

REGULAR MEETING
Wednesday, June 2, 2021, 3:10 p.m.
Zoom
Draft Minutes

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

ROLL CALL All senators, or their alternates were present except: Peter Dittmer, Gilberto Garcia, and Darci Snowden,

Guests: Jill Hernandez, Bernadette Jungblut, Ediz Kaykayoglu, Rebecca Lubas, Gail Mackin, Becky Pearson, Maria Sanders, Bret Smith, Jeff Stinson, Sydney Thompson, Katie Litzenberger, Mark Oursland, Bobby Cummings, Duane Dowd, Carolyn Thurston, Arturo Torres, Coco Wu, Elliott Reid, Joanna Hunt, Liane Pereira, Steve Wenger, Maureen Rust, Sayantani Mukherjee, and Toni Sipic.

CHANGES TO AND APPROVAL OF AGENDA –Change was made to move the President’s Report to after Senate Chair report. Change was approved.

MOTION NO. 20-55(Approved): APPROVAL OF MINUTES of May 5, 2021

COMMUNICATIONS - None

CHEMICAL INVENTORY POLICY – Katie Litzenberger – Recently implemented a chemical inventory process. This is a regulatory requirement to have a process to maintain an inventory of chemicals on campus that can help with emergency response. This policy defines the roles and responsibilities of individuals on campus. Please send any feedback on the policy to Katie at EHS@cwu.edu.

CWU Bookstore - Steve Wenger – Many changes have occurred in staffing dealing with course materials. Elliott Reid will be start working in textbooks as well as Joanna Hunt. Scott Harper will be leaving in August. Three positions will be going to two positions due to financial decisions. Publishers have also made changes such as sunseting titles and moving to print on demand. Hugh increase to out of print titles due to COVID. A number of errors in placing orders and the representative placing the order with the publisher with individuals working from home. With the move to digital has created a huge issue with the used book market. There has been an increase of digital options. Two of the large publishers are looking at standardizing price of e-books. There are more courseware options and better integrations for Canvas. There are textbooks, but there is also kits/supplies/tools, course packs, inclusive access and courseware. Madlab is starting to digitize some of the course packs. Courseware is any digital platform/service for submitting homework, interacting with polls/surveys, taking tests or quizzes and accessing interactive materials/web content. Inclusive access continues to grow.

Senator Weber asked if it could be something other than \$1000 for e-book material. Joanna will look into that.

Senator Jones - Inclusive access refers to vulnerable people with disabilities. Request to have some kind of a party line so can share in syllabus and Canvas to discuss there is this opt in and opt out for textbooks. There have been students who didn’t opt out and it

automatically charged the students and had to get refunds because they purchased materials in other places. Joanna indicated they are looking into this. Courses that never use a text, come up with an idea faculty don't have to report every quarter. Joanna indicated they can do a year contract to indicate a course will not be using textbooks.

Senator Robison – Does the Bookstore need to know all supplies they need? Joanna indicated that yes they need to do that and the Bookstore will help source those materials locally so they have them in stock.

Senator Welsh - If we are using only library resources or other digital materials that the student doesn't need to purchase, then should we indicate that on our order so that the required materials are being documented? Joanna indicated that yes, they can embed the link into the information so students can find it.

Senator Bisgard - Telling students to “refer to the syllabus” is problematic. Students are hopefully trying to get materials BEFORE classes start, but they may only get a syllabus on the first day of class. Joanna – indicated that the notes being provided should be listed.

Senator Lindsey - Adding to Josh's question, if we are asking students to watch movies/tv shows on Netflix, Hulu, etc, do we need to submit that type of material and does it need to be listed at the Bookstore? Steve indicated that if the students are paying for it, yes it does need to be listed. Joanna indicated she will look into this further.

SENATE CHAIR REPORT – Welcomed everyone to the final Faculty Senate meeting of the academic year. This year has been a difficult year. One of adjustment, sacrifice, stress, and strain resulting from the COVID-19 pandemic. Despite all of these changes, faculty have worked hard to provide the best education possible for our students. The Faculty Senate Executive Committee and standing committees have been working diligently to amend policies and procedures which have come to the Faculty Senate, with several of those motions that were approved previously by the Faculty Senate during the fall, winter and spring quarters have now been approved by the Provost Council, the President's cabinet and will be discussed at the next University Policy Advisory Council (UPAC) meeting on June 16, 2021. Chair Delgado thanked the Faculty Senate committee chairs and members who have worked diligently throughout the year to bring motions forward to Faculty Senate for votes. Elvin spoke about vaccinations and face coverings for next fall. As indicated by the President's memo on May 6, 2021 CWU will be requiring COVID-19 vaccination for students, faculty and staff prior to fall quarter. This will help us come back to normal next year. In addition, the administration is currently planning on requiring face coverings inside fall 2021.

The Antiracism, Diversity and Inclusivity Task Force (ADI) has been working on their charges. The Task Force will be presenting a motion today for Senate's consideration. The Task Force will give a brief presentation about the information they have collected throughout winter and spring quarter. They will discuss the preliminary data gathered from the survey and listening sessions regarding whether CWU community would like to include an antiracism, diversity and inclusivity graduation requirement for our students. This motion presented today will not include how such a graduation requirement will be implemented. If the motion is approved today, the Task Force will continue to work with

the CWU community as they have the past two quarters. After consultation, the Task Force will bring a recommendation for Senate approval next year on the model and implementation.

Senator Szeliga presented the following resolution:

Motion No. 20-68 (Approved 40 yes, 1 no, 5 abstentions): WHEREAS, Dr. James Gaudino has served as president of Central Washington University since 2009; and

WHEREAS, CWU has become one of the best regional comprehensive universities in Washington State under the leadership of President Gaudino; and

WHEREAS, during Dr. Gaudino's tenure CWU has experienced a record infusion of state construction funds that have transformed the physical landscape of the campus;

WHEREAS, President Gaudino has been instrumental in strengthening the Faculty Senate to be an autonomous unit operating under the philosophy of shared governance;

NOW, THEREFORE, BE IT RESOLVED that the Faculty Senate of Central Washington University at its regular meeting this 2nd day of June, 2021, does hereby recognize, commend and express its gratitude to President James Gaudino and his wife Katie Gaudino for their contributions to Central Washington University, and

BE IT FURTHER RESOLVED that this resolution be included in the minutes of this meeting

PRESIDENT – President Gaudino indicated that Central has had an immunization policy for 15 years for students. COVID-19 vaccination is being added to the existing policy. When President Gaudino first came he didn't like how the administration or faculty viewed shared governance. Faculty now have seats on significant committees and the Executive Committee meets regularly with the BOT. However, there is still work to do towards moving from excellent to greatness.

FACULTY ISSUES – UPDATES:

During the May 5th, Senate meeting, Senator Weber expressed concern about the way in which the price of textbooks was listed. This issue was addressed by the Director of the WildCat Shop during his presentation.

Senator Andrea Eklund had brought forward a department concern that currently our budget is in "looks good" status, and that the \$6,000,000 hole in the Levies for Housing and Dining has been plugged by Federal Relief Dollars, yet the University has not announced how they will spend the \$24,000,000 allocation of federal funds from the latest stimulus. In particular, she wanted to draw attention to the fact that the Faculty were denied their bargained raises for the 2020-2021 academic year under the name of Financial Exigency, a top priority of the Administration should be to restore those raises retroactively, especially given the very heavy extra burden borne by the faculty of moving all curriculum online in a short time frame. Chair Delgado spoke with the Chief Financial Officer and Vice President of Business and Financial Affairs, Joel Klucking about this. He stated that while the process has been prolonged this year due to the timing of the state budget decision and uncertainty about fall enrollment, he believes the President's Budget

Advisory Committee has been briefed for several months as information has become available and that it is expected that PBAC members convey information to the constituents they represent. In addition to recorded PBAC meetings, information about state and federal funding was part of the May 13th Board of Trustees (BOT) meeting and therefore publicly available. We have been working closely with each college dean to develop our FY22 state budget and plan to review it at the June 8th PBAC meeting.

Senator Belay brought forward a request that the university look to find a way for faculty to have help paying publication fees or raise the faculty development funds to allow faculty to use those funds for publication fees. The faculty development funds are part of the Collective Bargaining Agreement between CWU and the Union. Therefore, the EC believes that this issue should be presented to the Union.

Senator Norris presented her concerns about the Multi-Factor Authentication system that was implemented at CWU recently. There are concerns with faculty having to use their own personal equipment to verify their identity. Faculty have raised this issue before on the senate. As a result, staff from IT, Ginny Tomlinson, Mike Marchand, and Jamie Schademan gave a presentation about the Multi-Factor Authentication policy to the Faculty Senate on March 3rd. The Executive Committee believes that faculty members experiencing issues with the Multi-Factor Authentication system should call the Help Desk.

Senator Pichardo presented a faculty issue asking the EC to consider “adopting a policy whereby students that are hit with health problems can invoke a withdrawal without financial penalty or better yet, where the student can arrange a Health Incomplete to get value and course credit.” The EC will evaluate current policies in place to deal with this type of situations during the summer meetings and would consider the best action moving forward.

New Faculty Issues

Senator Bisgard indicated the answer to Senator Norris faculty issue does not really address the issue. If a faculty member uses their own technology for work at CWU, at some point the university can claim this property and someone needs to look at what the legal ramifications are. Elvin reported that IS has indicated if individuals are uncomfortable or unable to use their personal technology they will provide a thumb drive for the multi-factor authentication. Senator Bisgard indicated that this still doesn't answer this question about what the legal ramifications.

Senator Bisgard expressed a concern that there are no incentives for faculty to produce open educational resources (OER) materials. If a faculty member make notes that are provided to students, there is no credit for scholarship for doing this. Unless the material that faculty procedure ends up in a peer reviewed publication, faculty do not get any credit for it, at least in COTS. Senator Bisgard asked if the Evaluation and Assessment Committee (EAC) could look into guidelines around OER used in scholarship.

Senator Belay asked a publication fee follow-up about the University providing funds for publication fees. Chair Delgado indicated that professional development funds are defined by the Collective Bargaining Agreement (CBA) and requests to add publication fees must be taken to the union.

Senator McNellie asked if the Emergency Pass/Fail is going to continue? The current policy wording is quiet vague. What constitutes an emergency and who decides that?

STUDENT REPORT – No report.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 20-56(Approved 46 yes, 1 abstention): Ratify 2021-2022 committee nominees as outlined in Exhibit A.

Motion No. 20-57(Approved 45 yes 3 abstentions): Election of 2021-22 Faculty Senate Chair-Elect – Nominee: Mark Samples, Music

Motion No. 20-58(Approved 40 yes, 3 no 4 abstentions): Election of 2021-2024 Faculty Senate EC Member-At-Large – Nominees: David Douglas, ITAM

Motion No 20-58a(Approved 44 yes, 1 no, 1 abstention): Senator Lubinski moved to add the word “EC” to the motion. Senator Erdman seconded.

Academic Affairs Committee – Year-End Report

NEW Motion No. 20-66(Failed 17 yes, 22 no, 9 abstentions): Recommends amending CWUR 5-90-040(25) Academic Dishonesty, CWUP 2-90-040(24) Academic Dishonesty, and CWUR 5-90-040(2) Academic Appeal as outlined in Exhibit I.

Senator Lubinski expressed that this rewrite escalates the process. There are several errors like Procedure should be 2-90-040(24). Period in (A).

Senator Weber indicated that the way the procedure reads “with 2 days” sounds like they have to wait for the response from the student before moving forward to the department chair.

Budget and Planning Committee – Year-End Report

Motion No. 20-59(Approved 40 yes, 3 abstentions): Recommends amend the committee procedure manual as outlined in Exhibit B.

Roxanne Easley reported that the committee has been discussing the budget implications of new General Education program. Deans and Associate Deans were asked for student credit hour (SCH) changes. The committee ended up creating information on the changes from the new program to previous program. Only have two quarters of data, Fall 19 and Winter 20, due to COVID. Another charge was for the committee to consider different budget models. They have looked at Northern Iowa University and what they are doing.

Bylaws and Faculty Code Committee - Year-End Report

Motion No. 20-51(Approved 43 yes, 3 abstentions): Recommends amending the Faculty Senate Bylaws to amend Section as outlined in Exhibit C.

Curriculum Committee - Year-End Report

Motion No. 20-60(Approved 43 Yes, 3 abstentions): Recommends amending procedure CWUR 2-50-040 Curricular Change as outlined in Exhibit D.

Motion No. 20-61(Approved 43 yes, 3 no, 1 abstention): Recommend approval of a new Business Analytics II Minor/Type A Certificate as outlined in Exhibit E.

Motion No. 20-62(Approved 39 yes, 2 no, 2 abstentions): Recommend approval of a new Family and Consumer Sciences Education, MS as outlined in Exhibit F.

Motion No. 20-63(Approved 41 yes, 1 no): Recommend approval of a new STEM Leadership Specialization as outlined in Exhibit G.

Evaluation and Assessment Committee - Year-End Report

General Education Committee - Year-End Report

Motion No. 20-64(Approved 36 yes, 2 no, 4 abstention): Recommends approving CWUP 5-100-070 as outlined in Exhibit H.

Faculty Legislative Representative –Written Report

Antiracism, Diversity, and Inclusivity Task Force

Motion No. 20-65(Approved 34 yes, 4 no): The Antiracism, Diversity and Inclusivity Task Force (ADI) recommends adding an antiracism, diversity and inclusivity graduation requirement for all undergraduate CWU students, projected to begin Fall 2023. Specific recommendations for the course process will be presented during the 21-22 academic year for Senate approval.

PROVOST – Provost DenBeste indicated this is not the year she would have imagined. She appreciates the help and advice she has received from Chair Delgado, the Executive Committee and ADCO. Working with the new President as we look toward the next academic year. Emergency Pass/Emergency Fail (EP/EF) grading option will be suspended after spring 2021. Please abide by the times for meeting and exams. Working hard to come up with concrete policies on vaccine and masking for fall quarter.

CHAIR-ELECT – Chair-Elect Lyman announced there will be an open Executive Committee meeting next Wednesday from 3:00-4:00 p.m.

Motion 20-67 (Approved 36 yes, 1 abstention): Whereas Elvin Delgado led the Faculty Senate with integrity, honesty, vision, courage, empathy, and tireless effort;

Whereas Elvin Delgado has been a compassionate leader during a period of significant change, especially during the COVID-19 pandemic;

Whereas Elvin Delgado advanced the cause of shared governance at all levels of the university;

Whereas Elvin Delgado facilitated strong working relationships between faculty, administration, and students;

Whereas Elvin Delgado represented the interests of faculty in numerous campus conversations through committees, groups, and councils, especially with his work on Antiracism, Diversity, and Inclusivity;

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

Be it resolved that the Central Washington University Faculty Senate is grateful and wishes to publicly thank Elvin Delgado for his service as Chair of the Faculty Senate during the 2020-2021 academic year.

NEW BUSINESS

Motion No. 20-68 (Approved 37 yes): Senator Douglas moved to enter the open letter to non-tenure-track faculty into the minutes. Senator Lubinski seconded

Open letter to the Non-tenure Track faculty body of Central Washington University

Because Central Washington University is situated in a rural area, many faculty members specifically choose this location to build their careers, raise families, and enjoy life. Non-tenure-track (NTT) faculty, who make up a significant portion of our faculty, are an integral part of this community and share these same desires. Non-tenure track faculty have been part of the Wildcat family for decades and have given their entire professional lives to teaching. While NTT are not required to do service and conduct research as part of the responsibilities under the CBA, some of them still do.

