

REGULAR MEETING
Wednesday, April 7, 2021, 3:10 p.m.
Zoom
Minutes

Called to order at 3:11

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

Guests: Katharine Whitcomb, Kevin Archer, Rose Spodobalski Brower, Mike Harrod, Ediz Kaykayoglu, Rebecca Lubas, Gail Mackin, Mark Meister, Maria Sanders, Bret Smith, Jeff Stinson, Josh Hibbard, Carolyn Thurston, Coco Wu, Amy Claridge, Hongtao Dang, Michael Pease, Sigrid Davison, Veronica Gómez-Vilchis, Tishra Beeson, Bernadette Jungblut, Rodrigo Renteria, Lene Pederson, two unknown attendees.

CHANGES TO AND APPROVAL OF AGENDA – Agenda was approved.

MOTION NO. 20-36(Approved): APPROVAL OF MINUTES of March 3, 2021

COMMUNICATIONS – None

Inclusivity and Diversity – Sigrid Davison – Veronica, Michele and Lucinda will also be presenting. Veronica Gomez shared their team includes Dr. Lucinda Carnell, Dr. Michel O'Brien, Dr. Kande Cleary, Sigrid Davison and Veronica Gómez-Vilchis. Sigrid shared that Central Washington University aspires to practice justice, equity, diversity, and inclusion for minoritized identifies in every program; in every Division; for students, faculty and staff; and throughout the university. Our approach is to expand justice, diversity, equity and inclusion beyond pedagogy, teaching and curriculum. Not only is inequality and injustice in every one of our social institutions (Politics/Government, Health/Medicine, Economics/Economy, Religion, Media, Family, Education, Justice System/Law) and therefore in everyone one of our industries. It also means it is in every aspect of our everyday lives, including how we do business and our processes. The way we run meetings, the way that we interact with each other. A lot of our focus is on a modeling approach where instead of asking someone to do something, that we are doing what we ask people to do. Veronica indicated they are hoping to have conversations through clinics and workshops, group (cohort) directed opportunities, inform institutional processes and practices, retention programming, form partnership, and participate in ad hoc opportunities. Dr. O'Brien and Dr. Carnell work is faculty focused. Based on research, we know that the recruitment and retention of minoritized faculty is profoundly tied to the recruitment and retention of minoritized students. They are doing focus groups with faculty of color and other minoritized faculty they are identifying potential barriers. They are looking at the ways that this relates to student learning opportunities, such as pedagogical development, how this effects interdisciplinary programs, and how this effects the different ways that faculty of color take on mentorship roles and service that goes unrecognized at the institution. Also looking at fostering a different method for practical opportunities. Community of practice that will bring together faculty that are invested in similar research opportunities or workshops that go beyond the traditional unidirectional training models to allow for practical experience. This might be developing

new pedagogical techniques or shifting departmental and interpersonal climates. Sigrid indicated the committee is building from the group up. They will be focused on the hiring and retaining of minoritized employees and trying to do this with multiple pathways for individual and organizational change. The committee would like to partner with you on this work.

SENATE CHAIR REPORT – Chair Delgado announced that the Interim Director of Institutional Effectiveness, Mrs. Colleen Falconer, and the Chief Information Security Officer, Mrs. Jamie Schademan, are the co-Chairs of the Security, Privacy, and Data Advisory Council. This Council is currently reviewing and discussing updates to their voting membership. The Council is looking for a faculty member to serve as a voting member of this group. If you are interested, please contact Mrs. Falconer at Colleen.Falconer@cwu.edu or Mrs. Schademan at Jamie.Schademan@cwu.edu.

The Faculty Senate Executive Committee sent out the call for nominations for the General Education Assessment Coordinator a few weeks ago. Chair Delgado indicated for those who are interested in this position to reach out to Janet Shields or him if you have any questions about this position. Application materials must be submitted to the Faculty Senate office electronically at Senate@cwu.edu by Friday, April 9, 2021.

The Antiracism, Diversity, and Inclusivity Ad Hoc Committee invites you to participate in an important Faculty Senate initiative. The ADI Task Force was established by the Faculty Senate and was charged with identifying specific ways to address issues associated with diversity, inclusivity, inequality, discrimination, and racism at CWU. All CWU students, faculty, and staff will have an opportunity to provide input through a survey and several listening sessions. The ADI Task Force will send emails out this week with additional information. Furthermore, you can find more information about dates of the upcoming survey and listening sessions on the ADI written report included on the revised agenda. Please contact the co-Chairs of the ADI Task Force, Dr. Liane Pereira and Dr. Maureen Rust if you have any questions.

FACULTY ISSUES – During the March 3rd, Senate Meeting, Senator White stated that they have heard that there is a space allocation study that is underway. He asked if this is true, and, if so, wondered if faculty members could get more information about the study.

Chair Delgado spoke with Associate Vice Provost, Dr. Gail Mackin about this issue and she stated this is a space audit, not a study. What they are trying to do is to fully understand the space that is being occupied to make sure that spaces are being assigned correctly. Space is part of the RCM model. This is done every two-to-three years. If anybody has further questions please feel free to contact Dr. Mackin.

Senator Serne – Budget allocation survey is open and it closes on the 9th. Not sure that faculty are aware of this.

Senator Erdman expressed concern over the policy on class cancellation that was implemented last spring. It has impact, especially on the 100-200 levels. Courses with fewer than 24 students are being canceled. This is especially a concern with General Education courses. Courses with 18-20 students have been canceled, leaving students to scramble to find courses. This policy can impact programs and impacts NTT faculty. If NTT faculty can't get courses they will go elsewhere.

Senator Lubinski indicated there is a practice in some colleges to hide the existence of certain course sections until other sections are filled. This also has longer term effects on offerings.

Senator Hennessey indicated that the date the courses are canceled is also problematic. Students have issues with holds, which is why they don't enroll earlier. Then there isn't much for those students to take.

