senate Executive Committee**
From: **Faculty Senate Curriculum Committee**
Date: **Mar. 1, 2021**
Subject: **General Education Program Change / Knowledge Area Outcomes**

On Feb. 18, the Faculty Senate Curriculum Committee approved the General Education program change proposal. This proposal included the movement of a course from one Knowledge Area to another. The learner outcomes for the course in question remained largely the same. We defer to the judgment of the General Education Committee about where courses should be situated in the GE framework, but the fact that a course could change Knowledge Areas when the course itself appears to have changed very little troubled the committee. While we were assured this would be a rare occurrence, and the Executive Committee supported the GEC's decision, we are concerned this action indicates that the outcomes of the GE Knowledge Areas may be overly broad. We are also concerned that students will be confused if courses move between components of the GE framework during their time at CWU.

While the FSCC did not want to hold up the GE program change based solely on the above concern, we do feel strongly our concern should be addressed. We recommend the Executive Committee charge the General Education committee to better define the Knowledge Areas by revisiting the learner outcomes.

Reports

Bylaws and Faculty Code Committee

BFCC met on February 8. The committee discussed revising language to charge one based on emailed feedback from a senator. The next senate meeting will be the second reading of charges one and two. The committee discussed charge three and will be speaking with EC to get clarity around how they'd like to move forward with this charge. The committee also worked on charge four, which is focused on membership of EC members on FS committees. The committee will put forward language for charge four to EC to obtain initial feedback.

Thank you!

Laura Portolese

FSCC Chair's Report

March 3, 2021

The committee continues to review curriculum weekly, and the overall number of proposals is starting to decrease, which gives us more time to address policy, procedure, and other pressing issues.

Course modality definitions were a top priority, so we were grateful to have them approved last month and appreciate the input of the faculty. We followed that up with a recommendation to the Academic Affairs Committee that procedure language (CWUP 5-90-040(40)) reflect that Asynchronous Online classes should have only asynchronous final exams.

We are now prioritizing the completion of the program discontinuation policy and procedure and are very close to a final draft. We need to update some language since the Office of the Associate Provosts is being eliminated.

We are addressing an issue related to classes that have been approved for General Education component areas subsequent to a student's catalog year, and how those courses do not appear on student Academic Requirement Reports. Currently, students who wish to use a newer GE course for their own program must submit a petition, and these petitions are automatically granted. This process creates additional work for students, advisors, and the Registrar's office. We are working on recommended procedure language (CWUR 2-50-040(8)) that will allow for additions to GE components to appear immediately on student ARs and eliminate the need for petitions.

Another issue related to Gen Ed arose when the current GE program change proposal included the movement of a course from one Knowledge Area to another. After a number of conversations and consultations with the GEC and the EC, the FSCC chose to approve the program change proposal and attach a memo recommending that the EC charge the GEC to revisit and better define Knowledge Area outcomes.

Also on our docket are a charge to determine how best to deliver curriculum-related news to appropriate stakeholders, and a charge to review the process and implementation of holds on curriculum proposals.

Maria Sanders
FSCC Chair

Faculty Senate Evaluation and Assessment Committee

The committee continues to need a COTS representative.

The committee has worked on the following charges:

1. *Consider the creation of assessment strategies during the COVID-19 pandemic. **Timeline:** Fall quarter.*

The committee is working on revising policy recommendations for use during disruptions to instruction following feedback from the Academic Affairs Committee.

2. *Continue working with Information Services to improve/modify SEOI delivery systems, students' notifications and form types. **Timeline:** Winter Quarter.*

The committee reviewed the number of the students that have hardship course withdrawals or complete university withdrawals after the student SEOI list has been generated. On average, 28 students/quarter have a hardship withdrawal after student SEOI list generation. On average, 171 students/quarter have a complete University withdrawal after student SEOI list generation. Information Services is investigating the ability to withdraw an individual student's SEOI after SEOIs have been administered.

3. *Consider additions or modifications to the existing policies and procedures regarding the role of SEOIs in teaching assessment. **Timeline:** Winter Quarter*

The committee recommended the following language be included as item B in the CWUP 5-90-040 (25) Academic Dishonesty policy.

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

The committee also recommended input on this policy from Information Services and Student Success as student academic dishonesty may not be determined until after a student has completed an SEOI.

4. *Conduct assessment of academic administrators. This is a biennial charge. **Timeline:** Spring quarter.*

The committee has completely updated the President, Provost, Associate Provost, Dean, Library Dean, Faculty Senate Executive Committee, and Faculty Senate assessment surveys and forwarded the assessment surveys to the Faculty Senate Executive Committee for feedback. This number of surveys and the biennial charge means in one quarter a Library faculty member will get at least 5 surveys from us, while the average faculty member will receive 6 surveys. The committee is concerned about faculty survey fatigue and the fatigue's effect on data. Thus, the committee recommends that the work associated with the biennial administration surveys be broken up into annual charges.

5. *Consider evaluating ways to increase student response rates of SEOI completion and develop suggested language for faculty members. **Timeline:** Fall Quarter.*

The committee has identified suggestions for increasing student response rates of SEOI completion. They include the use of midterm evaluations, informing students about how faculty use SEOIs, encouraging students to fill out SEOIs, and giving students class time to complete SEOIs. In addition, we have discussed ideas of addressing bias issues in SEOIs. Continued committee work on these issues will occur.