NTT faculty are valued members of the CWU family. NTT faculty bring expertise and experience to CWU and have contributed significantly to make CWU the school it is today. Students experience NTTs' value through their classroom instruction in subjects in every discipline. NTT faculty teach many of the large-sized classes and general education classes at CWU, which gives them a huge responsibility for retention of our students. Many NTT have diverse educations and professional knowledge that give them the unique ability to teach multiple subjects across multiple disciplines. Students lean on NTT faculty for their willingness to help students achieve their educational goals. Some NTT faculty advise in majors, direct programs, advise clubs and programs, and lead students on study abroad trips across the globe.

NTT faculty are respected members of the CWU family. NTT faculty members, some of whom have given years of their lives to CWU, are integral to the mission of the

institution. NTT faculty members are highly respected for their expertise in content areas. NTT faculty members are sought out for their unique and highly-regarded insight. Retired NTT faculty members have left a legacy of respected work and impact that is forever embedded in the university culture and in the memories of our students.

NTT faculty are needed members of the CWU family. Throughout the CWU community, NTT faculty participate fully in ensuring the mission of the university is implemented. They enhance the diversity of our faculty as a whole, and help us better represent our student body. Through teaching these essential faculty colleagues help us ensure that we deliver on this mission and we need their contributions.

NTT faculty are wanted members of the CWU family. All members of the Wildcat family should feel that they belong. NTT faculty members diversify and enrich the CWU experience. NTT faculty are critical to the fabric of CWU. NTT faculty are wanted, they are needed, they are respected, and they are valued.

Signed by:
The Faculty Senate Executive Committee
Academic Department Chairs Organizations (ADCO)

Meeting was adjourned at 5:37 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Bylaws and Faculty Code			
2 faculty senator vacancies	Mary Radeke	Psychology	6/15/21 – 6/14/24
	Vacant		6/15/21 – 6/14/24
Budget and Planning Committee			
1 CAH vacancy	Roxanne Easley	History	6/15/21 – 6/14/24
1 CEPS vacancy	Vacant		6/15/21 – 6/14/24
Curriculum Committee			
2 CAH faculty vacancies	Melissa Schiel	Music	6/15/21 – 6/14/24
	Jason Dormady	History	6/15/21 – 6/14/23
1 LIB faculty vacancy	Vacancy		6/15/21 – 6/14/24
General Education Committee			
2 CAH faculty vacancies	A.I. Ross	English	6/15/21 – 6/14/24
	John Neurohr	Music	6/15/21 – 6/14/23
2 CEPS faculty vacancies	Teri Walker	EDTL	6/15/21 – 6/14/24
	Vacant		6/15/21 – 6/14/23
2 COTS faculty vacancies	Michael Braunstein	Physics	6/15/21 – 6/14/24
	Elaine Glenn	Geography	6/15/21 – 6/14/23
2 CB faculty vacancies	Tim Hargrave	Management	6/15/21 – 6/14/24
	Peter Gray	Economics	6/15/21 – 6/14/23
1 LIB faculty vacancy	Maura Valentino	Library	6/15/21 – 6/14/24

Exhibit B

1. The Budget and Planning Committee shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of the university budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the ~~University Budget and Finance Committee (UBFC)~~President's Budget Advisory Committee (PBAC). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the ~~UBFC~~PBAC. Whenever possible, especially on matters of great importance, the Budget and Planning Committee's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the Budget and Planning Committee to the ~~UBFC~~PBAC. In the case where an amendment to the recommendation is approved by the Senate, the committee may propose the amended recommendation to the ~~UBFC~~PBAC. The Budget and Planning Committee shall perform other duties as assigned by the Executive Committee.
2. Responsibilities of the BPC
 - 2.1 Make budgetary recommendations on behalf of the faculty.
 - 2.2 Submit recommendations to the Senate on important budgetary matters.
 - 2.3 Operate on the charges presented by the Faculty Senate Executive Committee.
 - 2.4 The faculty representatives for the ~~Budget & Finance~~President's Budget Advisory Committee will be selected from the members of the Budget & Planning Committee. The members of the ~~President's Budget Advisory~~Budget & Finance Committee are nominated by the BPC and ratified by the Faculty Senate.
 - 2.5 Initiate additional charges as determined by committee members.
3. Election of Chair
 - 3.1 Nomination process: At the ~~first~~second regular meeting in the Spring Quarter of the BPC, the previous committee chair or designee will accept nominations for committee chair from members.
 - 3.2 Election process: If there is more than one nominee, voting will be held by secret written ballot; otherwise by voice vote.
 - 3.3 If there is a tie vote, then both parties shall co-chair.
4. Responsibilities of the Chair
 - 4.1 Determining meeting days and times.

- 4.2 Presiding over meetings.
 - 4.3 Setting the agenda.
 - 4.4 Managing committee workload.
 - 4.5 Reviewing draft minutes submitted revising as necessary.
 - 4.5 Ensuring that the committee meeting minutes are forwarded to the Faculty Senate office.
 - 4.6 Reporting on the work of the committee to the Senate and reporting the Faculty Senate work to the BPC.
 - 4.7 Presenting motions to the Faculty Senate Executive Committee for senate consideration.
 - 4.9 Presenting recommendations to the University Budget and Finance Committee for consideration.
 - 4.8 Working in collaboration with other senate and University committee chairs (as needed).
 - 4.9 Preparing the presenting committee's annual report to the Faculty Senate Executive Committee.
 - 4.10 Fulfilling the committee responsibilities as outlined in Section 2.
5. Responsibilities of the Committee Administrative Assistant
- 5.1 Prepare meeting minutes which should include: date and time of meeting; names of attending and absent committee members; and motions to be presented to the faculty senate (precisely worded).
 - 5.2 Forward approved motions to the University Budget and Finance Committee or the Faculty Senate as appropriate.
 - 5.3 Forward approved minutes to the faculty senate office.
 - 5.4 Arrange location of meetings and equipment needed for telephone connections or presentations.
6. Responsibilities of Committee Members
- 6.1 Attend committee meetings.
 - 6.2 Actively participate in fulfilling the duties of the committee as outlined in Section 2.
 - 6.3 Participate in subcommittees as needed.
 - 6.4 Report to faculty in your college and on campus on budgetary matters and bring questions or concerns related to budgetary matters to this committee for discussion.
 - 6.5 Recommend faculty from your college when vacancies may arise.

Exhibit C

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

New Revision X

Summary of changes: The new proposed language changes the make-up of the BFCC committee to allow for greater participation by all. The wording changes does the following:

- Three members of the committee can be a senator OR alternate who have served within the last ten years (as opposed to language that states members must be a current senator not an alternate, within the past ten years)
- If alternates apply to be on committee, they should comment on their Faculty Senate experience.

Justification of changes: This change allows for greater participation by present OR past senators and alternates. This opens up more opportunity for faculty to engage in service and involvement in Faculty Senate.

III. Senate Standing Committees

C. Membership

4. ~~The membership of the Bylaws and Faculty Code Committee shall consist of five (5) current or recent past senators/alternates, as follows: The membership of the Bylaws and Faculty Code Committee shall consist of five (5) senators or alternates, 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, a current alternate, or a faculty member who has been a senator or alternate within the previous ten years.~~each of the other three (3) members shall be either a current senator or alternate, or a faculty member who has been a senator (not just an alternate) within the previous ten years. Alternates should comment on their level of involvement in Faculty Senate when they apply.~~

Exhibit D

Title of Section: Curriculum Change

New **Revision X**

Summary of changes: Change to (2) Timeline (A) to modify language from 10 working days to 15 calendar days.

Changes to (8) (C) to add language to allow an exception of use of courses retroactively added to the General Education program.

Justification of changes: This change is basically the same as 10 working days, but is easier to handle within Curriculog.

The former General Education program allowed for courses added to the General Education program were able to be used by students in previous catalog years. This exception to the procedure will allow the new General Education program to allow courses to be available for students within their academic report (AR). 0

Budget implications: None

CWUR 2-50-040 Curriculum Change

(1) Initiation of General Education Requirement Changes. Individuals proposing general education curriculum, will submit a completed general education rationale proposal through Curriculog to the general education committee (process will go through normal approvals). After the general education committee acts on the proposal and, if approved, the chair of the general education committee completes a program change proposal and submits it through Curriculog to the FSCC chair.

If a proposed addition is a new course or an existing course with changes, the initial approval for the individual course first rests with the faculty senate curriculum committee. After the course has been approved, the originating department attaches the general education rationale proposal and description of the proposed change to the general education committee. After the general education committee acts on the proposal and, if approved, the chair of the general education committee submits a general education program change proposal and submits it through Curriculog it to the FSCC chair.

The FSCC lists the general education program change in the curriculum summary log. The academic community has two weeks to respond to the curriculum summary log. Following the two weeks, the FSCC acts on the proposal, the chair adds a memo documenting curriculum committee action, and he/she sends it to the general education committee chair to be placed on the faculty senate agenda for action. The faculty senate chair then submits the faculty senate action to the provost.

(2) Timeline.

(A) Provided that proposals do not require clarification and revision, they should proceed through the process without delay in one quarter or less. Extended time may be needed for proposals which must be reviewed by teacher education executive council, the general education committee, graduate council, the faculty senate, and the BOT. The originator has the responsibility to track the progress of the curriculum movement through Curriculog. Curriculum proposals should not remain in any campus office more than 15 calendar+0 working days.

(B) Proposals should follow the catalog deadlines posted by the FSCC for the next academic year.

(8) Implementation. Curriculum changes will be implemented by registrar services as follows:

(A) New programs will be implemented upon approval by the BOT and NWCCU.

(B) Changes to existing programs, and general education requirements will be implemented in the fall quarter following publication in the official electronic catalog.

(C) Changes to the General Education program will be implemented in the fall quarter following publication in the official electronic catalog. Courses added to the program may be used by students regardless of the student's program year, as long as the student takes the

course after it is added to the General Education program. Courses moved between General Education components will be applied to the student's Academic Requirements Report based on student's program year.

Exhibit E

Business Analytics II Minor and Type A Certificate

Required Courses Credits: 14-15

- BUS 221 Introductory Business Statistics (5)
- OR
- LAJ 400 Research Methods in Criminal Justice (4)
- OR
- MATH 211 Statistical Concepts and Methods (5)
- OR
- PSY 362 Introductory Statistics (5)
- OR
- SOC 364 Methods of Social Research (5)

- BUAN 406 Business Analytics (5)
- BUAN 407 Data Visualization and Management in Business (5)

Department-Approved Electives Credits: 8-10

- ACCT 305 Cost Accounting (5)
- CS 110 Programming Fundamentals I Credits (4)
- CS 112 Introduction to Data Science in Python (4)
- ECON 325 Introduction to Forecasting (5)
- ECON 424 Introduction to Econometrics (5)
- ECON 426 Economic Research (5)
- MIS 446 Systems Analysis and Design in Business (5)
- MIS 460 Applied Business Analytics (5)
- MKT 376 Foundations of Digital Marketing (5)

Total Credits: 22-25

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 F

Family and Consumer Sciences Education, MS

Required Courses Credits: 19

- CTE 551 Principles of Career and Technical Education (4-5)
- GPD 553 Exceptional Learners in the Secondary Classroom (Special Education) (5)
- GPD 554 Education in Pluralistic Society (Multicultural Education/Human Relations) (5)
- CTE 700 Master's Thesis, Project Study, or Examination (1-6)

Elective Courses Credits: 26-30

Students will complete either the "With Initial Teaching Certification" or the "FCS Professional Advancement" sections.

Option 1 – Teacher Certification Preparation Credits: 26

- GPD 558 FCS Methods (5)
- CTE 526 Program Delivery Methods (1-5)
- CTE 592 Practicum (2-16)
- GPD 593 Practica II (1-14)

Option 2 - FCSE Professional Advancement Credits: 30

Select six (6) courses from the list below.

- GPD 557 Teaching FCS with Technology (5)
- GPD 570 Evaluation and Assessment in FCS Education Programs (5)
- GPD 571 History and Philosophy of FCS Education (5)
- GPD 572 Profession in Focus (5)
- GPD 573 Administration of FCS Education Programs (5)
- GPD 574 Research Experience in Family and Consumer Sciences (5)
- GPD 575 Reading in the Content Area (5)
- GPD 577 Techniques of Supervision (5)

Total Credits: 45-49

Exhibit G

Curriculum and Instruction MEd, STEM Leadership Specialization

Curriculum and Instruction Shared Core Credits 19-20

**This new shared core will be used by both the existing Curriculum and Instruction, M.Ed. program and this new specialization. **

** - this language is here as a reference for review only and will be removed during the integration process.

Education Foundation Required Courses Credits: 7

- EDF 507 Studies and Problems in Intercultural Education (3)
- EDF 510 Educational Research and Development (4)

Education Foundation and Research Electives Credits: 6-7

Select two courses from the following. Only one PSY course may be used in this section.

- EDF 501 Educational Foundations (3)
- EDF 502 History of Education in the United States (3)
- EDF 503 Educational Philosophy and Foundations (3)
- EDF 505 Educational Measurement for Teachers (3)
- EDF 506 Education Futurism (3)
- EDF 508 Comparative Education (3)
- EDF 567 Contemporary Topics (3)
- PSY 552 Human Growth and Development, Advanced (4)
- OR
- PSY 559 Advanced Educational Psychology (4)

Thesis Credits: 6

Students must select a single thesis course and take it for a total of 6 credits. EDF 700 is recommended for all students, but students with Bilingual Education/TESL or Elementary Education may choose options relating to those endorsement areas.

- EDF 700 Master's Thesis, Project Study, and/or Examination (1-6)
Students in the STEM Leadership Specialization must take this course.
- EDBL 700 Master's Thesis, Project Study, and/or Examination (1-6)
- EDEL 700 Master's Thesis, Project Study, and/or Examination (1-6)

STEM Pedagogy Required Courses Credits: 10

- STP 501 Design Authentic STEM Explorations for Diverse Learners (2)
- STP 502 Designing and Implementing STEM Problem-based Instruction (2)
- STP 503 Making STEM Learning Environments that are Culturally Responsive (2)
- STP 504 Designing and Implementing STEM Project-based Instruction (2)
- STP 505 Reflective Teaching to Increase Student Success in STEM (2)

STEM Leadership Required Courses Credits: 7

- STP 506 is a required course and it is required to take STP 507 twice.
- STP 506 STEM Leadership Through Peer Mentoring and Coaching (3)
- STP 507 STEM Network Leadership Seminars (2)

STEM Content Electives Credits: 12

Electives will be selected after consultation with and the approval of the student's program advisor.

Total Credits: 48-49

Exhibit H

Title of Section: General Education Rules

New X **Revision**

Summary of changes: Adding a new section for rules to address that all General Education courses must be taken for a letter grade, with the exception of Culminating Experience (CE) courses.

Justification of changes: Historically General Education courses must be taken for a letter grade.

Budget implications: None

CWUP 5-100-070 General Education Rules

(1) All general education courses must be taken for a letter grade with the exception of culminating experience courses having the option to be graded with Satisfactory/Unsatisfactory (S/U).

Exhibit I

Number (if applicable):

Title of Sections:

- **5-90-040 (25): Academic Dishonesty**
- **2-90-040 (24): Academic Dishonesty**
- **5-90-040 (2) C: Academic Appeal**

New **Revision X**

Summary of changes:

The Academic Affairs Committee was given the following, related charges:

AAC20-21.13 Consider revisions to the academic dishonesty policy (CWUP 5-90-040(25)) and procedure to clarify the process overall and for appeals.

Specifically, consider citing to WAC 106-125-020 and ensure all behavior is covered that needs to be (e.g., self-plagiarism). It is important that the definitions are consistent with the WAC. Consult with Student Success.

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.