STUDENT REPORT – Madeline Koval reported that they have changed their meetings to 5:00 p.m. on Mondays. They will be working on instructional how-to-videos for how students can communicate with their professors. There is a sub-committee that is going to be working on this and should have them finished by the end of the quarter so they are ready to go for incoming first-year and all other students for fall quarter. If any faculty would like to be involved with this project, please let Madeline know.

OLD BUSINESS – None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 20-37(Approved): Ratify 2021-2022 committee nominees as outlined in Exhibit A.

Academic Affairs Committee

Motion No. 20-38(Approved 51 yes, 1 abstention): Recommend adding CWUP 5-90-080 and CWUR 2-90-080 Student Behavior in Academic Settings as outlined in Exhibit B.

Budget and Planning Committee

Bylaws and Faculty Code Committee

Motion No. 20-20(Approved 48 yes, 3 abstentions): Recommends amending the Faculty Code to clarify language regarding emeritus professor status as outlined in Exhibit C. D #2 status is change back.

Motion No. 20-21 (Approved 50 yes, 2 abstentions): Recommends amending the Faculty Code to add language regarding emergency situations as outlined in Exhibit D.

Motion No. 20-39: (First reading of two): Recommends amending the Faculty Senate Bylaws to amend Section III. C. Membership as outlined in Exhibit E.

Curriculum Committee

Motion No. 20-40(Approved 52 yes): Recommend approval of a new Apparel, Textiles and Merchandising, BS, Fashion Marketing Specialization as outlined in Exhibit F.

Motion No. 20-41(Approved 42 yes, 1 abstentions): Recommend approval of a new Engineering Technology and Management, MS, Construction Management Specialization and Engineering Technology Specialization as outlined in Exhibit G.

Motion No. 20-42(Approved 46 yes, 5 abstentions): Recommend approval of a new Entertainment and Lifestyle Writing Type A Certificate as outlined in Exhibit H.

Motion No. 20-43(Approved 46 yes 1 no 3 abstentions): Recommend approval of a new Media and Journalism, BA, Small Plan Exhibit I.

Motion No. 20-44(Approved 43 yes, 4 no, 5 abstentions): Recommend approval of a new Social Science Research Tools Type B Certificate as outlined in Exhibit J.

Motion No. 20-45(Approved 23 yes, 17 no, 12 abstentions): Recommend approval of a new Applied Cultural Competencies Type B Certificate as outlined in Exhibit K. This motion was announced as a failed motion during the meeting. The motion was reviewed by the Executive Committee after the meeting and based on the Faculty Senate Bylaws and Roberts Rules of Order the motion did receive a simple majority of yes votes and the motion passed.

Motion No. 20-45a(Approved 37, yes, 2 no, 14 abstentions): Senator Goerger moved to add PSY 310 to the electives. Senator Radeke seconded.

Motion No. 20-46(Approved 49 yes, 3 abstentions): Recommend approval of a new Maternal and Child Health Type A Certificate as outlined in Exhibit L.

Motion No. 20-47(Approved 42 yes, 4 no, 6 abstentions): Recommend approval of a new Cultural Studies in Literature Type A Certificate as outlined in Exhibit M.

Motion No. 20-48(Approved 43 yes, 1 no, 6 abstentions): Recommend approval of a new Strength and Conditioning minor as outlined in Exhibit N.

Motion No. 20-49(Withdrawn): Recommend approval of amendments to CWUP 5-50-100 and CWUR 2-50-100 Programs as outlined in Exhibit O.

Faculty Legislative Representative – Written report.

Antiracism, Diversity, and Inclusivity Task Force – Information with agenda.

PRESIDENT – President Gaudino reported that our current student COVID cases is seven. We have had about 380 total COVID cases from the beginning of COVID. The rules get more relaxed the higher of the phases. While the county is doing well right now, we are the cusp of moving back to phase two. The vaccine rollout remains strong. Central was unsuccessful in getting higher education in the priority list for vaccine. Central has applied to be a vaccine site. This has not been approved as yet. President Gaudino is pleased with the planning for next year. As the vaccine continues to be rolled out, we are expecting to resume regular activities. We are likely not going to have to maintain social distancing in higher education environment, but will have to maintain masking. Plan on wearing masks on campus for the next academic year. The transition

with President Wohlpert is going well. He is meeting with various administration. He is being kept updated on the planning for next academic year. He has expedited his arrival to June 7th and will assume the position. The President is feeling confident of the capital projections are on target. The lesser of the two budgets is the House budget and we can live with the House budget. This will return us to pre-COVID budget levels. HB 5227 is particularly significant that the legislature is taking action to promote diversity in higher education.

PROVOST – Provost DenBeste appreciates the work that faculty have done over the past year reworking classes, sometimes more than once, to meet the needs of students. Working hard on the fall reopening plan, with both hope and safety at the forefront. We want to go back to normal, but it will look different than it has in the past. The Provost will be holding another forum towards the end of the quarter.

CHAIR-ELECT – Chair-Elect Lyman reported that there will be an open Executive Committee meeting next Wednesday, April 14th from 3:00 – 4:00 p.m.

NEW BUSINESS - None

Meeting was adjourned at 4:50 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Bylaws & Faculty Code Committee			
2 faculty senator vacancies	Vacant		6/15/21 – 6/14/24
Curriculum Committee			
2 CAH vacancies	Vacant		6/15/2021 – 6/14/24
1 LIB vacancy	Vacant		6/15/2021 – 6/14/24
Evaluation & Assessment			
1 COTS vacancy	Sara Toto	Law and Justice	Current – 6/14/23

Exhibit B

Number (if applicable): 5-90-80

Title of Section: Student Behavior in Academic Settings

New X Revision

Summary of changes:

This motion proposes new policy and procedure regarding student behavior in academic settings.