Respectfully submitted,
Terry Wilson (Chair)

General Education Committee report to Faculty Senate

Committee status

Until June 15, 2021, the General Education Committee continues to operate as two subcommittees: General Education Curriculum & Assessment (GECA) and General Education Coordination and Management (GECM, or Pathway Coordinators).

The EC has determined that, after that date, the committee will be dissolved and reconstituted to its original unified structure.

Information about decision making

The committee was aware of the issues with the current committee structure, and had informed the EC that we would like to revert to the original structure. We made this recommendation as part of discussion following the provost's decision not to extend the current MOUs funding the Director and Pathway Coordinator roles for the third year of the program.

The Director also proposed options for workload levels should it be determined that it is possible to continue funding the reassigned time for the Director role. However, it has been determined by the EC that there will no longer be a Director role or Pathway Coordinator roles.

Survey data collected by the EC, named as part of the basis for the decision, has not been made available.

Student petitions and course articulations, including AP/IB acceptance. The GECA continues to work, for the coming two quarters, on petitions and articulations as needed.

Consideration of ideas surrounding structural changes.

The committee will be reconstituted and restarted in the coming academic year, with the committee members determining how to move forward to consider structural changes to the program.

Assessment: strategizing and implementation, planning for ongoing and enhanced efforts. Divergent understandings of assessment across campus, and misunderstandings regarding assessment-related barriers and decision making, especially as faced since the onset of the pandemic, have contributed to the current context around the Gen Ed program. The EC has stated that assessment will become a focus, and that there will be "a call put out for a Gen Ed Assessment Coordinator."

New efforts

The current committee is working to support understanding and coherence around the substantive meanings and mapping/review of course outcomes vis a vis program- and component-level outcomes. It is the perspective of the committee at this time that

a course may fit with more than one component, and discussion and review of proposals may lead to a decision (by either the committee or proposer) that a course is a stronger fit for a different component than originally proposed. Such reconsideration might happen during the proposal process or later, such as during a decision to propose a change to the course. This perspective – that transparent and thoughtful faculty discussion and review may result in change – is in keeping with the design of the program, its philosophy and goals, and its learning-centered outcomes basis.

Antiracism, Diversity, and Inclusivity Task Force (ADI)
Report to Faculty Senate
March 3, 2021

The task force has been meeting with campus stakeholders to gauge the current status of ADI efforts. So far, we have met with Diversity and Inclusivity (DI) committee members from the College of Business (COB) and the Curriculum committee. We have also been meeting regularly with the Faculty Senate/EC chair, Elvin Delgado, to receive more information on the history of ADI at CWU, and to clarify the charge of the task force.

We have been researching ADI graduation requirements at other higher education institutions, both in the Pacific Northwest and nationally.

We are in the process of finalizing a timeline to take us through the end of the academic year. Future plans include:

- Continuing to meet with stakeholders
 - DI committee representatives from all colleges
 - DI fellows
 - Kande Cleary, VP of Inclusivity and Diversity
 - Gail Mackin, Associate Provost for Faculty and Academic Affairs
 - Rebecca Pearson, Chair, General Education Committee
 - Deans and Associate Deans
 - ADCO (faculty chairs)
 - Enrollment management
 - Academic Affairs
 - Academic Advising

- Developing a survey and scheduling listening sessions to obtain feedback stakeholders, including faculty, administrators, academic advisors/transfer advisors, and the registrar's office.

- The task force analysis of the information (stakeholder meetings) and feedback gathered (survey, listening sessions) will determine the task force's next steps.

Respectfully submitted,
Liane Pereira and Maureen Rust, ADI co-chairs



LEARN. DO. LIVE.

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

Dear colleagues,

As of this writing, we've passed the first major "cutoff" point in the Legislative process—bills that have not progressed from the chamber of origin through the relevant policy and fiscal committees are considered dead for the session. Legislators now are engaging in floor debate of bills, which often involves substitutions and amendments.

Below, an update on some of the things I mentioned in my last update, plus a couple of other items:

- Budget. The minority Republican caucus in both the House and Senate have put forward their versions of the supplemental and biennial budget. These documents are statements of philosophy, and it's not clear how much traction the various elements will get on the budget as it will eventually appear. You can peruse them at <http://fiscal.wa.gov> and click through to the various proposals. Of interest to us would be the elements proposing salary freezes/furloughs as well as reduction of allowable tuition waivers.
- Bills
 - [HB 1028](#) Concerning evaluation and recommendation of candidates for residency teacher certification. This bill was passed unanimously in policy, fiscal, and floor in the House. The second substitute essentially removes the edTPA assessment as a requirement for certification, and returns responsibility for evaluating candidates to the programs. We have supported this bill and will continue to do so.
 - [HB 1051](#) Adding a faculty member to the board of regents at the research universities. This bill has enjoyed fairly strong support. As of this writing, it has not been put on the House floor .
 - [SB 5228](#) This bill requires annual diversity, equity, and inclusion training for all faculty, staff, and students, as well as annual campus climate surveys. This bill has seen a second substitute, which addressed some of the concerns that faculty and COP had with the original. The current version has not yet been scheduled for a floor vote.