Consider drafting language to help clarify what procedure faculty should follow when presented with issues of plagiarism and similar behavior. Any policy should include a clarification on who initiates the reporting, and to whom incidents are reported, and what the subsequent steps are for faculty and student. This language should provide a foundation for consistency in reporting and investigation. Consult with Student Success

The proposed policy changes before you today meet both of these charges.

Changes to Policy CWUR 5-90-040 (25): Academic Dishonesty

We conferred with student success to write the changes to the academic dishonest policy (5-90-040 (25), which deal mainly with updating references to the definitions of academic dishonesty to point to the WAC, which is where the terms is defined in state law.

Line D shows up in the proposed policy as an addition; however, we have simply moved this phrase from the current procedure into the policy.

Changes to Procedure CWUP 2-90-040 (24): Academic Dishonesty

The changes to the procedure are more substantial. As the document below shows, the committee essentially rewrote the procedure for dealing with academic dishonesty to clarify the steps that instructors must take when they suspect academic dishonesty. The new procedure is summarized as follows:

- In section (A), the procedure states that instructors must explain expectations in course syllabi, and that expectations must align with the WAC definitions of Academic Dishonesty.
- In sections (B) through (G), the procedure outlines each step that the instructor can take if they suspect that academic dishonesty has occurred.
- In section (H), the procedure explains that after academic consequences have been applied, the matter is handled by the Office of Student Success to determine any appropriate disciplinary consequences.
- Section (I) explains that students can appeal grade decisions based on determinations of academic dishonesty.

Change to Policy CWUR 5-90-040(2)

The proposed addition to this section of policy (line iv) makes it possible for students to appeal course grades that were assigned based on a determination of academic dishonesty.

Justification of changes:

These changes are needed to align policy language and definitions with the WAC and the clarify the procedures that instructors need to follow when academic dishonesty is suspected. The changes also provide a formal appeals process for students to follow if they wish to dispute a determination of academic dishonesty.

Budget implications:

We are not aware of any significant budgetary implications.

Academic Dishonesty Proposed Changes to Academic Dishonest Policy and Procedure, plus proposed addition to Grade Appeals Policy

Policy

CWUR 5-90-40

(25) Academic Dishonesty

(A) Academic dishonesty is defined in the [Washington Administrative Code \(WAC\) 106-25-20 Prohibited Student Conduct](https://apps.leg.wa.gov/WAC/default.aspx?cite=106-25-20) (<https://apps.leg.wa.gov/WAC/default.aspx?cite=106-125-020>) ~~(Code (II.B) Faculty who suspect students of academic dishonesty must follow the procedure outlined in CWUP 2-90-040 (24)).~~

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

~~(D) Withdrawing from a course does not excuse academic dishonesty.~~

~~[02/21]~~

Procedure

5-90-40 (24) Academic Dishonesty (See [CWUP 5-90-040](#))

~~(A) Students accused of academic dishonesty will have an opportunity to meet with the course instructor and department chair to discuss the accusation and confirm or deny its correctness. If academic dishonesty is confirmed to the satisfaction of the instructor and department chair, the instructor and/or department chair should immediately contact the dean of student success, especially the registrar services and the associate dean of student living.~~

~~(B) The student will be notified in writing by the instructor and/or department chair of pending action from the dean of student success, with a copy of notification sent to the dean of student success and registrar services.~~

~~(C) The dean of student success will investigate the case both as a violation of academic honesty and as a violation of the student code and report findings to the student, instructor, and registrar services.~~

~~(D) If academic dishonesty is confirmed, the instructor may issue a failing grade for the specific assignment and/or for the course.~~

~~(E) Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade (see [CWUP 5-90-040\(11\)](#)).~~

~~(A) Instructors must explain their expectations in the syllabus regarding academic integrity and the consequences of academic dishonesty, up to and including a failing grade for the assignment and/or the course. Expectations must align with definitions of academic dishonesty as described in the [Washington Administrative Code \(WAC\) 106-25-20 Prohibited Student Conduct](https://apps.leg.wa.gov/WAC/default.aspx?cite=106-25-20) (<https://apps.leg.wa.gov/WAC/default.aspx?cite=106-125-020>).~~

~~(B) If an instructor suspects that academic dishonesty has occurred, they will notify the student in writing, describe the nature of the violation, and explain what the consequences will be. If the student doesn't respond within 2 business days, the instructor will follow the rest of this procedure.~~

~~(C) If the instructor determines that further action is not warranted, the issue will be dropped. The faculty member may choose to notify the office of student success of the issue.~~

~~(D) If the instructor determines that the student's behavior does indeed constitute an instance of academic dishonesty, the instructor will consult with their department chair or~~

program director. The department chair or program director will identify whether expectations and consequences were clearly defined in the syllabus and help determine appropriate consequences. Actions taken may not deviate from the consequences outlined in the syllabus. In cases where the instructor is the chair or program director, they should consult with their associate dean. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade (see CWUP 5-90-040(11)).

(E) The instructor will report the instance to the office of student rights and responsibilities, describe the nature of the violation, and provide any available evidence.

(F) The instructor may issue penalties as outlined in the syllabus. If the penalty is a failing grade for the course, the instructor will submit a change of grade form as soon as possible.

(G) The instructor will inform the student in writing that academic dishonesty has been determined, and that the office of student rights and responsibilities has been notified. The instructor will also identify the specific consequences. ,

(H) The office of student rights and responsibilities will investigate the case as a violation of the student code and follow the procedures outlined in the WAC:

<https://apps.leg.wa.gov/WAC/default.aspx?cite=106-125>

(I) The student may appeal the grade by following the policy outlined in CWUP 5-90-040(2)

Addition to the Appeals policy to accommodate academic dishonesty appeals:

5-90-040 (2)

(C) There are two categories for academic appeals.

1. Academic Petition

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

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

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

2. Course Grade Appeal

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

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

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

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

iv) the assignment of a final course grade based on a determination of academic dishonesty which the student wishes to dispute.

Reports

Budget and Planning Committee

Effects of the New GE Program on Departments and Colleges

Faculty Senate Budget and Planning Committee

Charge to the Committee

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

Data and Assumptions

We requested the data on the effects of the new GE program from the Deans and Associate Deans. However, each Dean/Associate Dean provided data in different formats with different assumptions/filters resulting in substantially different data sets and limiting the ability to compare between colleges.

We ended up building a data set that included:

- Complete enrollments in all courses from Fall 2016 until Winter 2021 based on the data available from the Query Friendly Viewer.
- Created tables to assign courses to the old GE program, new GE program and sections (First Year Experience, Academic Writing I, Academic Writing II, Quantitative Reasoning, Explore and Connect, and Culminating Experience), and knowledge areas within the new GE. These tables can be easily edited as needed and used to quickly assess data from future quarters as needed.
- Did not include IDST, INT, or DHC in calculations.
- Filtered out all summer session data since summer is not used in RCM/ABB calculations.

Variables Examined and Graphs

The budgets for the colleges in our RCM/ABB model are determined by SCH generation and strongly influenced by the percentage of SCH generated relative to the other colleges. The variables presented in this analysis are:

- “Total Std Credit Hours,” i.e. the units for the course multiplied by the enrollment.
- Total Student Credit Hours as a percent because the percentage of SCH in the various colleges determine the overall RCM percentage of that college.

In the data below the term is indicated Terms are indicated using the standard coding in CWU systems which designate the term with a four-digit number following the pattern 1 two-digit year and one-digit month that the term began. For example, 1199 is fall 2019, 1201 is winter 2020, and 1203 is spring 2020.

The Coronavirus Pandemic and the New GE Program

The new GE began implementation in Fall 2019 (1199). The coronavirus pandemic began affecting enrollments in Spring 2020 (1203). Therefore, we only have two quarters that are relatively free from the impact of the coronavirus pandemic which makes the interpretation of these data difficult. We have indicated the coronavirus pandemic in the graphs below.

Total Credit Hours and Percentage of Total Credit Hours

- COTS total credit hours and percentage share of credit hours has been declining slightly since 2016 (see **Error! Reference source not found.**).
- CAH total credit hours and percentage have declined somewhat since Fall 2019.
- The pandemic seems to have more strongly affected COTS and CAH relative to CB and CEPS.

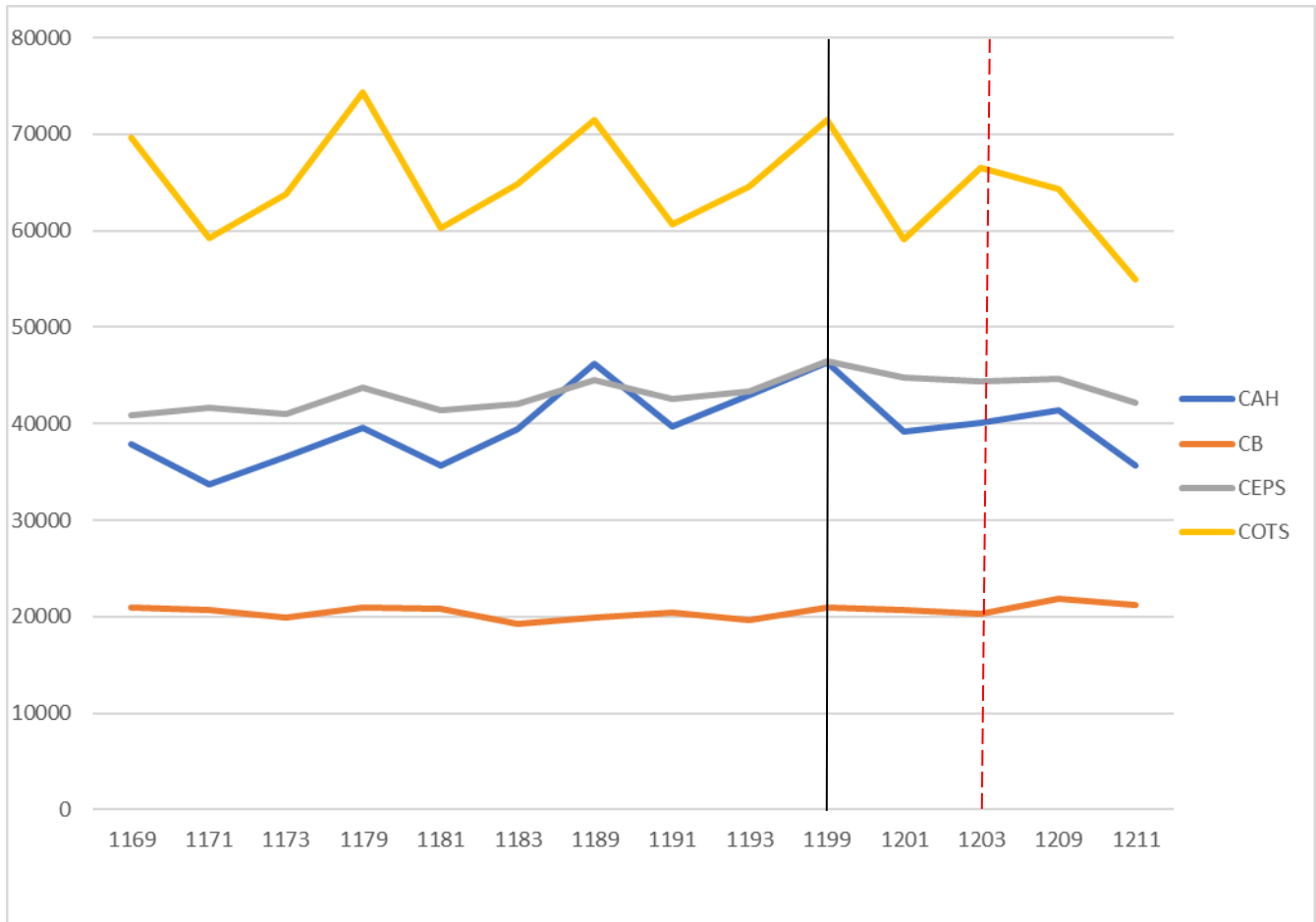


Figure 1: Total SCH by college. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

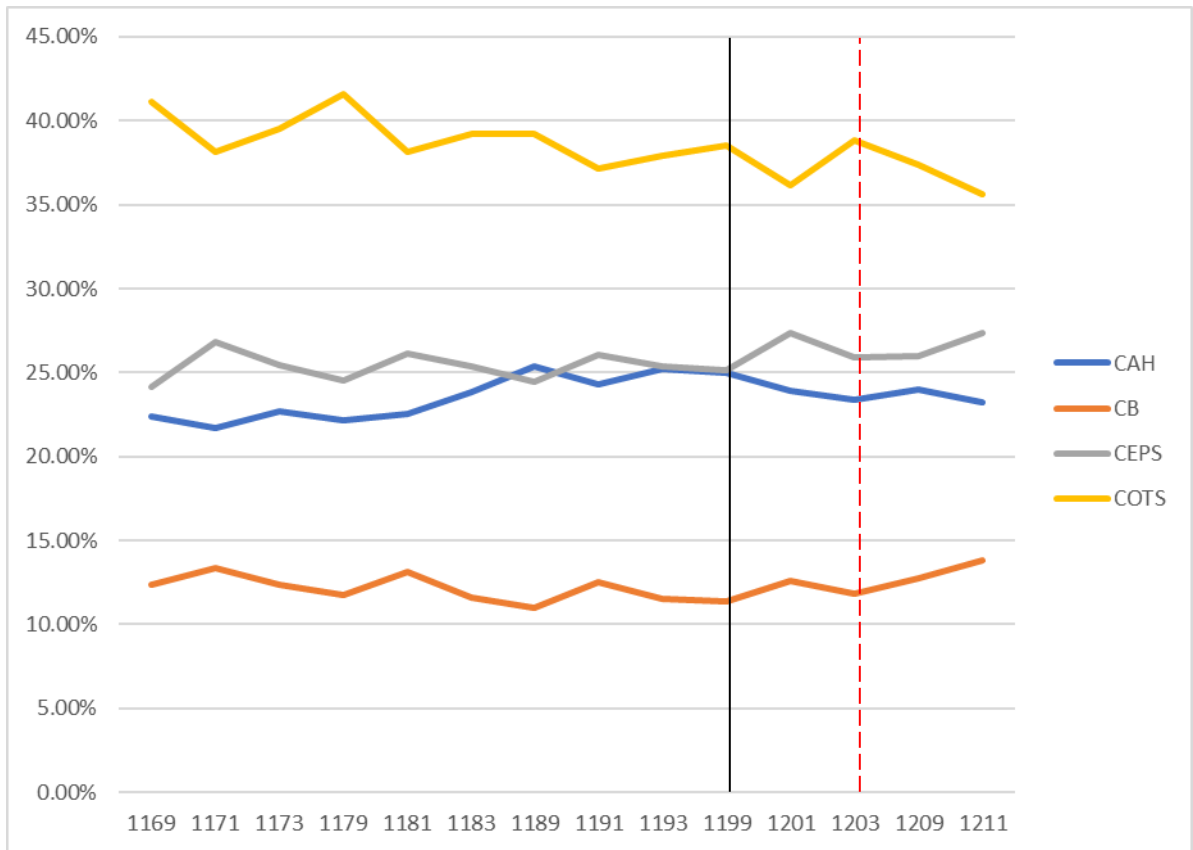


Figure 2: Total SCH as a percent by college. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

SCH by College in the Old and New GE Programs

Examining the effect of the new GE program on the SCH in the colleges is somewhat complicated because:

- The transition from the old GE to the new was not entirely clean and there were students enrolled in both programs after Fall 2019.
- Some courses in both GE programs can be used for GE credit but are also required in various programs so not all students taking a given course will be taking it for GE credit.
- Most class in the old GE program are still in the new GE program, but the new GE program requires fewer credits.