The proposed policy and supporting procedures are summarized in the following table:

Policy Section	Procedure Section
Section 1 explains the purpose scope of the policy itself.	No procedures
Section 2 defines the terms “academic setting” and “disruptive behavior.”	No Procedures
Section 3. Outlines the responsibility of faculty and students to maintain a positive learning environment.	No Procedures
Section 4. Deals with the creation, modelling of, and adherence to discipline-specific standards of professional behavior.	Section 4 (C). Outlines the procedures for creating discipline-specific behavior standards.
Section 5. Deals with questions of disruptive behavior that might arise outside of individual academic colleges.	No Procedures
Section 6 outlines the possible consequences of disruptive behavior in academic settings.	Section 6. Outlines the procedures for taking action to deal with disruptive in academic settings.
Section 7 requires faculty to document incidence of disruptive behavior that	No Procedures

result in the consequences described in the policy.'	
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Justification of changes:

These changes began as a draft developed by a Senate workgroup in 2018-2019. AAC began worked to clarify the language and procedures in 2019-2020. We gathered feedback from the office of student success, department chairs, and a small number of individual faculty. We feel that the language proposed in this motion fills a gap in the policy and procedure at CWU.

Budget implications:

AAC is not aware of any budgetary implications attendant to this motion.

CWUP 5-90-080 Student Behavior in Academic Settings

Preamble

(1) Purpose and Scope of this Policy

- (A) When disruptive behavior occurs in the academic setting, the instructor will make a reasonable effort to address the behavior and its impact with the student, preferably in private. Toward that end, the instructor and student may consult with Student Success, the department chair, or other university offices at any time during the process set forth in this policy to discuss ways to resolve the situation informally or through mediation.
- (B) Student conduct is prescribed by the Central Washington University (CWU) Student Conduct Code (WAC 106-125). The purpose of this policy is to clarify what constitutes disruptive behavior in academic settings; what actions faculty, department chairs, and college deans may take in response to disruptive conduct; what responsibilities and rights students have regarding disruptive behavior concerns, and the role of the Office of Student Rights and Responsibilities regarding disruptive conduct.
- (C) Programs may have contractual agreements that govern behavior. In such cases, those contracts supersede this policy.
- (D) Nothing in this policy prohibits a call to CWU police or 911 for immediate assistance or supersedes public safety policies and procedures.

(2) Definitions

- (A) Academic Setting: An academic setting is a classroom or other meeting place selected by an instructor as a location for course-related activities, including but not limited to classrooms, labs, faculty and department offices, the library, and other settings for field trips, internships, study abroad opportunities, or class-related group work. Academic settings include any online course environment selected by the instructor.
- (B) Disruptive Behavior. Disruptive Behavior in an academic setting is behavior that interferes with the ability of faculty to teach and students to learn. Examples of disruptive behavior may include, but are not limited to:
 - 1. Creating excessive noise or talking when the instructor or others are speaking.
 - 2. Leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances.
 - 3. Making or receiving personal phone calls.
 - 4. Non-consensual physical contact with the instructor or other students.
 - 5. Persisting in disruptive personal conversations with other students.
 - 6. Refusing to comply with instructor directions, including directions to correct disruptive behavior.

7. Using obscene or vulgar language.
 8. Interfering with class discussion, including but not limited to failure to respect the rights of other students to express their viewpoints.
 9. Verbally abusing or threatening the instructor or other students (e.g., personal insults, taunts, or intimidation).
- (3) Maintaining a Positive Learning Environment
- (A) Students, faculty, and staff share responsibility for maintaining a positive and safe environment in academic settings. Unprofessional and disruptive behaviors in all academic settings hinder the educational environment for all students.
 - (B) Faculty have the right and the authority to guide discussion and to set limits on the manner in which students express opinions in academic settings.
 - (C) Students who fail to adhere to such reasonable limits will be subject to disciplinary action(s) as outlined in (CWUP 5-90-080(6)).
- (4) Professional Behavior: Establishment of Standards
- (A) Faculty are expected to model the behavior they expect from their students.
 - (B) Students are expected to engage in respectful and professional behavior towards faculty, staff, and other students.
 - (C) Academic colleges, departments, and programs may establish specific standards relevant to the discipline or profession. Students will be notified of these standards upon entry into an academic program.
 - (D) Some violations of professional behavioral standards are not disruptive. Disruptive behavior does not include violations of professional or academic behavior standards that are addressed through academic assessment, such as coming to class unprepared, failing to submit an assignment, failing to study for an exam, or refusing to accept instructor feedback on an assignment. Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited by this policy.
- (5) In cases that originate outside of an academic college, the Office of Student Rights and Responsibilities will facilitate the review and appeal processes and involve relevant staff, faculty, departments, and colleges as appropriate.
- (6) Consequences of Disruptive Behavior in Academic Settings
- (A) The faculty member is authorized to take action to ensure that a positive, safe learning environment in academic settings is not compromised by disruptive student behavior. There are 3 levels of actions that can be taken depending on the scenario. It is up to the faculty member's discretion to determine which response is appropriate. (see Procedure CWUR 2-90-080):

1. Warning. Faculty may warn students that their behavior is disruptive and that if the behavior is not improved, they can be directed to leave the academic setting.
2. Immediate dismissal from the academic setting. Faculty may direct students who engage in disruptive behavior to leave the academic setting for the remainder of the class meeting. The dismissal will be considered an unexcused absence, and as such, students may suffer academic sanctions in accordance with the course syllabus. The student is allowed to return to that academic setting at the next regularly scheduled meeting time.
 - a. Faculty may also delete disruptive content from online course components. Deleted work can be considered incomplete for the purposes of assessment.
 - b. Similarly, when students engage in disruptive behavior in academic settings not affiliated with a course or program (for example, in computer labs, the library, or other shared academic spaces), the student may be similarly removed from the setting by the faculty or staff supervising the setting.
3. If the student engages in disruptive behavior repeatedly, and the faculty and student cannot resolve the matter, the faculty will consult with the appropriate department chair or program director to determine one of two options:
 - a. Exclusion from the academic setting(s) for the remainder of the quarter.
 1. The student will remain enrolled in the course but will have restrictions concerning academic settings. This may result in a failing or an incomplete grade.
 2. Upon exclusion from a course or academic setting and until a resolution has been reached, a student will not be allowed to return to that course or setting for any reason. The student will continue to have access to all written and online course materials available to other students in the course. However, the faculty may remove the disruptive student from interactive course elements such as discussion threads or similar activities. Faculty will only respond to communication from the student directly related to the course content.
 3. If possible, instructors should attempt to find a reasonable path for the student to have the opportunity to complete the requirements of the course.