- 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 met with Rep. Vandana Slatter (D-48th), the chair of the House College and Workforce Development Committee, on February 10. This was a very valuable meeting, both to get to know her better and for her to know about us. We were able to offer some of our observations on the budget and the bills coming from the Senate side that the House committee would likely be considering. She had some very wise observations about the politics of the furlough discussion, and offered us some thoughts about how we can assist in general going forward.
- COF members virtually held our annual ‘luncheon’ (without physical lunch, sadly) with the Council of Presidents staff and institutional legislative officers on February 24. This annual get-together is our time to talk both about immediate issues with particular bills, as well as forecast what may be coming in future sessions. This is a great group with a very impressive amount of experience and expertise! An interesting topic, brought up by Julie Garver from COP, was to consider the implications of demographics and COVID on future higher education enrollments—definitely a ball we all want to keep our eyes on.

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!

Communication to Faculty Senate

From: [Todd Schaefer](#)
To: [Elvin Delgado](#)
Cc: [Janet Shields](#); [Janet Shields](#)
Subject: Fw: Multi-Factor Authentication (MFA) @ CWU
Date: Monday, February 15, 2021 12:29:58 PM
Attachments: [image004.png](#)

Prof./Chair Delegado:

I would like to express a Faculty Concern about this policy, and am also wondering whether it was vetted through Faculty Senate (or even, UFC as this affects our working conditions.)

While I am not of course opposed to greater e-security, I am concerned that this procedure would create hardships for faculty or at least might lead to difficulties in practice (and we already have a rather lengthy password that is updated periodically). And I wonder whether this is an IT-driven change created by a sector of the U. that isn't in the academic biz, to put it bluntly. Here are some scenarios/issues of potential concern or problems:

- 1) This requires that faculty (and students, and some are non-trads) have to have a cell phone or mobile device that gets texts;
- 1b) that assumes that the person wants to share such info with the U. (OK, most of us do, for emergencies);
- 2) more importantly, I am concerned this complicates, delays and may even prevent faculty from logging in. I for, one, login multiple times per day to different sites (Canvas, Outlook, MyCWU, etc.), and even if I hit "stay logged in" if I close my browser it resets. This might cause more time and effort.
- 3) Furthermore, this requires us to have our cellphones on us at all times. And, more importantly, for ex., next year when we can actually go back to teaching in person, faculty teach in multiple/diff. classrooms, even in diff. bldgs., in the same day (at least, I have); what if I forget my cellphone, not just in my office, but at home? It seems to me, this means I can't get into computer in the classroom to use Canvas, much less the web or a Powerpoint correct? I don't know about anyone else, but I know I am an absent-minded professor.
Likewise, it requires students to as well, and we know we have students who commute.

And what if we have reception problems, or there is an error entering the code?

Yes, I use such mechanisms with banking acc'ts, and they work reasonable well, but still.

As an alternative, I'd note that other organizations simply use a security question as an added layer, and I'm curious as to why that wasn't an option (though that, too, I suppose, has potential privacy issues).

In any event, before such a change is *mandated* upon faculty and students, I would hope these (and maybe other) concerns would be addressed.

Sincerely,

Todd M. Schaefer

Professor, Political Science (alt. Sen.)

From: CWU Service Desk <CWU.ServiceDesk@cwu.edu>
Sent: Monday, February 8, 2021 10:45 AM
Subject: Multi-Factor Authentication (MFA) @ CWU

Dear CWU Community,

In the coming weeks, CWU will be rolling out multi-factor authentication (MFA) for all staff and faculty. MFA helps to better secure CWU systems by adding a “second factor” to the login process. Not only will you need to enter your username and password, but you will also be required to verify your identity by using an app on your mobile device or by answering a phone call.

You can review a list of frequently asked questions about multi-factor authentication here:

<https://cwu.teamdynamix.com/TDClient/2015/Portal/KB/ArticleDet?ID=126998>

Information Services is developing a rolling schedule to implement MFA to departments starting in February, with a goal of having MFA implemented for all faculty and staff before Summer 2021. You will receive an email from IS with instructions on how to configure MFA when it is your turn. Please note that you will NOT be able to configure MFA until you receive the instruction email from IS.

If you have any questions or concerns about MFA, please feel free to contact the IS Service Desk at (509) 963-2001 or cwu.servicedesk@cwu.edu

Thank you.

MULTI-FACTOR AUTHENTICATION



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CWU.edu

Communication from Faculty Senate Executive Committee



LEARN. DO. LIVE.

February 22, 2021

The Honorable Governor Jay Inslee
PO Box 40002
Olympia, WA 98504-002

RE: Allow higher education personnel to join K-12 educators in 1B tier 2 vaccine category

Dear Governor Inslee:

The Faculty Senate of Central Washington University (CWU) respectfully asks that higher education personnel with face-to-face responsibilities for student success be included in the 1B tier 2 vaccine phase, along with K-12 educators. In-person care and instruction are critical for the students we serve. As you may know, CWU is the most diverse institution in the state: 40 percent of students are people of color; more than 60 percent of students are the first in their families to go to college. Just as in K-12 schools, the success for these bright and promising students can be a challenge even when they have the in-person encouragement and support of counselors, professors, advisors, and mental and medical health staff. However, grappling with family, social health and other issues in isolation – in addition to their school responsibilities – can be overwhelming for these students.

We already have seen the erosion of their success in the significant drop in retention just from fall to winter quarter. The reduction is 10 percent for non-white students, and 3 percent for first generation and Pell-eligible students. These students *need* the in-person engagement personnel only can provide safely if they have been inoculated.