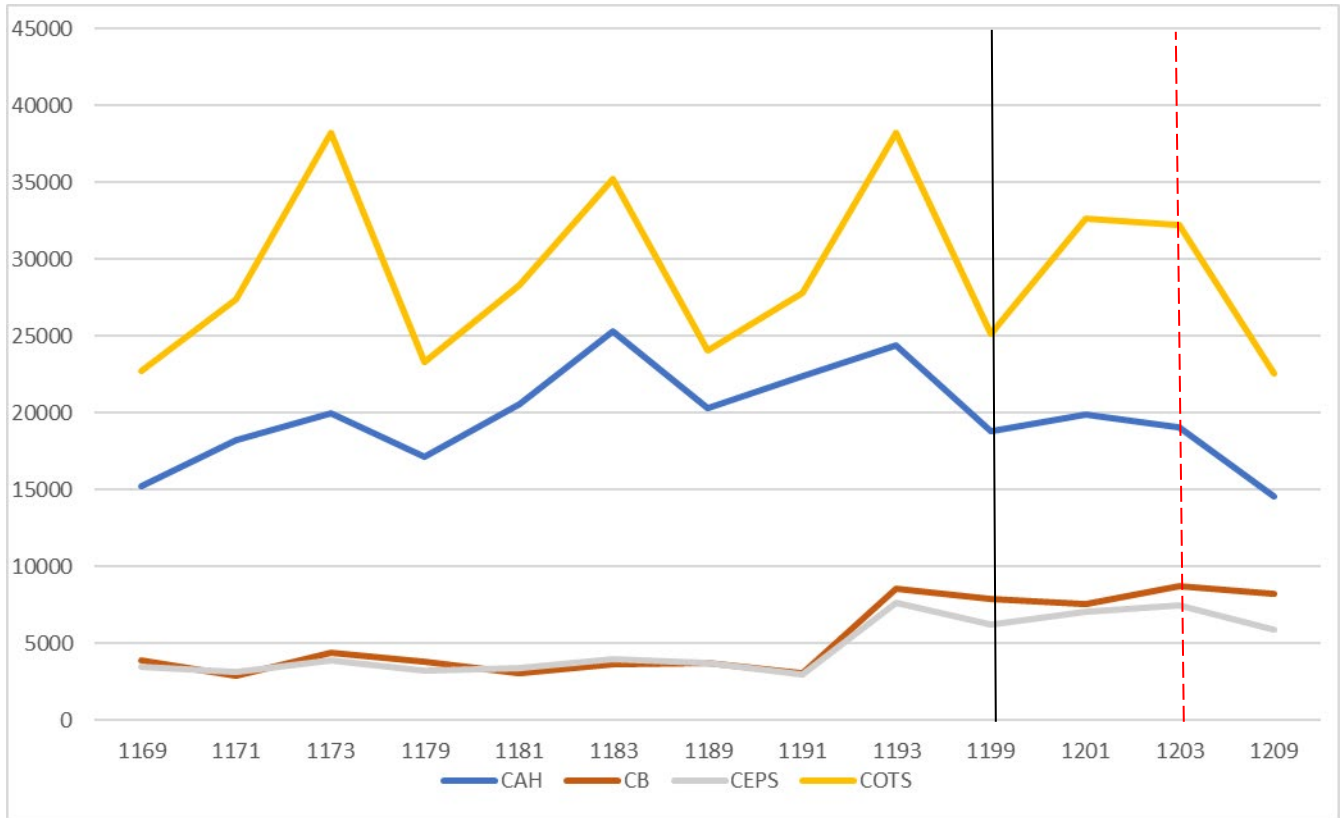


Figure 3: GE SCH by college. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

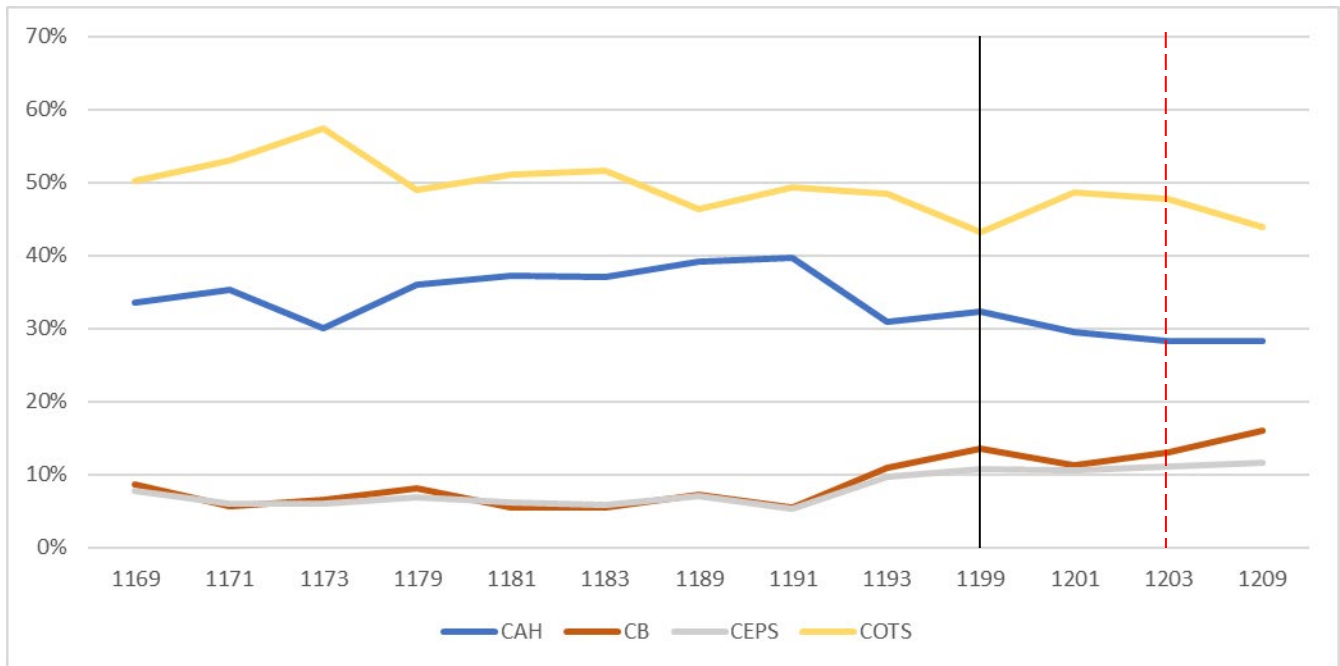


Figure 4: GE SCH as a percentage by college. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

Table 1: Summary of SCH percentages and total SCH by college

College	Old GE Percentage	Old GE SCH	New GE Percentage	New GE SCH
CAH	30-40%	15,212-25,293	28-32%	14,549-24,432
CB	5-9%	2,911-4,422	11-16%	7,581-8,759
CEPS	5-8%	3,038-4,001	10-12%	5,939-7,641
COTS	46-57% mostly above 50%	22,758-38,219	43-49% never above 50%	22,573-38,223

Overall:

- CB and CEPS have nearly doubled their SCH in the GE program and percentage at cost to COTS and CAH.
- Small changes in percent SCH have large budgetary implications for colleges.
- Coronavirus has negatively impacted all the colleges, but COTS and CAH show a steeper decline so CB and CEPS show an increase in GE percentage.

Academic Writing I by College

- All SCH in Academic Writing I are still in CAH
- All Academic Writing I courses have remained within CAH

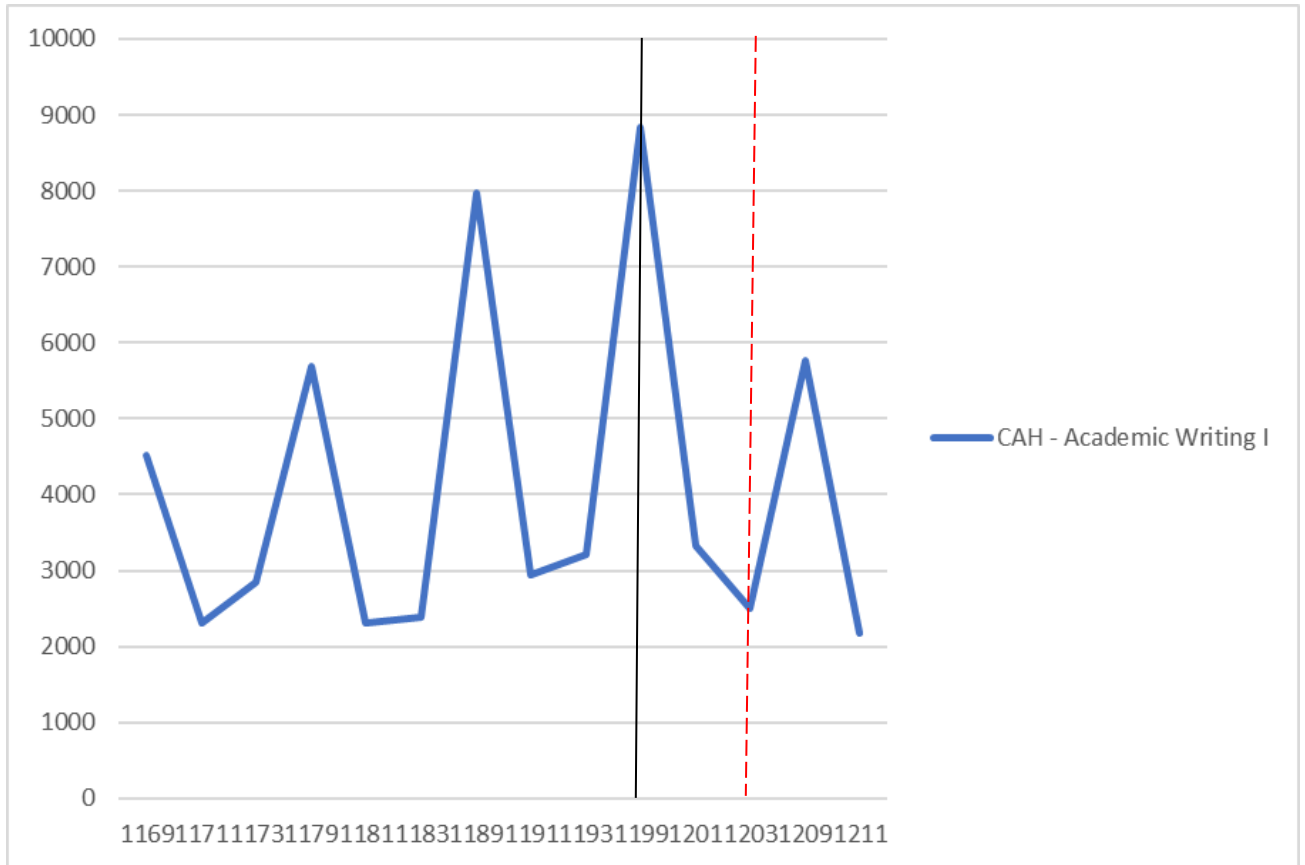


Figure 5: Academic Writing I SCH by college. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

Academic Writing II by College

- A few new courses from other colleges were added to Academic Writing II in the new GE.
- CEPS shows an increase in the number of Academic Writing II SCH with an accompanying reduction in CAH.

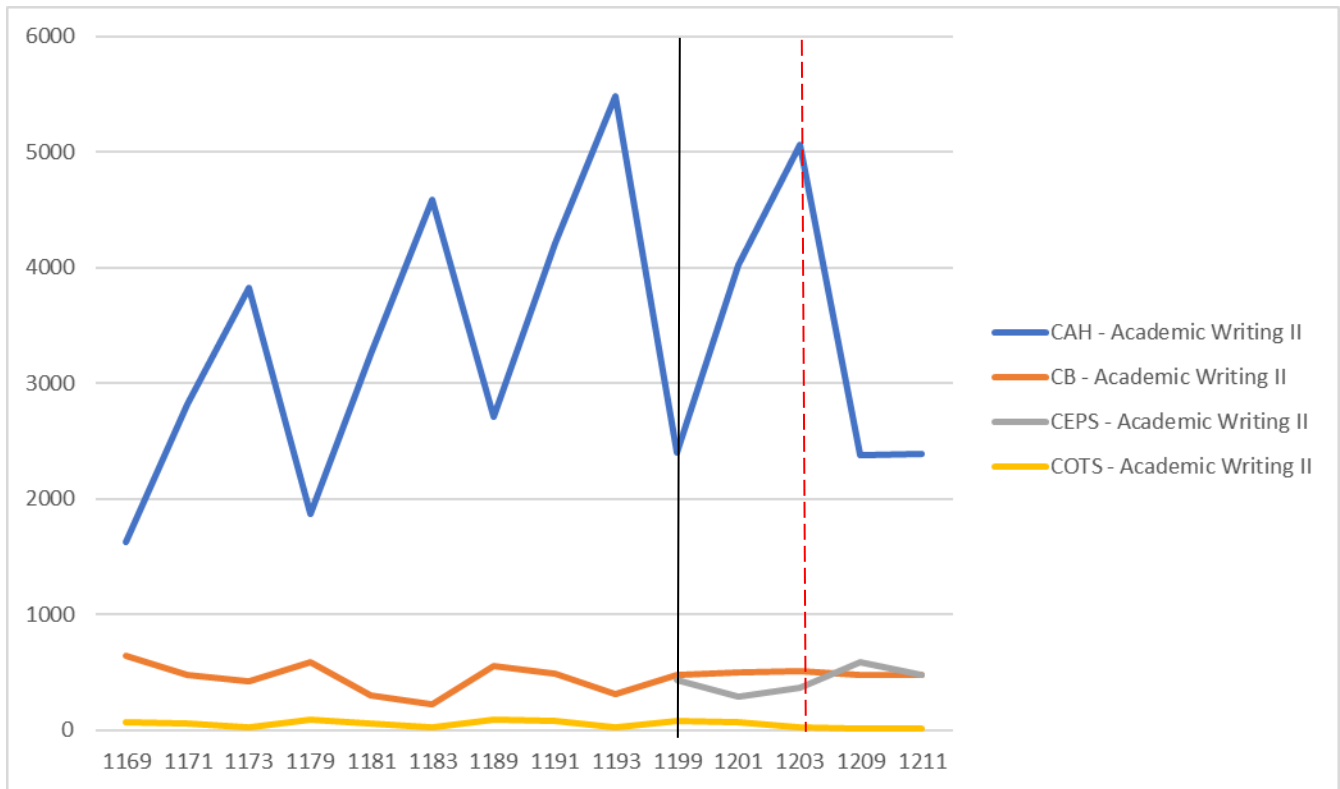


Figure 6: Academic Writing II SCH by college. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

Quantitative Reasoning by College

- A few courses were added to the options for Quantitative Reasoning, some within COTS and some in CEPS.
- This has resulted in a relatively small increase in the SCH in CEPS and a decline in COTS.