- b. Expulsion from the course with an immediate grade of F. The decision to expel a student from a course must follow the procedure outlined in CWUR 2-90-080.
 - (B) Removal from program. If a student exhibits disruptive behavior and/or violates the college, department, or program standards of professional behavior in egregious or multiple instances, the department chair or program director may recommend to the appropriate college dean's office that the student be removed from the program of study (i.e., major, minor, or certificate).
 - (C) All course dismissals and exclusions, and program removals must follow the procedure outlined in CWUR 2-90-080.
 - (D) Other non-academic sanctions are the authority of the Office of Student Rights and Responsibilities and are outlined in WAC 106.125.
- (7) Documentation
- (A) Faculty should keep notes of the dates, times, witnesses and details of the incidents of disruption, and the impact of the behavior on those present, as these may be important in any future proceedings. Appeals require written documentation containing factual and descriptive information. The student is entitled to see this documentation.

CWUR 2-90-080 Student Behavior in Academic Settings Procedure

- (1) No Procedures
- (2) No Procedures
- (3) No Procedures
- (4) Professional Behavior: Establishment of Program, Department, and College Standards.
 - (A) No Procedures
 - (B) No Procedures
 - (C) Program, department, and college standards of professional behavior will be approved by relevant faculty members, department chairs, and academic deans, as well as the Provost and the ADA Compliance Officer.
 1. Approved standards will be posted on relevant program, department, and college websites; and in relevant advising materials.
 2. Standards will be referenced in course syllabi.
 - (D) No Procedures
- (5) No procedures.
- (6) Consequences of disruptive behavior in academic settings. All correspondence between students and faculty following academic setting exclusion must include the appropriate department chair and will be archived and available upon request to the Board of Academic Appeals/Academic Standing Council. All resolutions of disruptive behavior concerns that result in academic setting dismissal, course removal, or program dismissal will be in writing and will be binding on all parties.
 - (A) There are 3 levels of actions that can be taken:
 1. Warnings. Instructors should document the warning in their files.
 2. Immediate Dismissal from the academic setting. The faculty member will send a follow-up e-mail within twenty-four (24) hours to the student, and copy the appropriate department chair, detailing the disruptive behavior, the consequences, and expectations for classroom behavior going forward.

The faculty member should make clear that the student is welcome to come back to class at the next class meeting, but that repeated instances of disruptive behavior may result in course exclusion or course expulsion. The same information will also be submitted through a Behavior of Concern report.

If the student is not disruptive in the academic setting for the remainder of the quarter, the matter of course exclusion for that quarter shall be dropped by all parties.
 3. Repeated instances of disruptive behavior. Within one (1) business day of the most recent instance of disruptive behavior, faculty should discuss the behavior with the appropriate department chair or program director and

determine a course of action. In cases where the instructor is also the department chair, then the instructor should consult with the Dean's Office to make this decision. Department chairs should maintain a record of disruptive behavior incidents in their department in order to make informed decisions about program removal.

- a. Exclusion from the academic setting for the remainder of the quarter. If the discussion results in a course exclusion decision, the department chair or program director will notify the faculty member, the student, the Dean, and the Office of Student Rights and Responsibilities within two (2) business days. The faculty member will inform the student of their options for completing the course requirements. Faculty members may request that students cease all communication if it is degrading, abusive, or threatening. In that case, the student will only be allowed to communicate with the department chair, and must include the Office of Student Rights and Responsibilities on all communications.
 - b. Expulsion from the course. Within two (2) days of a discussion that results in a course expulsion decision the following should happen: the department chair or program director will notify the faculty member, the student, the dean, and the Office of Student Rights and Responsibilities; the dean will instruct the registrar remove the student from the course roster and enter a grade of F for the course; the department chair will inform the student of the right to appeal the decision.
 - c. Removal from program. The decision to remove a student from a program rests with the dean. Within two (2) days of a program removal decision the dean should inform the department chair or program director. The department chair or program director ensures that the student is removed from the program, informs the student of the decision.
 - d. Removal from the university. In the most serious cases, the University reserves the right expel the student.
- (B) Resolution of Disruptive Behavior Issues. Upon reaching a resolution that the student will not be removed from the course, either between the student and the faculty member, or as determined by the department chair or college dean, the student shall be permitted to return to the academic setting on the condition that the student abides by the terms of the resolution agreement.

(7) No procedures

Exhibit C

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;
- ~~ii.~~ viii. shall receive university publications without charge;
- iii. shall qualify for faculty rates at university events, if available;
- ~~iv.~~ ix. may be assigned an office, if space permits
- ~~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 D

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~~ 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 E

Title of Section: III. Senate Standing Committees C. Membership

New X Revision

Summary of changes: Adding language to Faculty Senate committees to clarify when a Faculty Senate Executive Committee member can serve on a Faculty Senate committee.

Justification of changes: The language applies to all standing committees, and placement in the bylaws makes it more visible. The proposed language protects the Executive Committee and Faculty Senate in the long term, by making standing committee membership specific and straightforward. Language such as this can assist in clarity of policy in instances of turnover

III. Senate Standing Committees

C. Membership

1. ~~1.~~ Executive Committee Membership on Faculty Senate committees shall be as follows:

a. An Executive Committee member may not be a member of any other standing committee aside from the one with which they liaise.

b. Standing committees may not have more than one Executive Committee member at any given time unless specified in the Faculty Senate Bylaws.

c. Once a senator is elected to the EC, that senator shall step-down from any Faculty Senate standing committees on which they serve.

i. If the loss of a member negatively impacts the standing committee, the Executive Committee Chair will work with the standing committee chair to mitigate the impact.