Current data shows college-age students (included in group 20-39) have much higher COVID rates than K-12 students. The college-age demographic makes up 39 percent of COVID cases in Washington State. CWU has many support and academic programs in areas that necessitate face-to-face engagement, from academic and mental health counseling, to applied engineering and aviation as well as music, art, fashion and theatre. These programs and the students in them rely on hands-on communication. In order to operate in-person programs like these, without inoculating higher education personnel, will place the health of personnel – along with the health of their families, colleagues, and community – at risk. Allowing higher education personnel to join the K-12 personnel in the 1B tier 2 category would help to ensure

the safety of this critical workforce and the communities in which they live while providing vulnerable students groups with the in-person education that they need and want.

In addition to the health of faculty, this will also allow more classes to be taught in-person. While universities across the world have been successful at pivoting to the online learning environment, it has been at the cost of the students' expected learning experience and their mental health. College-age students, prior to COVID, were already a vulnerable group in regard to mental health. This is even more true nearly a year into this scenario. Offering more in-person classes will allow students to have the class environment they expect from a university setting and can provide social interaction among students face-to-face and offer more hands-on activities using specific safety protocols. Enabling higher education personnel to safely reengage with this at-risk population will help students to stay in school and get the education they and the State of Washington need them to have.

Respectfully,

Dr. Elvin Delgado, CWU Faculty Senate Chair 2020-2021

Mr. Greg Lyman, CWU Faculty Senate Chair-Elect 2020-2021

Dr. Walter Szeliga, CWU Faculty Senate Past-Chair 2019-2020

Dr. Mark Samples, CWU Faculty Senate Executive Committee

Dr. Kathryn Martell, CWU Faculty Senate Executive Committee

Ms. Andrea Eklund, CWU Faculty Senate Executive Committee

Mr. Stephen Robison, CWU Faculty Senate Executive Committee

Dr. David Douglas, CWU Faculty Senate Executive Committee

MEMORANDUM

TO: ASCWU Student Government Executive Officers

FROM: Faculty Senate Executive Committee (FSEC)

DATE: 22 February 2021

RE: Academic Grievances Policies and Procedures

Dear ASCWU executive team,

The FSEC would like to commend all of you for your continued commitment to student success at Central Washington University. We understand the COVID-19 pandemic has created havoc on the educational environment, and we want to emphasize that we support your efforts to solve issues that the temporary shift to online learning has created. On November 4, 2020, the ASCWU Senate Speaker, Miss Madeline Koval, presented students' concerns regarding alleged lack of presence and instruction from the instructor of record in some online courses. The Faculty Senate Chair, Dr. Elvin Delgado, followed up with Miss Koval via Zoom on November 11, 2020 to discuss students' concerns in detail. During the meeting, Dr. Delgado shared the current academic appeals policy and procedure with Miss Koval and suggested that students should follow it to find a solution. Dr. Delgado mentioned that the Faculty Senate Executive Committee would follow up with a formal letter to the ASCWU leadership about this issue. In order to assist with your concerns regarding academic grievances we wanted to summarize the steps outlined in university policy and procedures that speak to these types of issues.

The current academic appeals policy is found under [CWUP 5-90-040\(2\)](#) and the corresponding procedures are found under [CWUR 2-90-040\(2\)](#). In summary, these are the steps outlined (note there are timelines associated with each of these steps as well):

1. Attempt to resolve the grievance with the instructor.
2. If a resolution is not found between the student and instructor, the department chair should be contacted to help resolve the grievance.
3. If a resolution is not found at the department chair level, then the grievance can advance to the college dean level. The dean will then issue a recommendation.
4. If the dean's recommendation is not acceptable to either the student or instructor, then a petition for a hearing can be made to the Dean of Student Success to be heard by the Board of Academic Appeals.

The Student Success website also provides a useful summary of academic appeals policy and procedure, found at www.cwu.edu/student-success/academic-grievance-policy

There are a variety of circumstances that can lead to academic grievances within different departments and colleges. The existing policies and procedures include multiple levels of review in order to fully assess the context and uniqueness of each grievance. The FSEC would like to highlight that in order for academic grievances to see the best results, these policies and procedures should be followed. CWU faculty care deeply about the quality of education being provided and are also committed to student success. The FESC looks forward to continuing to work collaboratively with the ASCWU and we appreciate your time and efforts.

Sincerely,

Faculty Senate Executive Committee (2020-2021)

Handouts

CWUP x-xx-xxx Computer Equipment Replacement, Purchasing and Disposal

CWU is committed to life-cycle replacement of faculty and staff computing equipment to ensure their primary computing resource is sufficiently modern, powerful, functional and secure. In the fulfillment of this commitment, this policy is designed to guide the regular replacement of computing equipment.

(1) Replacement Lifecycle - CWU will replace all institutionally funded computing equipment at a regular four-year interval. The Information Services (IS) department will maintain a computer asset management database to establish the purchase and replacement date of computing equipment. When financially possible, computing equipment will be replaced in the fiscal year occurring after the end of the lifecycle period.

(2) Computing equipment fund – Beginning in FY22 and in all subsequent years, in conjunction with the annual budget planning cycle, the University will establish an annual computing equipment fund sufficient to replace the computing equipment that will be at end of lifecycle status during that year.

(3) Standards - The IS department will publish recommended standard configurations annually. The standard configuration options will be determined each year based on available funds, price-performance analysis, and market conditions. This baseline cost will be used to establish the available funding for the custom configuration option. The manufacturer's warranty of at least three years must be included in the purchase of the computing equipment for all options.