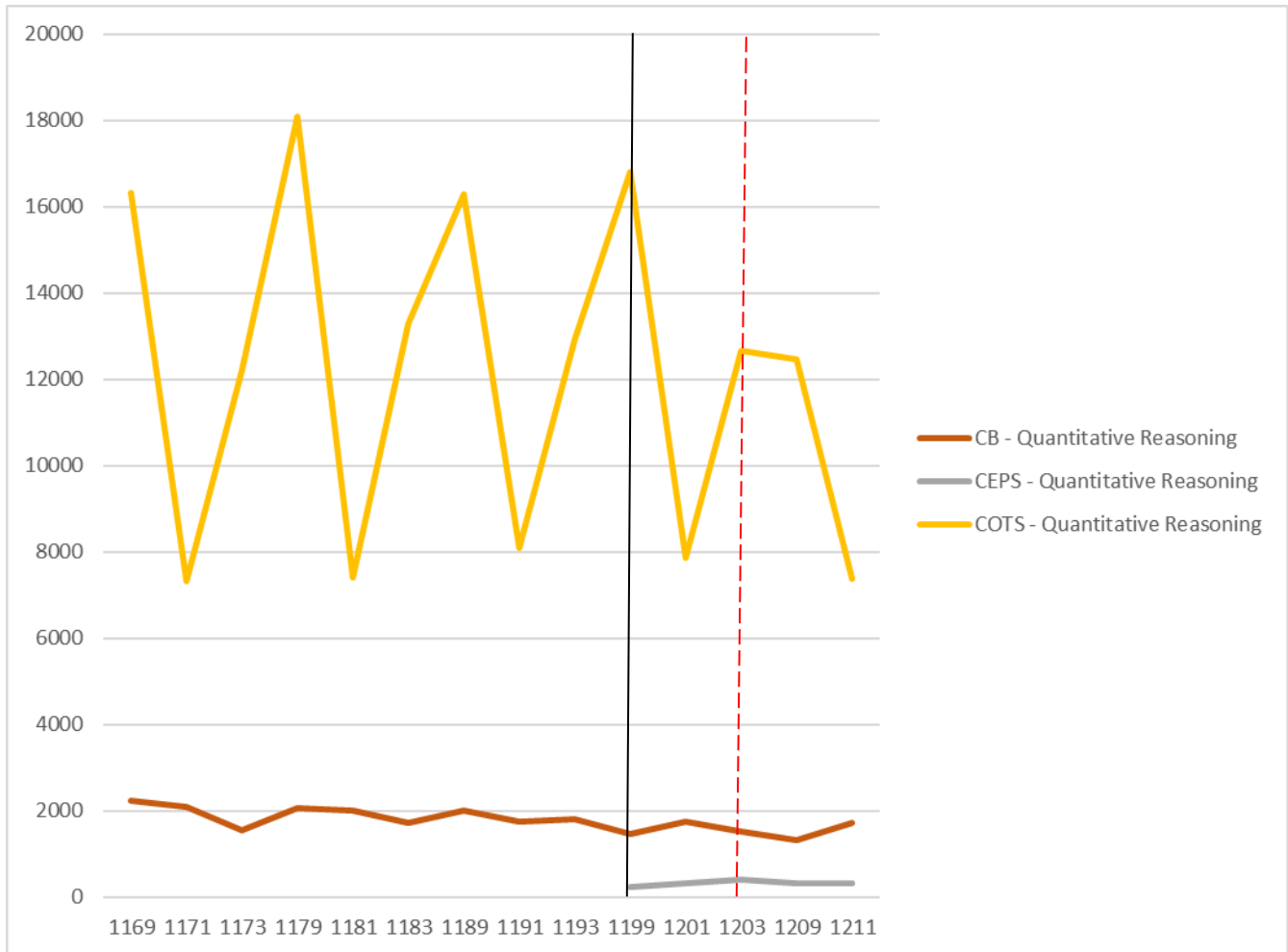


Figure 7: Quantitative Reasoning SCH by college. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

Changes in New GE Explore and Connect

- Explore and Connect shows the largest changes in part due to the reduction in overall SCH required in the new GE.
- COTS shows a substantial decline
- CAH shows a decline more recently perhaps due to COVID-19.
- CEPS shows an increase
- Departments were not impacted equally with some showing increases in SCH, e.g. History and others showing sharp declines, e.g. Geography and Geology.

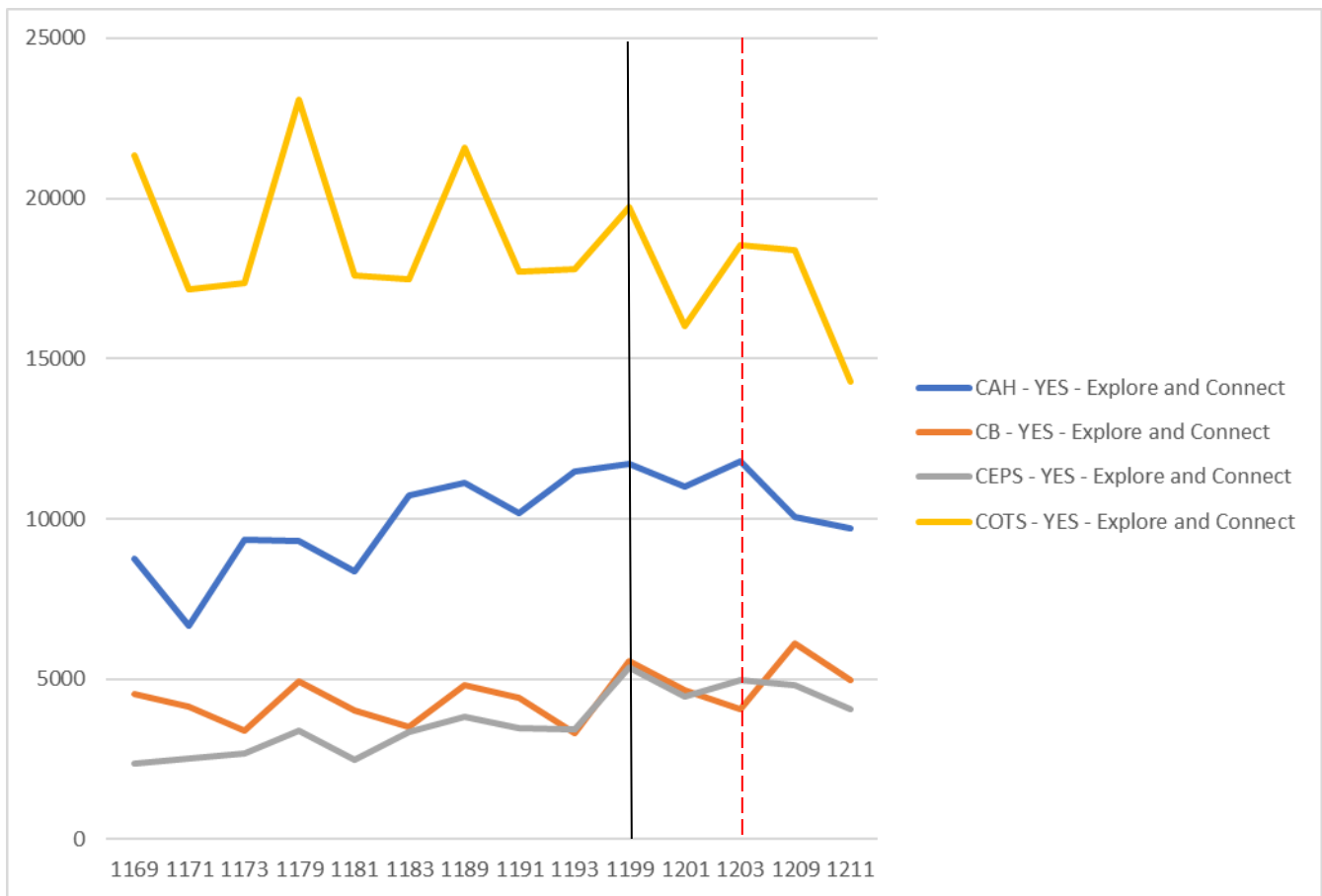


Figure 8: Explore and Connect SCH by college. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

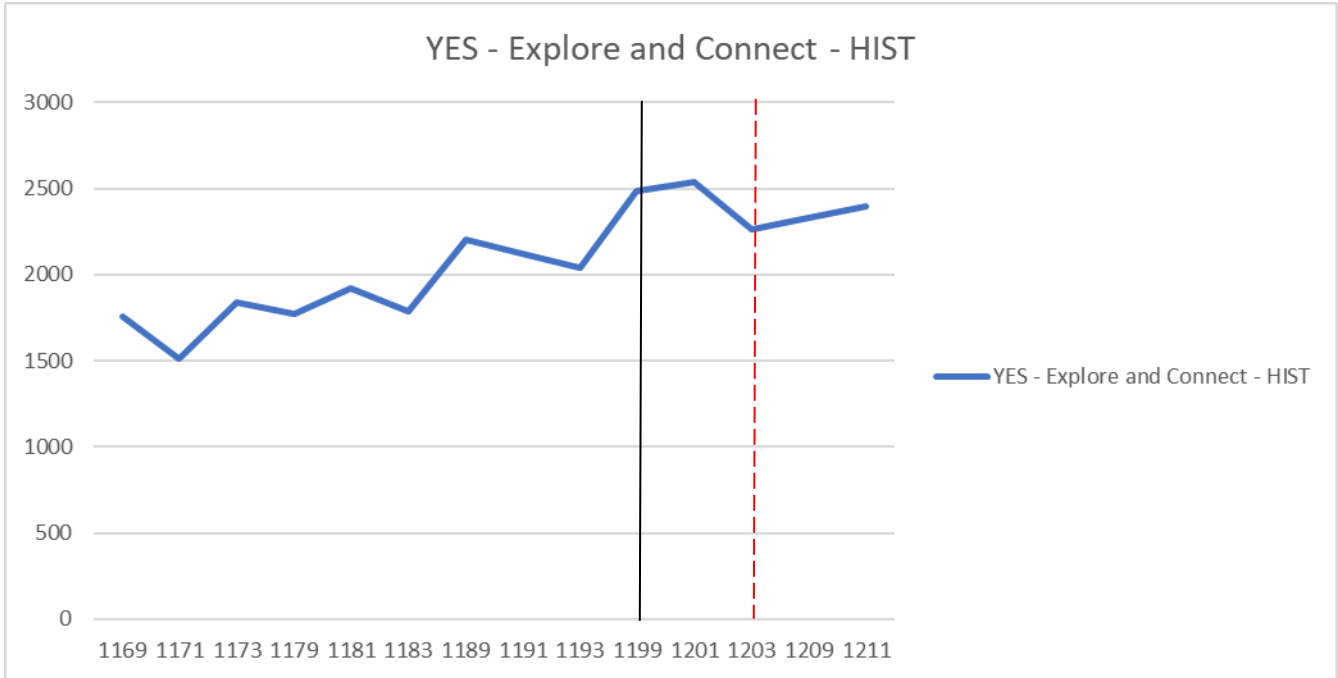


Figure 9: Explore and Connect SCH for the History Department. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

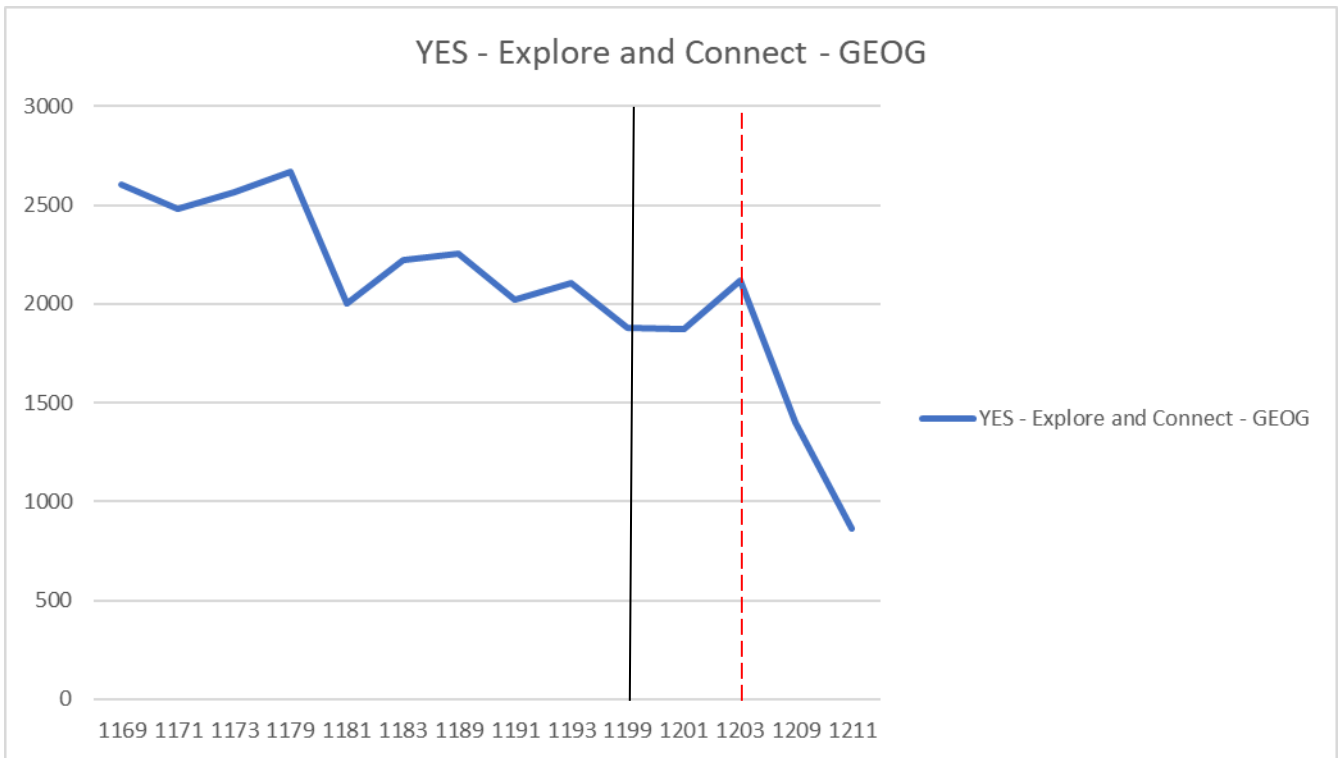


Figure 10: Explore and Connect SCH for the Geography Department. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

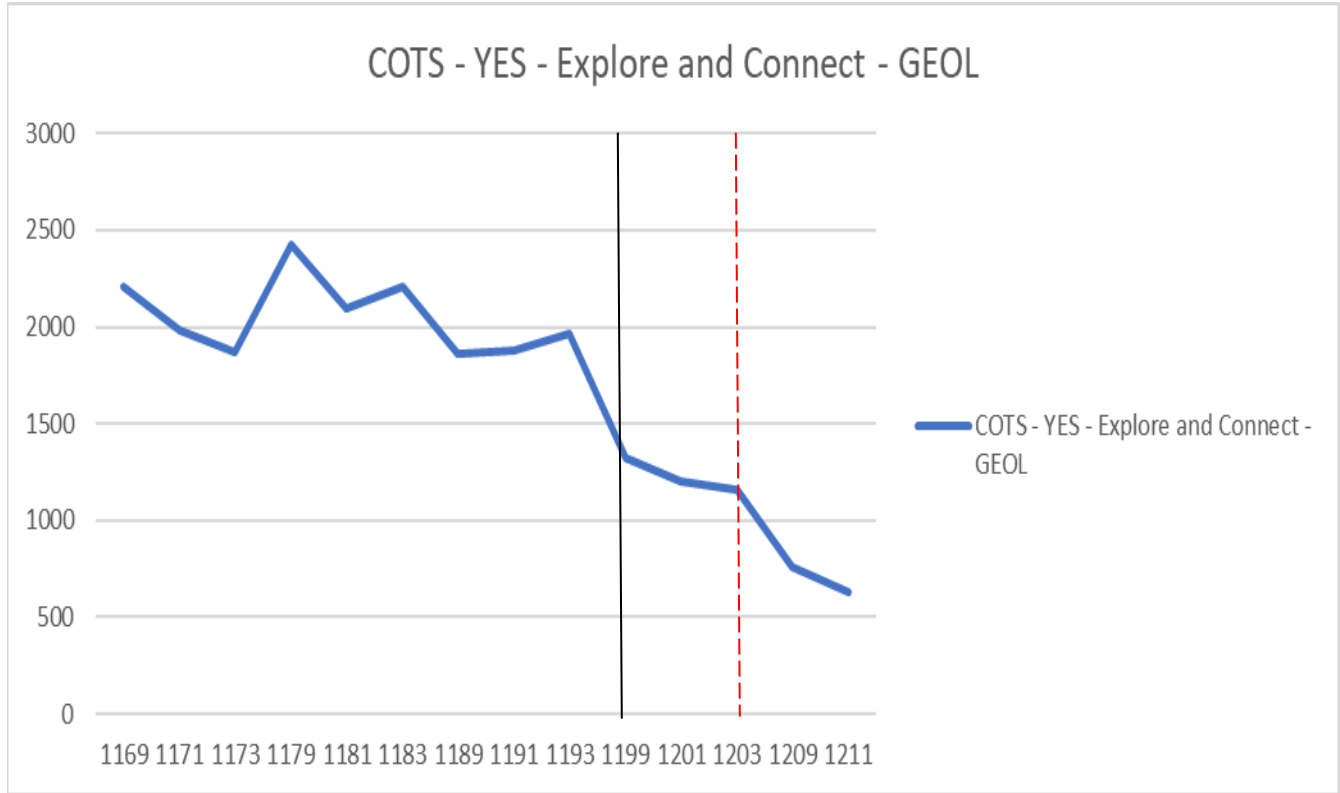


Figure 11: Explore and Connect SCH for the Geography Department. The vertical black line is the beginning of the new GE and the red dashed line is the beginning of the pandemic.