2. The membership of the General Education Committee shall consist of:

a. GE Curriculum and Assessment Subcommittee:

i. one (1) faculty member from each academic college and one(1) faculty member from the library;

ii. General Education Chair;

iii. one (1) student selected by ASCWU, non-voting; and

iv. the Associate Provost designee, ex officio, non-voting.

v. Registrar designee, ex officio, non-voting

b. GE Coordination and Management Subcommittee:

i. seven (7) faculty members elected as general education pathway coordinators;

ii. General Education Chair; and

iii. one (1) student selected by ASCWU, ex officio, non-voting.

3.2. The membership of the Academic Affairs Committee shall consist of:

a. two (2) faculty from each college with the exception of the Library,

b. one (1) student selected by ASCWU,

c. one (1) ex officio non-voting representative of the provost, and

d. one (1) ex officio non-voting representative of the registrar, and

e. the chair of the Academic Department Chairs Organization (ADCO) as an ex officio non-voting member.

4.3. The membership of the Curriculum Committee shall consist of:

a. two (2) faculty from each college,

b. one (1) faculty from the Library,

c. one (1) student selected by ASCWU,

d. the Director of Academic Planning, ex officio, non-voting,

e. the Registrar (or a designee), ex officio, non-voting, and

f. the Dean or Associate Dean from CAH, COB, CEPS, COTS and the Library, ex officio, non-voting.

54. The membership of the Bylaws and Faculty Code Committee shall consist of five (5) current or recent past senators, as follows:

- a. the chair of the committee shall be a current senator;
- b. one member (but not the chair) shall be the Senate chair-elect; and
- c. each of the other three (3) members shall be either a current senator, or a faculty member who has been a senator (not just an alternate) within the previous ten years.

65. The membership of the Evaluation and Assessment Committee shall consist of five (5) faculty members (one from each college plus one from the library), nominated and ratified to staggered terms. One (1) student selected by ASCWU, non-voting.

76. The membership of the Budget and Planning Committee shall consist of:

- a. two (2) faculty each from CAH, COTS, CEPS, CB,
- b. one (1) faculty from the Library,
- c. one (1) senior lecturer faculty member,
- d. two (2) Academic Department Chairs Organization (ADCO) representatives as ex officio voting members, and
- e. two (2) Faculty Senate Executive Committee representatives as ex officio voting members.

Exhibit F

Apparel, Textiles and Merchandising, BS, Fashion Marketing Specialization

ATM Shared Core

- ATM 270 Digital Presentation Techniques (4)
- ATM 281 Sociocultural Aspects of Apparel (4)
- ATM 301 Introduction to the Fashion Industry (4)
- ATM 310 ATM Internship Planning (1)
- ATM 340 Fashion Trend Analysis (3)
- ATM 420 Consumer Textiles (4)
- ATM 487 Fashion Merchandising Exit Assessment (1)
- ATM 492 Apparel, Textiles and Merchandising Practicum (8)
(Must be taken for 8 credits total, broken into 4 credits over 2 summers.)
- RMT 330 Principles of Retailing (4)
- RMT 350 Omni Channel Retailing (4)

Total Core Requirements Credits: 37

Fashion Marketing Specialization

Required Courses

- ACCT 301 Accounting Skills for Non-Accounting Majors (5)
- COM 201 Introduction to Mass Communication (5)
- COM 208 Introduction to Public Relations Writing (4)
- COM 280 Advertising Fundamentals (4)
- COM 303 Online and Social Media Strategies (4)
- COM 388 Advertising Planning (4)
- IT 248 Web Fundamentals (4)
- IT 312 Advanced Application of Web Tools (4)
- MKT 360 Principles of Marketing (5)
- MKT 364 Marketing Promotion Management (5)
- MKT 376 Foundations of Digital Marketing (5)
- MKT 476 Advanced Digital Marketing (5)

Total Specialization Credits: 54

Total Credits: 91

Exhibit G

Engineering Technology and Management, MS

Management Core Courses

- ETSC 502 Program Introduction and Learning Community (4)
- ETSC 555 Engineering Project Management (4)
- ETSC 588 Industrial and Academic Research Methods (5)
- HRM 552 Leadership in Human Resource Management (4)
- HRM 553 Organizational Performance Management (4)
- SCM 510 Supply Chain Management Principles and Practices (5)
- SHM 554 Risk Management Principles and Practices (4)

Total Credits 30

Construction Management Specialization

Select three courses from the list below.

- ETSC 552 LEED in Sustainable Construction (4)
- ETSC 581 Virtual Construction Management (4)
- ETSC 584 Alternative Project Delivery (4)
- ETSC 585 Construction Finance and Business Management (4)

Research Core Courses

- ETSC 698 Special Topics (1-6)
(Must be taken for a minimum of 4 credits)
- OR
- ETSC 699 Seminar (1-6)
(Must be taken for a minimum of 4 credits)
- OR
- ETSC 700 Master's Thesis, Project Study and/or Examination (1-6)
(Must be taken for a minimum of 4 credits)

Specialization Total Credits 16

Total Credits 45

Engineering Technology Courses

- ETSC 512 Alternative Energy Systems (4)
- ETSC 523 Development of Emerging Technologies (4)
- ETSC 524 Quality Control (4)

Research Core Courses

- ETSC 698 Special Topics (1-6)
(Must be taken for a minimum of 4 credits)
- OR
- ETSC 699 Seminar (1-6)
(Must be taken for a minimum of 4 credits)
- OR
- ETSC 700 Master's Thesis, Project Study and/or Examination (1-6)
(Must be taken for a minimum of 4 credits)

Specialization Total Credits 16

Total Credits 45

Exhibit H

Entertainment and Lifestyle Writing Certificate – Type A

Journalism Basics

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

COM 303 Online and Social Media Strategies (4)

Advanced Tools for Media Reporting

Choose one.

COM 408 Feature Writing and Freelancing (4)

COM 409 Magazine Freelancing (4)

Student Media

Choose one.

COM 442 CentralNewsWatch Reporting (3-6)

COM 444 The Observer (3-6)

COM 446 Pulse (3-6)

Total Credits: 11-14

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 I

Media and Journalism BA, Small Plan Communication Foundation Core Requirements

COM 201 Introduction to Mass Communication (5)

COM 207 Introduction to Human Communication (5)

Total Communication Foundation Core Credits: 10

Media Core | Credits: 12

Media Studies | Credits: 4-9

Choose one or two.