(4) Computing equipment provisioning and retrieval – All computing equipment purchased by the institution with the computing equipment fund and the computer replacement program (2018-19) are the property of the institution and shall be identifiable by individual user. When a new employee joins the university, they will be issued computing equipment by the IS department. When an employee leaves CWU, the IS department will retrieve the computing equipment, which will be re-imaged and deployed to another employee as needed until the end of its lifecycle.

(5) End of Lifecycle Use - Computing equipment purchased or replaced by the computing equipment fund is the property of the institution, not of the department or individual. All replaced computing equipment must be returned to IS. Departments may not repurpose end-of-lifecycle computing equipment within the department. Standard and custom configuration equipment will be redeployed to a secondary location beyond the lifecycle period. The additional use beyond the end of the lifecycle period provides students, faculty, and staff with additional computing resources and as a result extends funding available for the standard configuration options. End of life-cycle equipment will be made available to departments by written request. End of life-cycle equipment is not subject to a four-year replacement cycle.

(6) Loss and Damage - Any computing equipment stolen or lost will be replaced by departmental funds. If the computing equipment has accidental damage and handling warranty coverage, the warranty will be used in case of damage. If outside of the warranty period, damage will be covered by department funds.

(7) Replacement Options - When the standard four-year lifecycle on primary computing equipment ends, the options for replacement are as follows:

- A. Pick from one of the published standard configurations. At the end of the four-year cycle, the equipment will be replaced per this policy and the recycled equipment re-deployed or disposed of in accordance with university policies.
- B. Request a custom configuration. IS will provide up to the amount for a standard configuration toward a single system. Department budgets are responsible for covering additional costs for custom configurations. Custom configurations require consultation with IS staff to ensure that the purchase is compliant with all purchasing policies. Custom configured computing equipment, including upgraded components, will be returned to IS to be deployed to a secondary location at the end of the lifecycle period.

(8) Scope - This policy applies to computing equipment provided to faculty and permanent staff purchased using University funds, other than grants, as well as all computing equipment located in classrooms and computer labs. This policy covers ONE system per employee in a four-year lifecycle. A lifecycle is the four-year period after which a primary system will be considered for replacement.

Computing equipment used by student workers, temporary staff, and non-tenure track faculty with less than an academic year appointment is not covered under the equipment replacement policy. Departments may fund computing equipment for student workers, temporary staff, and non-tenure track faculty with less than an academic year appointment if the end of life-cycle computing equipment available does not fit their needs.

(9) Purchasing – All computing equipment procured using institutional funds, other than grants, will be purchased by the IS department in accordance with the established standards and this policy.

(10) Disposal –End of lifecycle computing equipment that is no longer serviceable will be sent to the Surplus and Asset Management Department for disposal in accordance with institutional policy.

(11) Policy Maintenance

The Associate Vice President for Information Services and Security will review and recommend changes to this policy statement at least annually or more frequently as needed to respond to changes within the institution.

This policy is subject to change based on periodic review, budgetary constraints, or other factors.

(12) Additional Information

For further information on this policy, please contact the Information Services department.

[Responsibility: VP of Operations; Authority: Cabinet/PAC; Reviewed/Endorsed by: Cabinet/PAC; Review/Effective Date;; Approved by: James L. Gaudino, President]

General Education Administration Feedback 2021

Listening Session Feedback:

The discussion highlighted important themes that were presented in different ways by the participants. The most salient themes included:

- Issues regarding how the GenEd Program has been funded and how RCM shapes the ways in which Colleges offer GenEd courses
- Suggestions about where the GenEd Program should be located to facilitate its administration.
- Issues associated with assessments of GenEd courses – specifically, the unclear expectations of assessment
- An Associate Dean expressed serious concerns with the lack of clarity on the status of assessment, especially when the next NWCCU visit is just a year away.
- Suggestions about separating curriculum and evaluation of the GenEd Program
 - Curriculum controlled by Faculty
 - Administration should be done by the Provost
- Lack of clarity in the job description, roles, and expectations for the Pathway Coordinators and the GenEd Director
- The important contributions that NTTs provide to the GenEd program and the challenges funding their participation as service.
 - In other words, NTT faculty do not have the opportunity to do service as part of the workload and how this becomes an equity issue
- Some associate deans stated that they have not gotten anything from the money invested in Pathway Coordinators nor the opportunity to plan anything with the GenEd committee
 - Questions about why should the Colleges continue spending money in the Pathway Coordinators
- A department chair stated that, given the situation with lack of funding, we should relegate the duties of GECA and GECM
 - go back to the way the GenEd Committee was before the implementation of the new GenEd model – one that had representation from each college
- Some participants suggested the elimination of the GenEd Director position and the Pathway Coordinators
- Others expressed serious concerns with the elimination of the MATH requirement and the negative impacts associated with allowing everybody to teach writing.
 - This view was supported by other participants who believe that writing should be taught across the curriculum, but should be done by experts.
- Some members suggested that we should do a complete evaluation of the GenEd Model and rethink its structure

Summary of survey feedback:

1. Based on your experience, what are the main challenges facing the administration of the current General Education program?

The largest challenge respondents noted pertaining to administering the current General Education program was the assessment of the GE program and courses (n=33). Many questioned if assessment has been done, and if so, its not transparent with results being reported across campus (n=5). Respondents commented that the GE program was too complex and unwieldy (n=14) in its design with too many classes and more quality assurance needed for included classes (n=8). The budget and cost (n=10) related to the program, 184's and RCM (n=7) was discussed, particularly that its become a free for all competing for SCH's in the RCM structure. Additional areas mentioned include a lack of clarity the roles of the director (N=5) and pathway coordinators (N=4).