First Year Experience

- First Year Experience SCH do not follow the percentages of other parts of the new GE.
- Because of the student credit hour to faculty workload ratio of the First Year Experience courses, these courses are very expensive to teach in all colleges

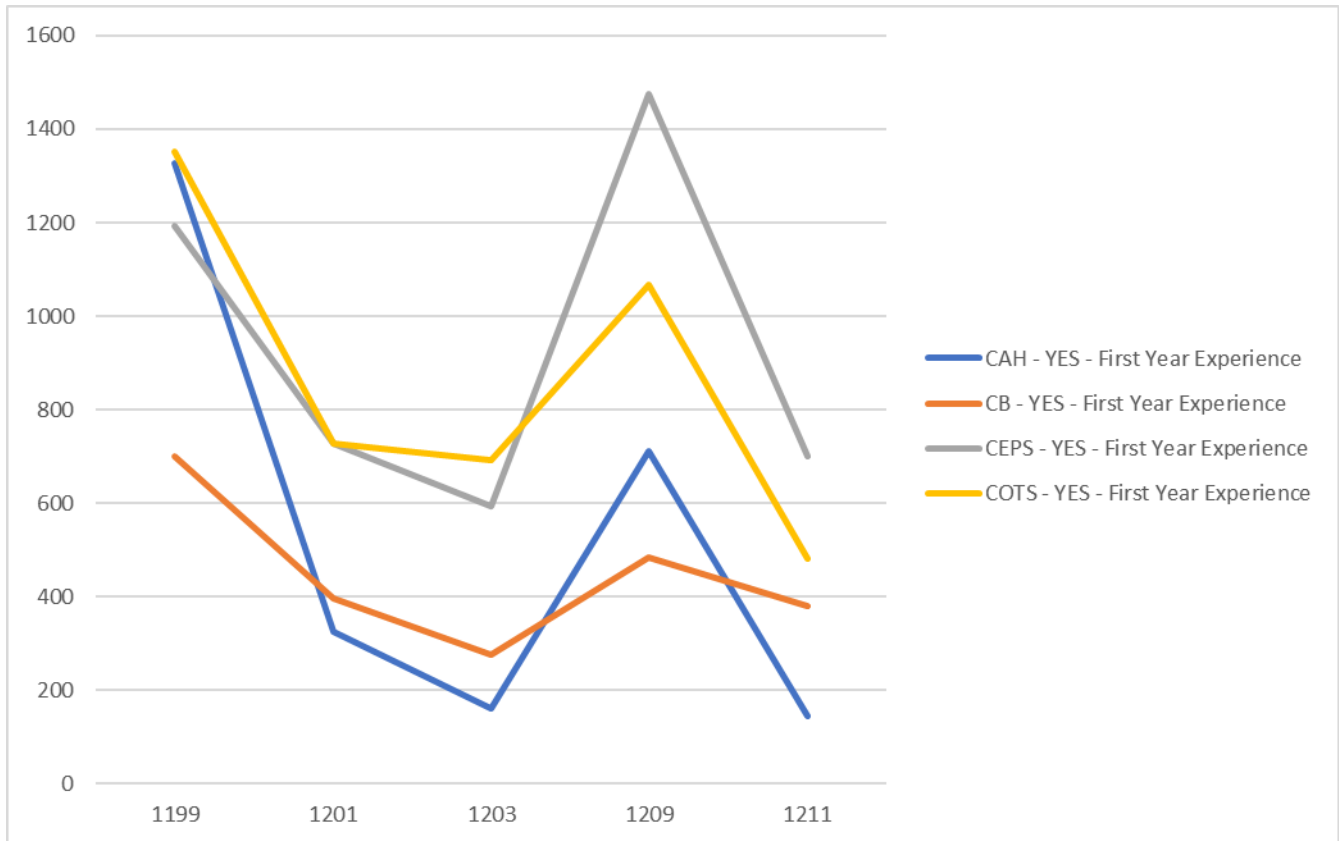


Figure 12: First Year Experience SCH by college

Conclusions

- The changes due to GE are complex
- Small changes in SCH percentages have large impacts to college budgets
- Most courses from the old GE migrated to the new GE but student enrollment patterns are changing
- The change in GE Program shifted the percentages of SCH among colleges and most negatively impacted CAH and COTS
- Student choice in the path that they can take through the GE shifted courses taken among departments colleges
 - Changes in Academic Writing II and Quantitative Reasoning have moved some SCH from CAH and COTS to CEPS and CB
 - Many departments have remained consistent or increased SCH
 - Some departments like Geology and Geography show large drops in SCH
- Reduced number of credits in new GE explains some of the changes
- 184s are expensive to teach and negatively impact SCH generation per faculty WLU in colleges

- At this point we only have two quarters Fall 2019 and Winter 2020 that are mostly independent of the COVID pandemic limiting some of the confidence we can have in any changes in enrollment

**CWU FS BPC: BUDGET MODEL RECOMMENDATION, BASED ON UNI
MATERIALS**
May 16, 2021

BPC RECOMMENDATION: Hybrid incremental budget model tied to University mission, core principles, and values, with one-time funds for special initiatives.

UNI Budget Advisory Committee
University Budget Models: An Overview
10-31-18

I. Basic Types of Budgeting Models

1. Incremental-based budget
2. Zero-base budget
3. Initiative-based budget
4. Activity-based budget
5. Performance based/formula-based budget
6. Responsibility Centered Management

II. Incremental Budgets

1. Model in which the current year's budget is used as the base for the next year's budget--only *incrementally* adjusted by a percentage (up or down) depending on total projected revenue.
2. Probably the most common form of budget and is the basis for UNI.
3. Benefits:
 - a. Starts with a base budget, which is not frequently revisited
 - b. Easy to implement
 - c. Provides budgetary stability, allows units to plan into the future
4. Weaknesses:
 - a. Assumes that budgets are well-aligned to need
 - b. Less responsive to new priorities
 - c. Harder to link costs to the value created

III. Zero-Based Budgets

1. Division and unit budgets are zeroed out and rebuilt each year. Units have to analyze and justify all budget needs each time. Since every component is evaluated each year, all expenditures (new or continuing) are on equal footing.
2. Benefits:
 - a. Allocations based on projections of activities to determine need
 - b. Effective way to monitor and control unnecessary costs
 - c. Previous budget does not (directly) impact new budget (except for sunk costs)

- d. Can be more responsive to strategic initiatives or budget changes
- 3. Weaknesses:
 - a. Time consuming and difficult to implement
 - b. Can create internal competition
 - c. Because most higher ed costs are fixed in salaries, can only be effectively implemented on a small portion of the budget

IV. Activity-Based Budgets

- 1. Funding is allocated to promote desired activities or outcomes that see the greatest return on investment. Funding is (in part) tied to specific activities such as community engagement, STEM initiatives, obtaining grant money, providing a particular service. Links broad priority categories and behavior with budget.
- 2. Benefits:
 - a. Intended to drive and promote specific activities/behavior so can be tied closely to strategic objectives
 - b. Can link revenue and strategic objectives
 - c. Can help drive additional fundraising
- 3. Weaknesses:
 - a. Requires significant pre-planning and data analytics.
 - b. Not related to fixed costs, so typically is only practical on portions of the budget.

V. Initiative-Based Budgets

- 1. Similar to Activity Based Funding but focused on more specific outcomes. Funding is (in part) tied to specific activities such starting a new center, boosting enrollment in one area, improving facilities in one area for the purpose of recruitment, or implementing a campus-wide tool (e.g. CRM). Using budget to jumpstart a project.
- 2. Benefits:
 - a. Funds are allocated for a specific project which can provide a kick start
 - b. Usually one-time, or fixed-term funding, so not necessary a long-term commitment
- 3. Weaknesses
 - a. Not associated with long-term or comprehensive budget planning.
 - b. Only useful for high-priority, high-impact activities.

VI. Performance-Based or Formula-Based Budgets

- 1. Budgets for units are based on defined outcomes as measured by a pre-determined formula. Metrics for the formula likely would include (but not be limited to) majors, FTE enrollment, graduation rates, staff, physical space, the major CIP code, degree levels, etc. Often, when this model is used, it is mandated by state legislation.
- 2. Benefits:
 - a. Funding is focused on outcomes as measured through metrics
 - b. Easy to implement and easy to understand.

- c. Units can try to maximize their allocations
- 3. Weaknesses:
 - a. For good or bad, the metrics drive behavior
 - b. Probably favors certain fields over others
 - c. Might drive competition more than collaboration

VII. Responsibility Centered Management (RCM)

1. Decentralized budget which delegates operational authority to the divisions, but also makes them responsible for their revenue and expenditures. Each unit receives its own revenue (tuition, appropriation, etc.) based on enrollment. Units can set their own priorities and pursue them to the extent they have the funds. If they can carry a surplus, might be allowed to roll forward. Also responsible for cutting expenses during budget shortfalls. Gaining popularity; about 20% of R1 universities use this model.
2. Benefits:
 - a. Provides a clear budgetary philosophy for the campus
 - b. Creates incentive to be fiscally responsible since the benefits are realized at the unit level
 - c. Encourages entrepreneurial and innovative initiatives
3. Weaknesses:
 - a. Can encourage competition rather than collaboration
 - b. Can place financial considerations above academic
 - c. Probably favors certain fields over others
 - d. Definitely favors programs with higher enrollment and/or lower delivery cost

VIII. Reality: Hybrid or Overlapping Budget Models

1. More common to use components of different models rather than a “pure” approach. For example:
 - a. An **Incremental** model might reserve some one-time funds for special **Initiatives** funding
 - b. A **Performance** or **Formula** based model might be used to set a **Zero-Base** or initial **Incremental** budget.
 - c. Periodically an **Incremental** budget might be **Zeroed** out and reset based on **Performance** measures.

IX. Factors that Influence Budget Models

- Institution type: Public, Private
- Mission: Research, Comprehensive, Liberal Arts
- Strategic Goals
- Governance Structures and Mandates: Boards, Legislature

X. UNI Budget

- Mostly Incremental

- Some Initiative or Activity based funds
- New programs
- Short-term projects
- Center startups
- Limited flexibility; 78% expenses in salary
- Salary “incrementally” increases annually
- Re-allocation mostly limited to turnover
- Most of the remaining 22% are still partially fixed.
- *What does this mean when budget grows or shrinks?*
<https://provost.uni.edu/university-budget-advisory-committee-updates>

Tuition Differentiation. The University’s distinctiveness as an institution with the highest proportion of Iowa resident undergraduates of all three Regent universities means we must preserve our charge to be accessible to Iowans. Differentiating tuition and mandatory fees will help the University ensure costs align with the needs of our students and the state while remaining a reasonable investment for taxpayers. The University is confronting challenges and opportunities to ensure we continue building on our commitment to quality, affordability and access for Iowans. The Board of Regents, State of Iowa approved flat tuition and fees for the past three academic years for all student classifications for the University.

Budget Advisory Committee

Description:

The University Budget Advisory Committee provides advice to the President on broad practices, policies and procedures involving the construction and implementation of the university’s budget to support the attainment of UNI’s Vision, Mission, and Strategic Plan Goals and affirm UNI’s commitments to accountability and transparency. The Committee reviews parameters and circumstances that may impact the University budget, including but not limited to enrollment, state appropriations, regulatory changes, etc.; reviews and analyzes various sources of University revenue; studies the impact of trends and developments on revenue sources, expenses and budgetary investments; and provides broad recommendations on the general fund budget, auxiliary budgets, quasi-auxiliary budgets and other units within the institution.

University’s Budget Principles:

- **Focus on student success and INVEST in the long-term health of the university.** The unifying goal of our strategic plan is Student Success. We are dedicated to making decisions that focus on the success of our students, those who are here now and those who will come in the future. Decisions we make today have long-reaching impacts on future students and our university. We recognize that budget decisions are always an investment in the future of our university.
- **Honor our processes with shared governance and with bargaining units.** We value the relationships we’ve built across our campus to create a culture of collaborative leadership and decision-making through our shared governance and bargaining processes.

- **Ensure transparency and inclusion of ideas.** We are stronger and better able to make long-term decisions by working together to find solutions to the challenges we face.
- **Ensure investments, reductions and reallocations are strategic.** Our commitment to student success and investing in the long-term health of our university implies that we are committed to strategic investments. This means we will not make easy—by which we mean opportunistic or across-the-board—decisions, but instead make the investments, reductions and reallocations that have the greatest overall impact on our current and future students and that will assure the continued excellence of the University of Northern Iowa into the future.

<https://committees.uni.edu/president/budget-advisory-committee>

[UNI Academic Master Plan, Five Year Report to Campus, 2015-2020 \(draft for campus feedback, December 4, 2019\)](#)

- Vision statement. Aspire to “achieve national prominence as a premiere comprehensive university for an engaged, integrative education that promotes academic and professional success, civic responsibility, and a fulfilling life in a diverse and dynamic world.”
- Core Principles, with several initiatives for implementation.
 - Became more intentional to develop engaged learning experiences for each distinct major.
 - Created a [Service Learning Institute](#) over the last 4 years to partner faculty with community agencies. 42 of their faculty have completed this institute and applied it in their courses to deepen student learning with community partners.
 - Completed [General Education Program revision](#)
 - Updated PTR process to be more transparent across campus

[UNI Vision, Mission, and Strategic Plan, 2017-2022](#)

Unifying goal: Student Success, with three supporting goals: Diversity & Inclusion; Campus Vitality; and Community Engagement

- Vision statement: “Offering personalized attention to students, the University of Northern Iowa will be a diverse and inclusive campus community that provides an engaged education empowering students to lead locally and globally”
- Apparently a TQM approach.
- Core Values.
- Offers strategic initiatives for each goal along with metrics (many are 5-year rolling average). Includes base year and five-year target percentages.
- Overall enrollment target is 13,500

Key Indicator Metrics for Monitoring Program Vitality

Draft agreed to by the PVC Committee, Spring 2018. The following is a list of quantitative/qualitative indicators that the committee developed as primary indicators for program health. The committee will work during Fall 2018 to develop a reporting format to track and share these indicators with faculty in an accessible format.