COM 222 Media Literacy in the Digital Age (5)

COM 300 Media Research (4)

COM 369 Mass Media and Society (4)

Ethics and Law | Credits: 4-9

Choose one or two.

COM 202 The First Amendment: Rights and Responsibilities (5)

COM 333 Communication Ethics (4)

COM 460 Communication Law (4)

Communication Theory | Credits: 0-4

Choose one or none.

COM 302 Intercultural Communication (4)

COM 340 Rhetorical Theory (4)

COM 350 Persuasion and Culture (4)

COM 362 Conflict and Communication

COM 365 Organizational Communication (4)

COM 401 Communication Theory (4)

Journalism Core - Credits: 24

Journalism Basics | Credits: 11

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

COM 321 Visual Storytelling (4)

COM 347 Copy Editing (3)

Advanced Tools for Media Reporting | Credits: 4

Choose one.

COM 303 Online and Social Media Strategies (4)

COM 310 Writing and Reporting for Broadcast Journalism (4)

COM 326 Media Writing and Reporting 2 (4)

COM 342 Broadcast News Producing (4)

COM 408 Feature Writing and Freelancing (4)

COM 409 Magazine Freelancing (4)

COM 486 Advanced Journalism Seminar (4)

Student Media | Credits: 9

Must take each student medium. Must be taken for a total of at least 9 credits.

COM 442 CentralNewsWatch Reporting (3-6)

COM 444 The Observer (3-6)

COM 446 Pulse (3-6)

Capstone | Credit: 1

COM 489 Portfolio Assessment (1)

Total Credits: 47

Exhibit J

Social Science Research Tools Certificate – Type B

Required Courses Credits: 17-20

ANTH 443 Methods of Social Research (2)
GEOG 301 Introduction to GIS and Maps (4)
PSY 444 Data Visualization and Presentation (4)

Select one of the following for 3-5 credits:

ANTH 321 Archaeological Methods (4)
LAJ 400 Research Methods in Criminal Justice (4)
POSC 429 Research Seminar in Public Policy (3-5)
PSY 300 Research Methods in Psychology (5)
SOC 363 Methods of Social Research (5)

Select one Quantitative Course from the following for 4-5 credits:

GEOG 409 Quantitative Methods in Geography (5)
LAJ 436 Statistical Applications in Law and Justice (4)
PSY 362 Introductory Statistics (5)
SOC 364 Data Analysis in Sociology (5)

Department-Approved Electives Credits: 8-10

Select two from the following:

ANTH 413 Research Methods in Primatology (5)
ANTH 444 Ethnographic Field Methods (4)
GEOG 303 GIS and Data Management (5)
GEOG 311 Qualitative Methods in Geography (4)
LAJ 318 Introduction to Forensics (4)
LAJ 451 Crime in America (4)
POSC 372 Politics of Globalization (5)
POSC 488 Introduction to Political Science Methods and Research (5)
PUBH 380 Epidemiology (4)
SOC 326 Social Demography (5)
SOC 445 Social Inequality (5)

Total Credits: 25-30

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

Applied Cultural Competencies Certificate – Type B

Required Courses: 9 credits

ANTH 130 Introduction to Cultural Anthropology (5)

ANTH 442 Applied Cultural Competencies (2)

ANTH 443 Methods in Sociocultural Research (2)

Choose two of the following according to interest or specialization: 7-10 credits

Other courses from participating departments may be included by permission: For example, several of the participating departments also offer courses that focus on gender and/or sexual identities, or on the cultural and global dynamics of a specific region.

ANTH 137 Race, Power, and the American Dream (5)

ANTH 357 Medical Anthropology: Cross-cultural Perspectives on Health and Healing (4)

ANTH 446 Anthropology of Globalization (4)

EFC 320 Multicultural Education (3)

LAJ 210 Latinos, Law & Justice (4)

LAJ 216 Race, Gender & Justice (4)

LAJ 455 Comparative Criminal Justice Systems (4)

MGT 484 International Management (5)

PUBH 311 Cross Cultural Practice in Public Health

SOC 354 Minority Experience (5)

SOC 365 Minority Groups (5)

Total credits: 16-19

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 L

Maternal and Child Health Certificate – Type A

Required Courses

FCL/PUBH 285 Introduction to Maternal and Child Health Issues (2)

FCL 434 Diversity in Families (4)

FCL 438 Attachment Theory and Practice (4)

PUBH 311 Cross Cultural Practices for Health and Medicine (4)

PUBH 424 Maternal and Child Health (3)

FCL/PUBH 485 Applied Maternal and Child Health Research, Leadership, and Practice (2)

Total Credits: 19

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

Exhibit M

Cultural Studies in Literature Certificate – Type A

Required Courses Credits: 5

ENG 329 Cultural Studies in Literature (5)

Choose two of the following electives Credits: 10

ENG 330 African American Literature (5)

ENG 331 Latina/o Literature (5)

ENG 332 American Indian Literature (5)

ENG 333 Asian American Literature

ENG 334 American Indian Oral and Nonfiction Literature (5)

ENG 335 Women's Literature (5)

ENG 336 Race and Literature (5)

ENG 337 Gender, Sexuality, and LGBTQ+ Literatures (5)

Total Credits: 15

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 N

Strength and Conditioning Minor

Required Courses Credits: 37

- ADMG 371 Administrative Management (4)
- EXSC 350 Gross Anatomy (3)
- EXSC 350LAB Gross Anatomy Laboratory (2)
- EXSC 351 Physiology (4)
- EXSC 351LAB Physiology Laboratory (1)
- EXSC 371 Movement Analysis (5)
- EXSC 455 Fitness Assessment and Exercise Prescription (4)
- EXSC 455LAB Fitness Assessment and Exercise Prescription Laboratory (1)
- EXSC 460 Muscle Physiology (4)
- EXSC 480 Science of Resistance Exercise (4)
- EXSC 485 Advanced Topics in Strength & Conditioning (3)
- EXSC 495A Practicum: Fitness Centers/Clubs (2)

Exhibit O

Number (if applicable): CWUP 5-50-100 and CWUR 2-50-100

Title of Section: Programs

New X Revision

Summary of changes: New policy and procedure outlining the program discontinuation process.