- Assessment (n=33)
- Complex/unwieldy/complicated/pathways confusing (n=19)
- Budget/cost (n=10)
- Too many classes/QA needed (n=8)
- RCM (n=7)
- Transparency/reporting assessment (n=5)
- Unclear on pathway coordinator goals (n=4)

2. Please provide ideas to overcome the challenges you listed above.

55 faculty responded to the question asking for recommendations to address the challenges that they identified in Question 1. Recommendations given by 2 or more faculty are included in the summary below.

There were 5 specific recommendations regarding making assessment simpler/more systematic. There were 7 recommendations regarding budget; the most common one mentioned was to move GE out of RCM.

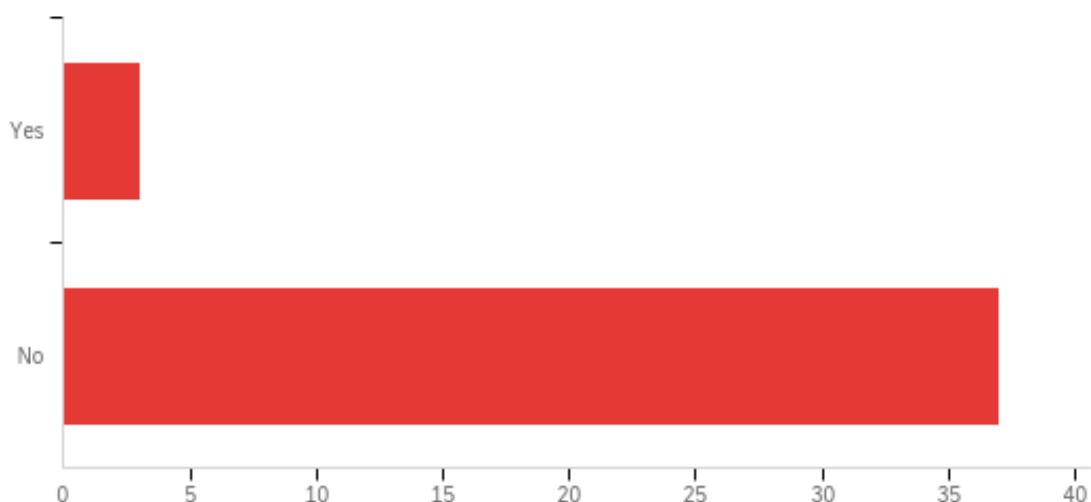
There were a number of recommendations regarding the role of the director including expanding it to full time (n=3), eliminating it (n=4), identifying desired skills/competencies for GE director (n=4) and restructuring (n=2) to separate the director role from the GE committee(s). With regard to the GE committees, there were recommendations (n=2) to combine the committees along with clarifying the roles of the committee members.

Recommendations regarding change in processes included a more selective approach to accepting courses into GE (n=3), revising outcomes (n=2) and developing a more systematic scheduling metric for 184's. Other recommendations included better advising (n=3) and better communication (n=2) including an update to the website (e.g., the course listing of GE classes not updated since 2019) and

finding a “structural home” for GE (n=3). There were 2 recommendations (n=2) to give the GE program more time before making changes.

There were a number of comments regarding the content of the GE program (as opposed to the administration) including making changes to the existing program (n=6) and going back to the former GE model (or some variation thereof) (n=7). There were also recommendations to eliminate the pathways and/or pathway coordinators' roles (n=6).

3. The current General Education model required an organizational structure that includes a General Education Program Director and two subcommittees within the Faculty Senate General Education Committee. These are: (1) the General Education Curriculum and Assessment Subcommittee, known as GECA; and (2) the General Education Coordination and Management Subcommittee, known as GECM. Do you think this model is working?



Answer	%	Count
Yes	7.50%	3
No	92.50%	37
Total	100%	40

Of the 52 comments, 43 comments were related to the structure of the program or performance of the committee structure. The remaining 9 comments were related to the overall concept and ideology of the General Education Program and are not considered further in this synopsis. Four respondents indicated that they didn't have enough information to adequately respond. All remaining comments expressed the

opinion that the current organizational structure is not working, with the most common themes touching on the model being overly complicated or poorly organized (N=10); explicitly questioning the need for two committees (N=9), or citing a lack of communication (N=8). Additional areas mentioned include a perceived lack of assessment (N=6) and a lack of clarity, for faculty, of the roles of the committees (N=5). Few comments provided specific suggestions for improvement of the structure. When suggestions were made, they principally involved eliminating the dual subcommittee structure. There were a small number of comments in relation to the role of the director (N=4), with three stating that they don't see the need for a director and one saying that they see a continuing role for the director in either the short term or long term.