Student Indicators

1. Number of Majors, Minors, Certificate

2. SCH production
 - a. Total SCH production by department/program
 - b. SCH production per FTE
3. Average class size
4. UNI index for class size
5. Cost of SCH production (Delaware data)
6. Time to degree
 - a. Overall by program/department
 - i. Total time, attributed to program they finish from (problematic)
 - ii. Time since declaring final program (also problematic)
 - b. Number of degrees granted per year
 - i. Include majors, minors, certificates
7. Class rank distribution of students in programs (Fr, So, Jr, Sr, Gr)
8. Retention indicators
 - a. Notice of unusual DFWI rates
 - b. Notice of unusual rates of “leavers”

Faculty Indicators

1. Number of faculty
 - a. Faculty Count
 - b. FTE count
 - c. Count/FTE by rank (include Full/Associate/Assistant, Term, Renewable Term, Temporary, etc.)
2. Number of P&S and

Merit

Research/Scholarship

1. Grants by department
 - a. Grants per FTE
 - b. Grant dollars in department/year (removes the award-year bias)
2. Publications
 - a. Number and type
 - b. Number per FTE
3. Performance/exhibits/productions
 - a. Number and type
 - b. Number per FTE
4. Community Engagement
 - a. Number and type
 - b. Number per FTE
5. Presentations (conference, invited, etc.)

Qualitative Text Field

1. Single short response box at end to add qualitative context to report data
2. Trends in the discipline that are important to know
3. Outstanding successes that are important to share

https://provost.uni.edu/sites/default/files/final_metrics_list_spring_2018.pdf

Antiracism, Diversity and Inclusivity (ADI) Task Force

MAY 26, 2021

**Antiracism, Diversity & Inclusivity
Ad Hoc Committee
FACULTY SENATE PRELIMINARY REPORT
SPRING 2021**

ANTIRACISM, DIVERSITY, AND INCLUSIVITY COMMITTEE

OVERVIEW

The Antiracism, Diversity, and Inclusivity (ADI) Committee is a new ad hoc committee established by the Faculty Senate in response to the June 2, 2020 email sent by Dr. Kandee Cleary, Vice President of Diversity and Inclusivity. In the email, Dr. Cleary outlined a series of goals to instill an ethos of antiracism throughout CWU. The Faculty Senate charged the ADI Committee (1) to identify issues associated with diversity, inclusivity, inequality, discrimination, and racism at CWU; and (2) to identify specific ways to address these issues at all levels, including curriculum and academic policy.

MEMBERS

Name	Primary Work Site	Position
Liane Pereira	Online	COTS member (co-chair)
Maureen Rust	Ellensburg	Libraries member (co-chair)
Yukari Amos	Ellensburg	CEPS member
Bobby Cummings	Ellensburg	CAH member
Elvin Delgado	Ellensburg	Executive Committee liaison
Sayantani Mukherjee	Westside	COB member

ADI COMMITTEE CHARGE

In Fall 2020, Faculty Senate outlined three primary charges and four secondary charges for the committee. This report responds to the first charge:

1. Identify concrete ways to incorporate these initiatives in the curriculum.
 - a. Consider proposal options for an antiracist/or race and ethnicity graduation requirement for undergraduate students.
 - b. Develop ways to promote full consultation with the academic community via surveys and listening sessions to receive feedback regarding ways to implement the graduation requirement.
 - c. Ensure that all departments and programs are given equal opportunity to develop courses to be included as part of the graduation requirement.
 - d. Work closely with relevant Senate Standing Committees, including the General Education Committee, the Curriculum Committee, and the Academic Affairs Committee

- e. Consult with the administration (i.e. Registrar, Enrollment Management, Provost Office) to ensure that the graduation requirement will not add time to graduation, make the degree more expensive, or in any other way hinder students.

MOTION

Motion No. 20-66: The Antiracism, Diversity, and Inclusivity (ADI) Task Force recommends adding an antiracism, diversity, and inclusivity graduation requirement for all undergraduate CWU students, projected to begin Fall 2023. Specific recommendations for the course process will be presented during the 21-22 academic year for Senate approval.

RATIONALE FOR THE MOTION

This motion comes after consideration of (a) previous ADI efforts at CWU, (b) ADI initiatives at similar institutions, (c) input from key stakeholders at all levels, (d) data collection from multiple sources, and (e) current relevant legislation.

From its [vision](#) statement and [core values](#), CWU aspires to be an inclusive and empowering environment that promotes student freedom to explore and learn “without fear of reprisal, ridicule, or exclusion.” The shared values include addressing critical social issues and a commitment to inclusiveness:

“CWU believes that diversity of peoples, cultures, and ideas is essential to learning, discovery, and creative expression. CWU believes that all faculty, staff, and students must be and must feel physically, professionally, and emotionally safe in order to fully engage in and benefit from the university experience.”

In [2019](#) and [2020](#), President Gaudino encouraged the CWU community to diversify its workforce to better reflect its student population; these recruitment, hiring, and retention goals are connected to student learning and experiences.

Responding to these goals, Dr. Kandee Cleary collaborated with a team of faculty and staff to produce a [workforce diversity plan](#). Although focused on faculty and staff initiatives, the report includes several key considerations from a student perspective:

- Workforce leaders want culturally responsive employees who can adapt their interpersonal and communication skills across groups and settings.
- Cultural competence is integral to student success while at CWU and after graduation.
- Research has shown that teaching and learning improve through diverse groups who have higher engagement, critical analysis, college satisfaction, leadership skills, and student success.
- Research has also shown that diversity in curriculum supports intellectual development, cognitive ability, a sense of belonging, and retention and graduation rates.

- Institutional benefits include creating a reputation of CWU as a leader in diversity to increase student enrollment.
- CWU’s commitment to increasing access for traditionally underrepresented groups needs to be supported with curriculum that better reflects them.
- Student activism, protests, and engagement as reported in the National Survey of Student Engagement indicate a strong need to foster equity and a more inclusive climate at CWU.

Indeed, the deaths and protests in Spring 2020 prompted Dr. Cleary to send an email to the CWU community (See Appendix A). She urged us to “use our expertise and methodologies to pursue and disseminate knowledge and truth... [to] commit our time, intellect, and resources to address racial injustice and to learn how we might be acting to sustaining the structural factors that support and maintain racism... and, in doing so, set an example for others.” In her role as Vice President of Inclusivity & Diversity, she identified specific goals and reiterated the sense of urgency to engage in “difficult and controversial” work.

A recurring sentiment in the ADI Committee’s data collection supports Dr. Cleary’s assessment of the work that needs to be done at CWU to address structural racism beyond general curricula to create an “ethos that runs throughout CWU education.” In the meetings with stakeholders, listening sessions with students, staff and faculty, and the responses in the surveys, there are multiple concerns that ADI initiatives will be performative and/or singular. Initial review across data points shows support for a graduation requirement for all students, rather than incorporating general ADI learning objectives into existing curriculum.

Finally, an ADI requirement would align with the [Senate Bill 5227](#), signed by the governor on May 12 2021, requiring each institution to “develop and establish a program on diversity, equity, inclusion, and antiracism for students.” The program must have clear learning objectives, evaluate students before and after their participation, and “be rooted in eliminating structural racism and promoting diversity, equity, and inclusion while improving outcomes for campus community members from historically marginalized communities.”

The values of our institution, the needs of our students, the goals and encouragement from our administrative leaders, the laws of our state, and the voices of the students, staff, and faculty that participated in our work all support the motion to add an antiracism, diversity and inclusivity graduation requirement for all undergraduate CWU students, so long as it does not add cost or time to graduation.

INFORMATION GATHERING PROCESS

In Winter and Spring 2021, the following steps were taken to gather information, in accordance with our charge (1b, d, and e).



INSTITUTIONS REVIEWED

California State University
Eastern Washington University
Evergreen State College
Portland State University
SUNY Geneseo
Tulane University
University of Michigan
University of Pittsburg
University of Washington
Western Washington University
Washington State University

CAMPUS CONSTITUENTS

Academic Department Chairs Organization
Academic and Student Life Committee
Academic Affairs Chair
Associate Provost Gail Mackin
Curriculum Committee Chair
DEI Committees from each college and the School of Education
Diversity and Equity Center
Diversity and Inclusivity Fellows
General Education Curriculum and Assessment Committee
General Education Coordination & Management Subcommittee

LISTENING SESSIONS

All listening sessions were conducted in April 2021, including:

- 2 Faculty Sessions; 53 participants
- 2 Student Sessions; 26 participants
- 2 Staff Sessions; 41 participants
- 3 Open Sessions; 65 participants

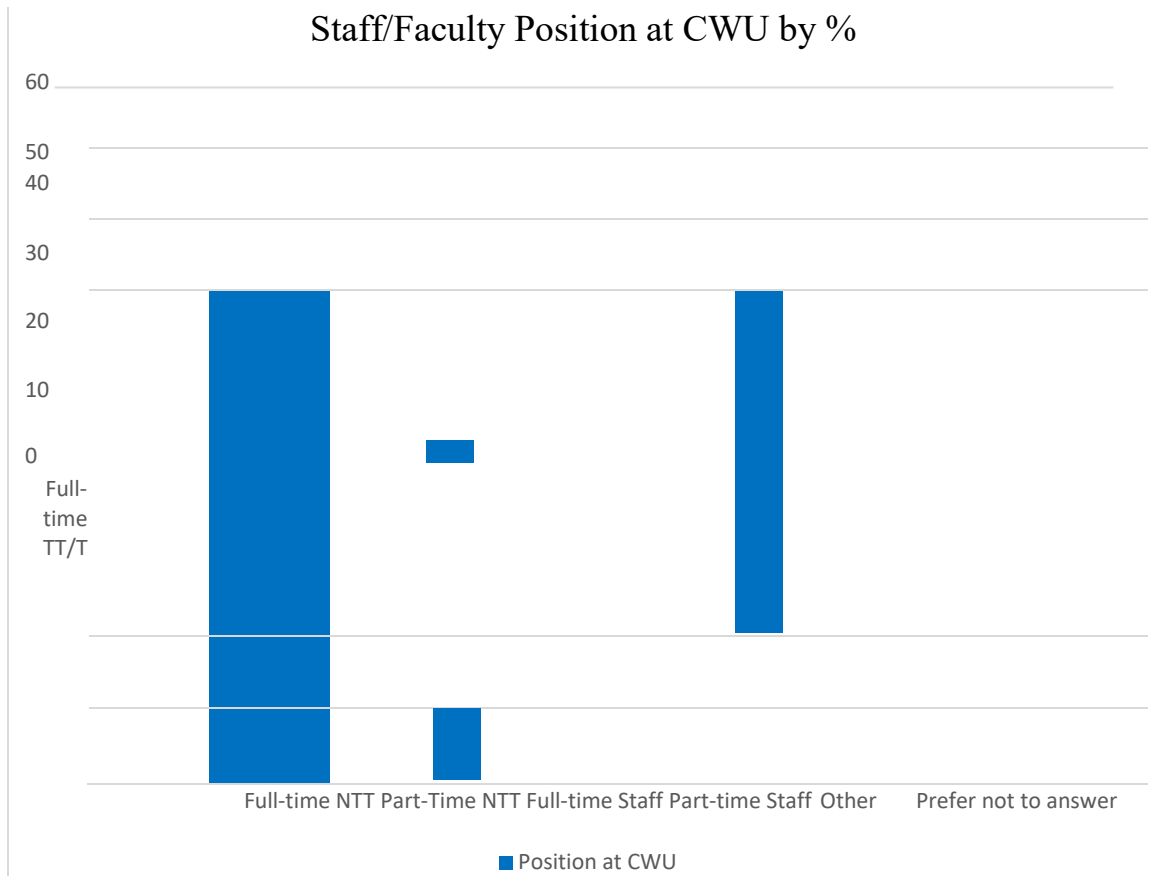
FACULTY/STAFF AND STUDENT SURVEYS

The ADI committee disseminated two surveys and encouraged participation through carefully anonymized collection strategies. These efforts have been very successful. There are 414 faculty/staff and 211 student responses that include quantitative and qualitative data.

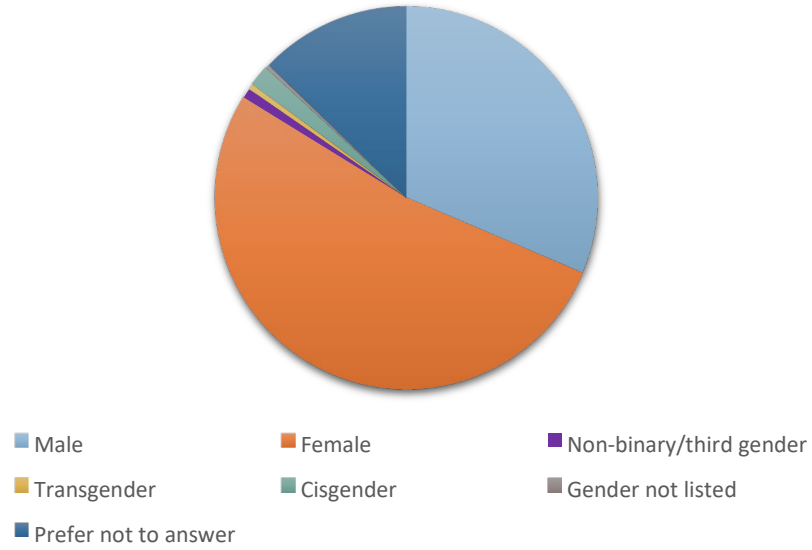
PRELIMINARY DATA

The data presented in this report represents overall responses from the complete dataset. Future analysis will include procedures to address missing data and disaggregation based on CWU position, race, gender, and other demographic variables as appropriate. The final quantitative analysis will include demographic profiles, descriptives, and comparisons both within groups (students, staff, faculty) by demographic variables, and across groups.