Justification of changes: There was previous program discontinuation policy language that was removed approximately 10 years ago. Currently there is no policy and procedure language regarding program discontinuation process. This policy and procedure ensures that when there is disagreement over a proposed program discontinuation, all parties have the opportunity to present their concerns.

Budget implications: There may be budget implications with individual programs, but does not appear to be with the policy itself.

CWUP 5-50-100 Programs

(1) Programs are clusters of courses and/or groupings of teaching and research faculty organized by academic interest.

(2) Interdisciplinary Programs

An interdisciplinary program is one in which the subject matter and faculty expertise is broader than any single discipline, and in which the core curriculum integrates knowledge from multiple fields. This discipline mix is typically reflected in curricula that emphasize upper division course work from several departments or programs and interdepartmental faculty collaboration.

(3) Program Residence

Interdisciplinary programs reside in the college in which the preponderance of instruction is situated. This is determined by the distribution of upper-division credits required by the program, assigned to each college on a pro rata basis.

(4) Program Discontinuation

(A) Purpose. The purpose of this policy is to establish guidelines and standards for the discontinuation of academic programs.

(B) Definitions

1. Academic Program: A sequence of courses leading to a degree, minor, and/or certificate. Academic programs covered by this policy include undergraduate and graduate degree programs, specializations, minors, and credit and non-credit certificate programs.

2. Program Discontinuation: After discontinuation, no additional students can declare the program as their program of study. The program will end upon completion of the program by students enrolled at the time of the discontinuation decision and who remain continuously enrolled, or after two academic years. The program will be removed from the official CWU catalog as soon as the decision to discontinue is approved.

(C) Principles Guiding Program Discontinuation.

1. The decision to discontinue a program is based on a holistic assessment of the:
a. importance of the program to the mission, strategic plan, and core values of the university,
b. academic quality, rigor, and value of the program, and
c. cost effectiveness and demand for the program.

All factors must be considered and no one factor should drive the final decision. The final recommendation from the Provost to the Board of Trustees must indicate how various factors were weighted or considered in making the recommendation.

2. While the administration maintains management rights with regard to program discontinuation, Central Washington University is dedicated to shared governance and recognizes the importance of faculty consultation in academic decision making. Therefore, program discontinuation proposals should formally solicit and consider the input of all impacted programs and the university at large.

(D) Initiation of Program Discontinuation.

A program may be discontinued by mutual agreement of the program faculty, the department chair, programs whose curriculum is directly impacted by the change, the academic college dean(s), provost (or designee), and board of trustees. A program deletion form will be submitted to the faculty senate curriculum committee indicating that the program is being discontinued and a teach-out plan will be completed. A discontinuation review is not necessary if all parties are in agreement.

(E) Discontinuation Review.

The discontinuation review process is designed to enable all parties impacted by the discontinuation to formally provide feedback and give input with regard to the program discontinuation. Beginning the official discontinuation review process assumes prior discussion and consultation with the impacted parties has already taken place.

1. Program discontinuations have impacts on the entire academic community at CWU, the proposal and all attachments will be made available to the university community. Reviewers at each level will have access to the full proposal, with any modifications, as well as the recommendations and reviews from all previous levels of review.

2. The timeline for review at each level will be no more than one month (not including breaks/holidays or summer quarter).

(F) Teach-Out.

All program discontinuations must implement a teach-out plan in compliance with federal and the requirements of the northwest commission on colleges and universities (NWCCU). The originator of the program discontinuation proposal must work with the NWCCU accreditation liaison officer to complete a substantive change request submission to the NWCCU which will include a detailed teach-out plan. NWCCU Teach-Out Policy

CWUR 2-50-100 Programs

(1) No procedures

(2) No procedures

(3) No procedures

(4) Program Discontinuation

(A) Proposals to delete or discontinue a program must outline the reasons for the discontinuation and be launched in Curriculog by October 1 to take effect for the following academic year. As soon as the proposal is launched in Curriculog, no new students may be accepted into the program while the proposal is under review.

(B) The program discontinuation review process will begin if (a) the proposal is rejected at any step in Curriculog prior to FSCC review or (b) a petition to hold the program is submitted to the faculty senate curriculum committee while the proposal is under review by the university community. The faculty senate curriculum committee chair will notify the faculty senate executive committee chair and the provost that there are objections to the proposed program discontinuation and the discontinuation review process will begin.

1. The FSCC will contact all departments and programs whose curriculum is directly impacted by the discontinuation and invite them to an FSCC meeting to discuss those impacts. Upon completion of this meeting, the chair will attach a memo to the discontinuation proposal outlining any and all impacts on existing curriculum.

2. After completion of FSCC review, faculty senate will place the discontinuation proposal on the senate agenda for discussion. The faculty senate executive committee will then attach a recommendation to the proposal outlining the faculty senate discussion and making a recommendation for or against the program discontinuation.

3. After completion of the Senate review, the discontinuation proposal will be sent to the provost. In consultation with the president, academic deans, and the provost council, the provost will then make a final recommendation for or against the discontinuation proposal. The provost will attach their recommendation to the proposal.

4. The timeline for review at each level will be no more than one month (not including breaks/holidays or summer quarter).

5. The discontinuation proposal will be sent to the board of trustees (BOT), which will make the final decision regarding the discontinuation of the program. If the BOT approves, the teach-out plan will be implemented.

(B) Teach-Out.