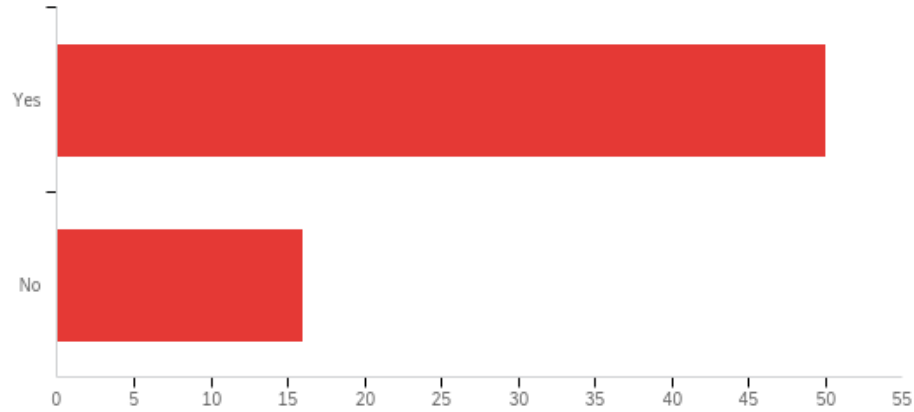
- It is the overwhelming opinion of survey respondents that the current organizational structure is not working
- Suggestions for improvement focused on the organizational structure and a consolidation of committees
- Additional areas for Improvement included communication with faculty and clarity of roles

4. The lack of funds available to support the General Education program will require us to re-think the way we administer the program. Please provide suggestions about how to administer the General Education program with a reduced budget.

Survey responses surrounded key themes in what faculty suggested in reference to the survey question. The suggestion that occurred the most in the survey was to reduce the overall size of the committees/management of the GE program as it is today. This was the number one suggestion; to reduce the overall size of how the GE program currently operates. Suggestions were to remove the Director and Pathway Coordinators to combine from two committees to one. Another suggestion was for the administration to fund GE on a permanent basis and to support GE as whole even outside of the basic funding issue. Additionally, the survey responses gave suggestions that the administration should play a role in figuring this issue, that the faculty should not be alone in this process. A smaller set of suggestions stated that we should delete the new GE program and go back to the former GE program.

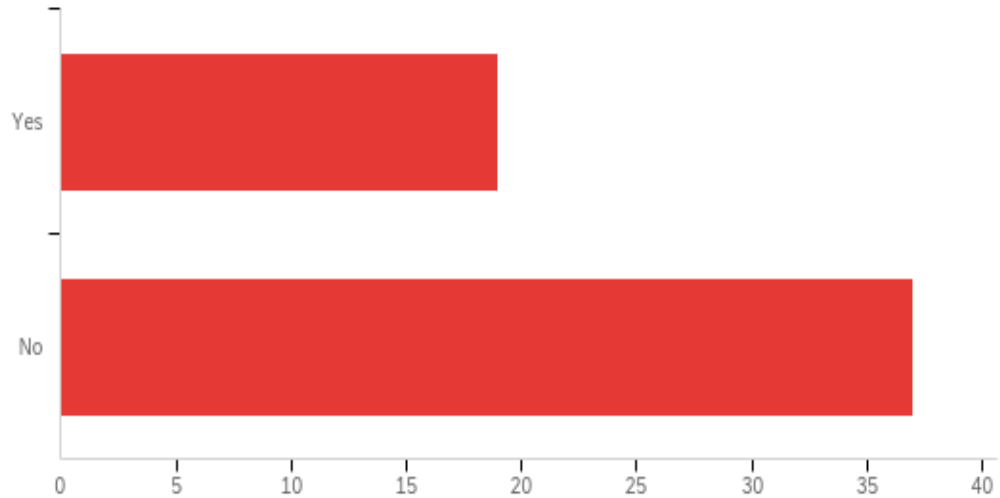
- To cumbersome, reduce size (10)
- Issues with budget (6)
- Admin should help solve the issues (funding) (6)
- Discontinue Director role (6)
- Discontinue pathway coordinators (6)
- Get rid of entire program; revert to old GE program (3)
- Change courses we offer/teach within GE (3)

5. Have you taught a General Education course since fall 2019?



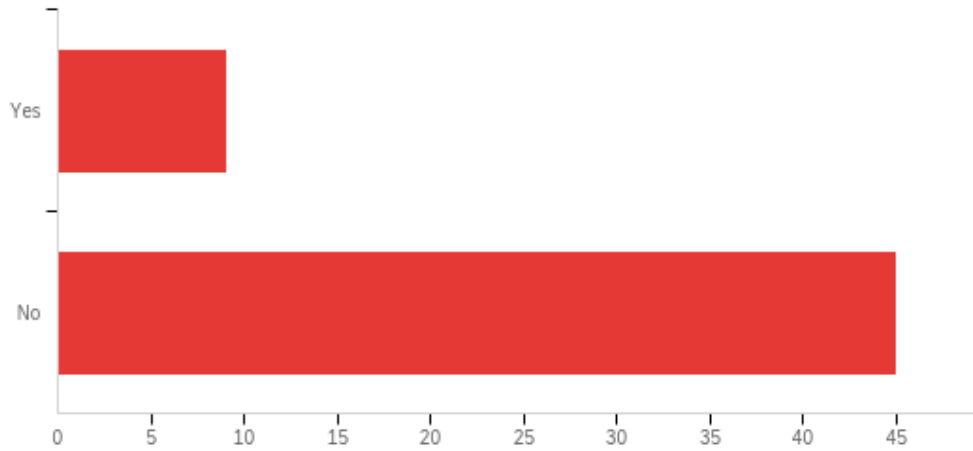
Answer	%	Count
Yes	75.76%	50
No	24.24%	16
Total	100%	66

6. If you have taught a General Education course, have you been contacted by the General Education Director or Pathway Coordinator to develop tools to assess your course?



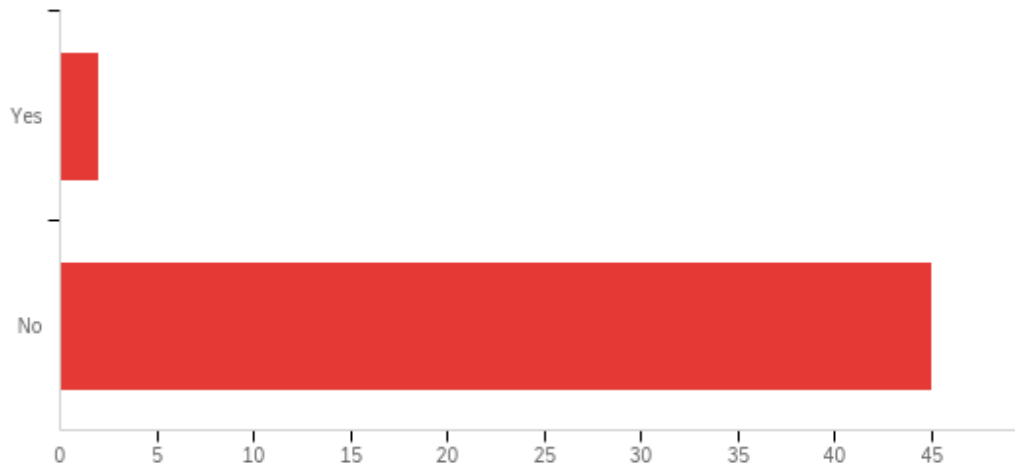
Answer	%	Count
Yes	33.93%	19
No	66.07%	37
Total	100%	56

7. If you have taught a General Education course, has your course been assessed by the General Education program?



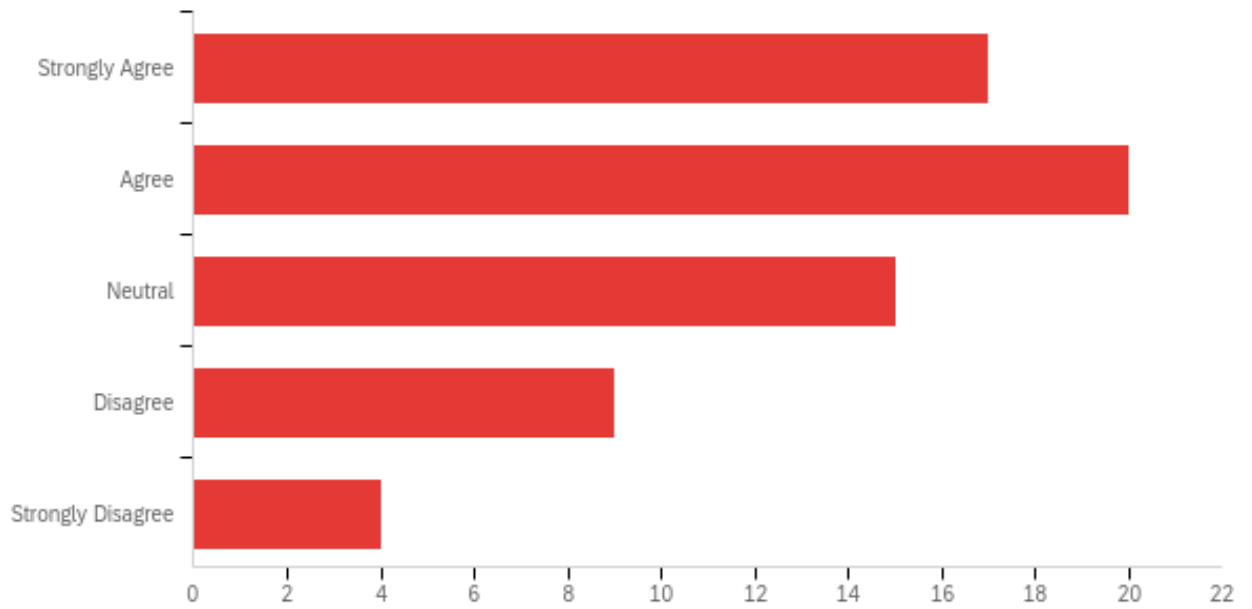
Answer	%	Count
Yes	16.67%	9
No	83.33%	45
Total	100%	54

8. If not, do you know when it is planned for in the future?



Answer	%	Count
Yes	4.26%	2
No	95.74%	45
Total	100%	47

9. Should assessment of the General Education courses be a priority?



Answer	%	Count
Strongly Agree	26.15%	17
Agree	30.77%	20
Neutral	23.08%	15
Disagree	13.85%	9
Strongly Disagree	6.15%	4
Total	100%	65

10. Describe your perceived level of importance for assessment of General Education courses.

A total of 56 responses were recorded for this question. A majority of the responses commented on some level of importance for assessment of GenEd. The perceived levels of importance did vary somewhat, with 25 responses describing assessment as very important, 11 responses describing assessment as somewhat important, 4 responses describing a low level of importance, and 16 responses with no description of perceived level of importance.

Also of note is the 21 responses where comments regarding the current structure of the administration of the GenEd program were made. 17 of these trended negative towards the current structure, 1 trended positive, and 3 stated the survey question was faulty.

- High importance (N=25)
- Somewhat important (N=11)
- Low importance (N=4)
- Not sure / other (N=16)