All program discontinuations must implement a teach-out plan in compliance with federal law and the requirements of the northwest commission on colleges and universities (NWCCU). The originator of the program discontinuation proposal must work with the office of the associate provosts to complete a substantive change request submission to the NWCCU which will include a detailed teach-out plan. NWCCU Teach-Out Policy

Reports

Academic Affairs Committee

To: Faculty Senate
From: Joshua Welsh, Academic Affairs Committee Chair
Date: March 30, 2021
Re: Faculty Senate Academic Affairs Committee Report

The Academic Affairs Committee continues to work through its list of charges. We began the year with a list of 15 charges, sent to us by the Executive Committee.

Completed Charges

We completed the following charges during Winter quarter:

- *AAC20-21.05 Continue working on the language for policy 5-90-80 regarding Disruptive Behavior in academic settings.*
This proposal is before you at today's meeting.
- *AAC20-21.08 Consider exploring the potential benefits and drawbacks of creating a consistent set of statements that can be located in an online repository that faculty members can include in the syllabus by adding a link.*
The committee considered this charge and determined that since the policy already include a set of suggested statements for syllabi, the problem represented by the charge cannot be solved through more policy. Instead, we have reached out to the office of multi-modal learning to help develop a resource that meets this need.

Charges in Progress

As we move through our Spring work, the following charges have been prioritized:

- AAC20-21.07 Consider the creation of a statute of limitations for accepting transfer credits.
- AAC20-21.09 Consider developing a policy and/or procedure for placing, communicating, and managing holds on student accounts.
- AAC20-21.10 Consider reviewing the policy about prior learning requirement.
- AAC20-21.13 Consider revisions to the academic dishonesty policy (CWUP 5-90-040(22)) and procedure to clarify the process overall and for appeals.
- AAC20-21.14 Consider developing university policy or procedure to ensure departmental policies on plagiarism and other behaviors are consistent with the student conduct code, WAC, and FERPA.

If you would like to provide feedback on any of our charges, please let me know at josh.welsh@cwu.edu

Budget and Planning Committee

Faculty Senate Report Budget and Planning Committee March 30, 2021

Consistent with its 20-21 charges, BPC has engaged with the following issues:

1. BPC continues to seek encourage greater transparency on the non-ASL budget, primarily through our representatives on PBAC. Within ASL, BPC communicated with Associate Provost Gail Mackin in November to encourage easier access to the Budget Summit reports.
2. BPC continues to monitor the budgetary impact of the COVID crisis by communicating with the deans, departments, and individual faculty about problems or concerns.
3. BPC continues to study policy and data related to tuition waivers, with the assistance of CFO Joel Klucking, VP for Enrollment Management Josh Hibbard, and Director of SFS Adrian Naranjo.
4. BPC conducted a comparative study of Athletics in January, using NCAA and CWU data. An analytical report is forthcoming this quarter.
5. BPC explored concerns about inaccurate data and its implications for college budgets in January.
6. BPC collected data from the associate deans for an analysis of the budgetary impact of the new general education program in February. An analytical report is forthcoming this quarter.
7. BPC met with the academic deans in March to consider changes to the current budget model, for the consideration of the new president.
8. BPC met with Provost Franken in November to share budget priorities and concerns.
9. BPC has begun to explore the budgetary impact of the new advising model. UFC Gary Bartlett met with us in March to consider impact on faculty workload.

As always, please feel free to contact any of us if you have budget-related questions or concerns.

Respectfully submitted,
Roxanne Easley, Chair

Bylaws and Faculty Code Committee

The BFCC met on 3/15/2021. The committee discussed feedback received by the EC on charge 3 and 4 and revised. The committee will be sending draft charge 3 and 4 to the EC, and are hopeful both charges can be on the April FS meeting agenda. The committee agreed to review BFCC procedures and manual (charge five), and discuss at our first meeting of spring quarter.

- BFCC20-21.03 Continue working and moving forward the approved language for the CWUP and correlated language in Faculty Code that strengthen the code and shared governance and that would protect the Senate. Consider CWUP 2-10-220 as outlined in the year-end report. **Timeline:** Winter Quarter
- BFCC20-21.04 Consider creating language in the Faculty Senate Bylaws to change the membership of Faculty Senate committees to have only one member from the EC. **Timeline:** Spring Quarter

Dr. Laura Portolese
Associate Professor,
Department of Information Technology and Administrative Management



LEARN. DO. LIVE.

TO: Faculty Senate
FROM: Bret Smith, Faculty Legislative Representative
DATE: April 7, 2021
RE: Faculty Legislative Representative update

Dear colleagues,

The biggest news in the Legislature, as of this writing, was the release last week of the House and Senate versions of the 20-21 Supplemental budget and the 21-23 Operating, Capital, and Transportation budgets. You can review them at <http://fiscal.wa.gov> and click through to the various proposals and summaries. As you can imagine, these are complicated documents and the numbers are very large!

The March revenue forecast was again positive, and the additional Federal funding from the third round of COVID relief is a welcome addition to the calculations. We were gratified to see that neither operating budget relied on furloughs or salary freezes for faculty and staff, which was originally a part of the Governor's budget proposal in December.

Without diving into the details, both chambers' operating and capital budgets are "good news" for CWU. The operating budgets fully fund CWU at the levels we expected pre-pandemic (the Senate budget is a little more generous), and the capital budget provides funding for CWU's top priorities, including the Health Sciences (Nicholson) renovation, the new humanities building to replace Farrell and L&L, a new Center for Cultural Innovation, and numerous deferred maintenance and "behind the scenes" items.

Politically, the proposal for a new capital gains tax is contentious. The underlying bill passed the Senate floor by one vote, and we can expect a lot of debate on it going forward.

Some policy bills we have been tracking have made progress:

- [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 5227](#) 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. This bill passed the Senate and the House policy committee, and is (as of this writing) scheduled in Appropriations. Both chambers' operating budgets provide funding for these initiatives.
- [HB 1119](#) Notifying students of courses with low-cost instructional materials and open educational resources at the four-year institutions of higher education. This bill is also in committee in the Senate.
- [HB 1273](#) Concerning menstrual products in schools. This bill is also in committee in the Senate.
 - For a fuller idea of the types of bills that are in the process, the Council of Presidents has a great bill tracker [here](#).

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!