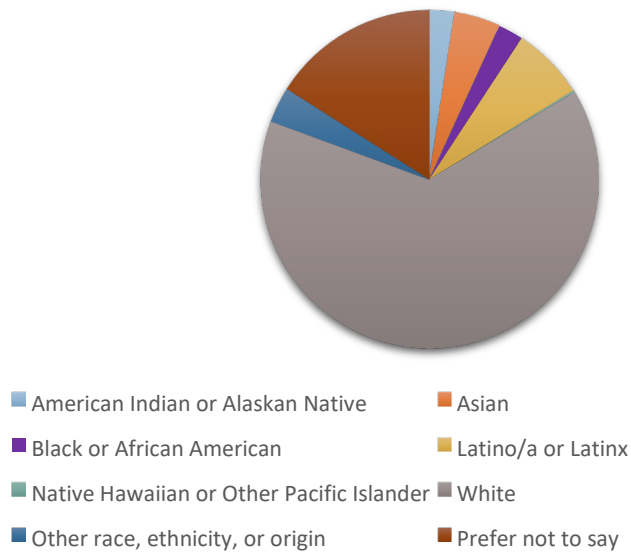
PROFILE OF STAFF/FACULTY RESPONDENTS



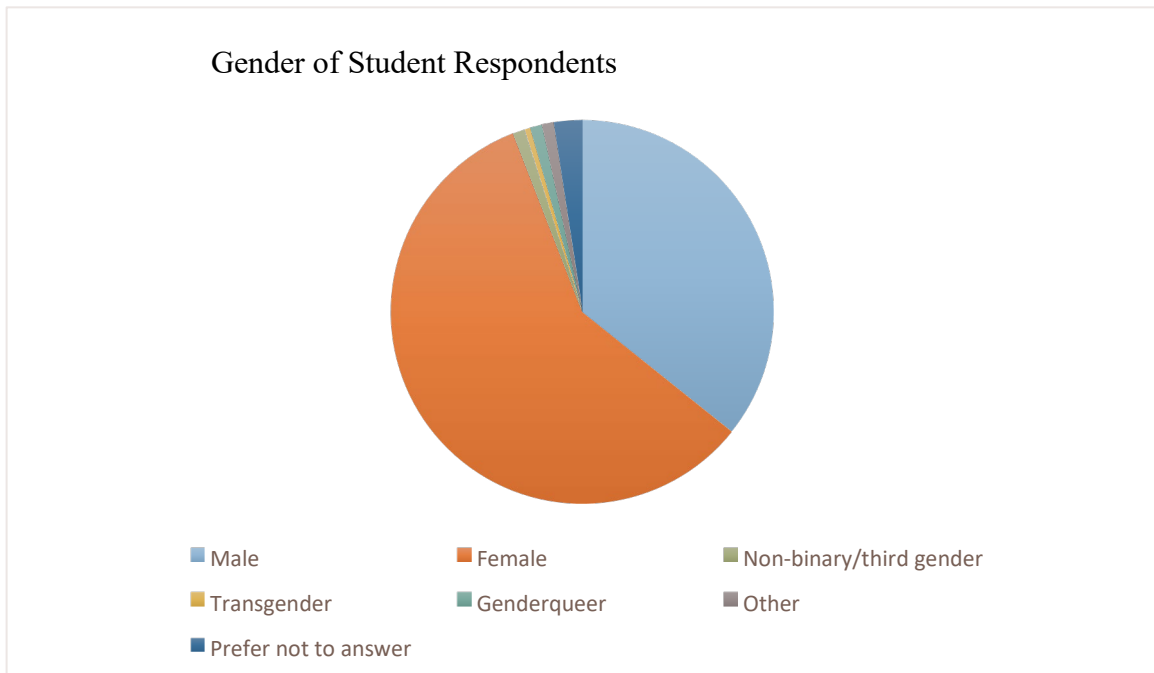
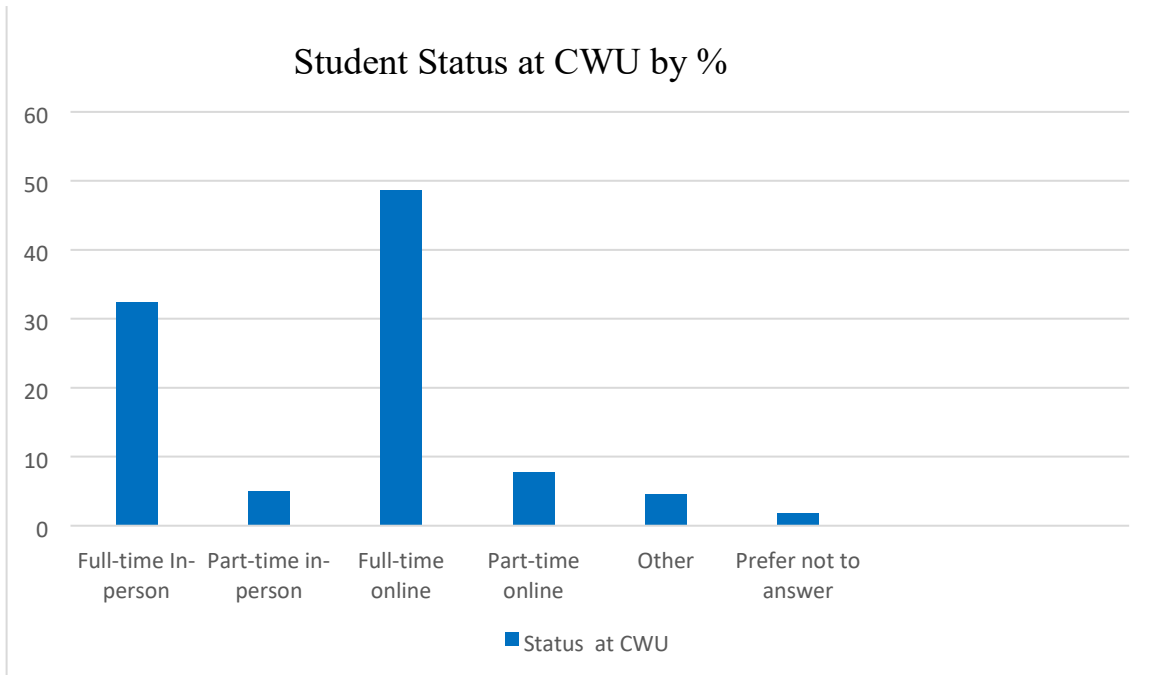
Gender of Staff/Faculty Respondents



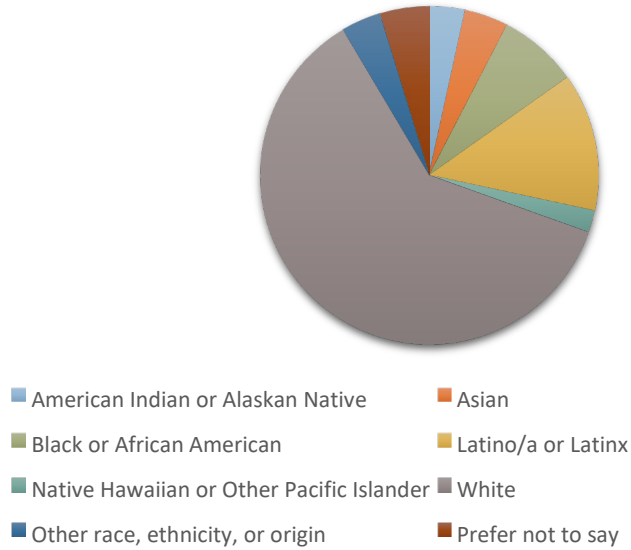
Race of Staff/Faculty Respondents



PROFILE OF STUDENT RESPONDENTS



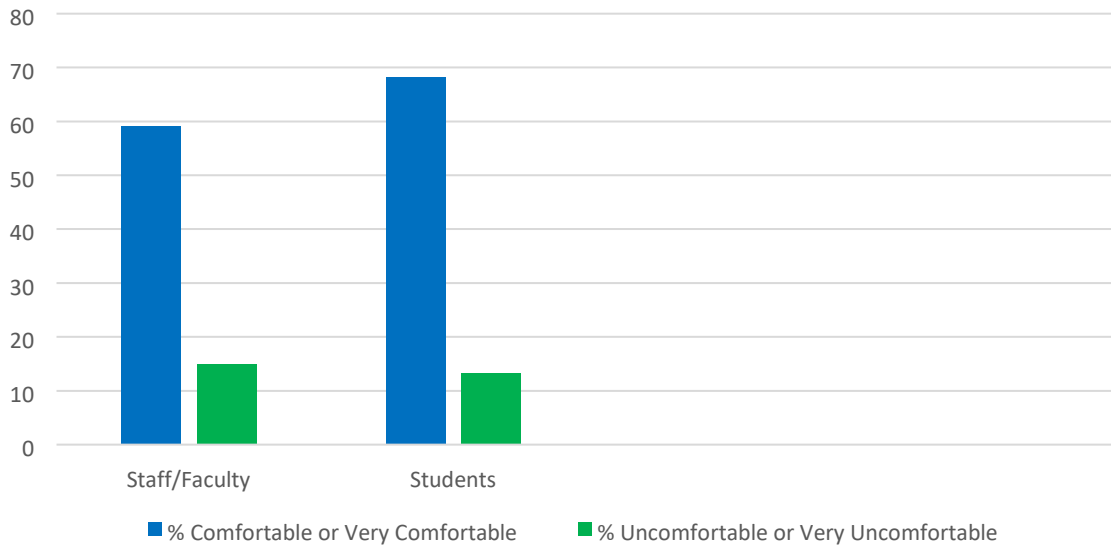
Race of Student Respondents

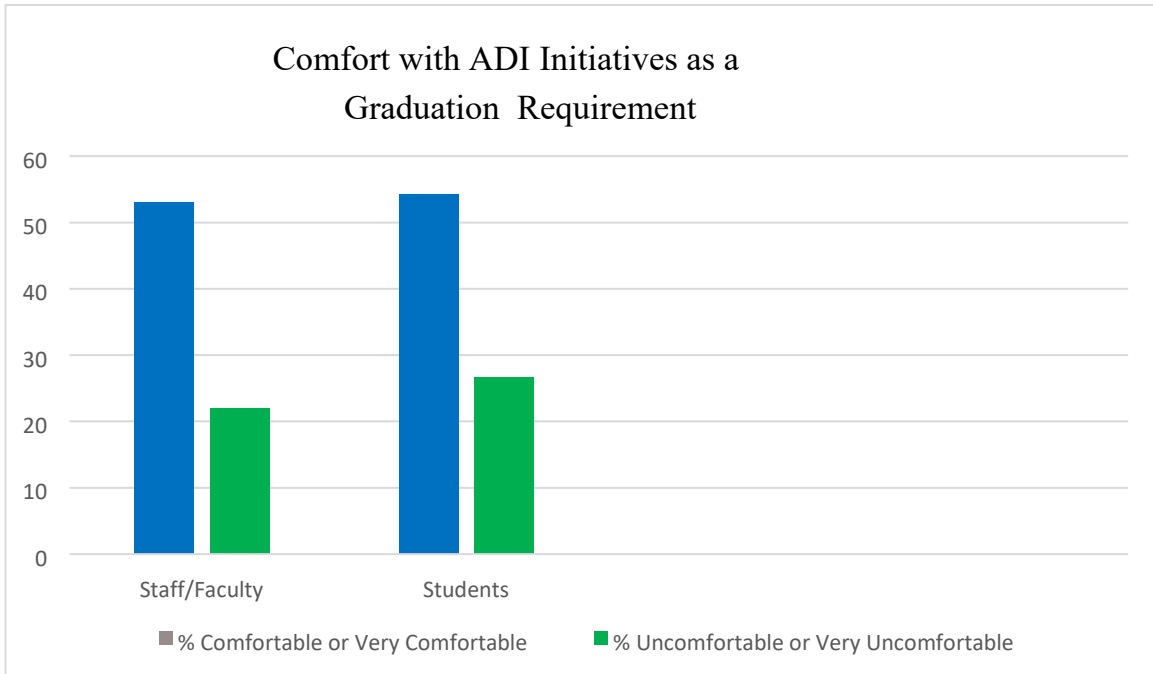


RESPONSE TO ADI INITIATIVES

This data represents overall responses to the two Likert scale questions surveying the comfort level with incorporating ADI initiatives.

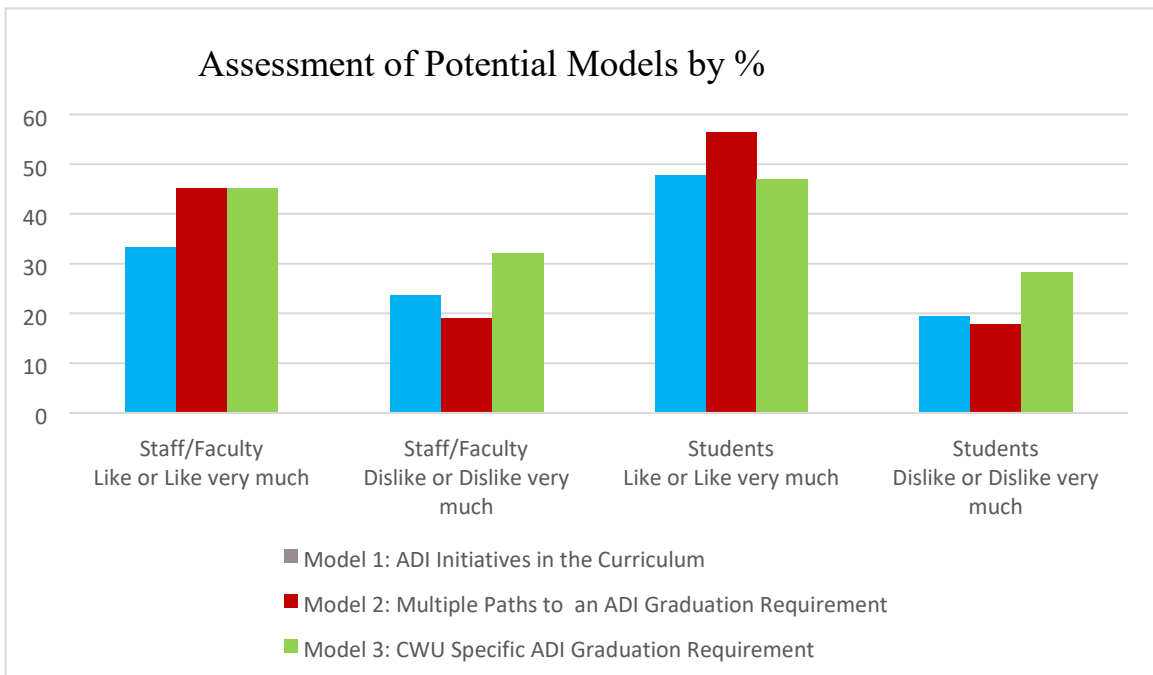
Comfort with ADI Initiatives in the Curriculum





RESPONSE TO POTENTIAL ADI MODELS

After reviewing ADI efforts and requirements at other institutions, the ADI committee synthesized the findings to provide 3 general frameworks for incorporating ADI initiatives into the curriculum. This data represents overall responses to the three Likert scale questions assessing each model.



Further data examination will include qualitative analysis of the responses to all open-ended questions. They will be coded to generate initial ideas, grouped into themes and quotes, and continually refined, defined, named, and used to establish a narrative of the overall analysis. This will then be triangulated with the quantitative data from the survey, and information gathered from the interviews with campus constituents and listening sessions.

FUTURE OBJECTIVES

- 1) Develop potential frameworks, learner outcomes, assessments, and delivery methods for meeting the ADI graduation requirement
- 2) Identify what the proposed framework entails and which CWU policies will need to be revised
- 3) Identify procedures for incorporating ADI into the curriculum as a graduation requirement

RECOMMENDED TIMELINE

1. Present the motion to move forward with implementation of ADI in the curriculum as a graduation requirement to the Faculty Senate
2. If the motion passes:
 - a. Analyze survey results and listening sessions
 - b. Research successful ADI initiatives at other higher education institutions that specifically include a graduation requirement in consideration of CWU's demographics and budget models
 - c. Collaborate with campus stakeholders to recommend an implementation framework and revise policies and procedures as needed:
 - Academic Affairs Committee
 - Academic Department Chairs Organization
 - Academic and Student Life Committee
 - Curriculum Committee
 - DEI committees from each college, including the School of Education
 - Diversity and Inclusivity Fellows
 - General Education Coordination & Management Subcommittee
 - General Education Curriculum and Assessment Committee

- Registrar's Office
- d. Develop goals, learning outcomes, objectives, assessment for universal implementation across the departments and programs
- 3. Submit curriculum in fall 2022 to meet FSCC deadlines
- 4. ADI graduation requirement incorporated in curriculum beginning in Fall 2023

APPENDIX A: EMAIL FROM DR. KANDEE CLEARY

June 2, 2020

Dear CWU Community,

Like many of you, the events of the past few days have made me angry, indignant and saddened. I have struggled with sending out another response saying the same thing, with just names and places changed. It is critical for us to move beyond talking, being indignant, angry, and move to action. In the midst of a devastating pandemic, what has occurred in this country has exposed what has been central to this country since the beginning.

We mourn the deaths of George Floyd, Breonna Taylor, and Ahmaud Arbery as incidents of violence, much in the same way as we did after the deaths of Michael Brown, Eric Garner, Freddie Gray, Trayvon Martin and the presence of Neo-Nazis in Charlottesville. Yet, it seems as if many white people in our country are surprised each time this happens. These deaths and the following protests highlight what people of color have always known. The pandemic and our country's response has laid bare an enduring legacy of institutional racism. It has underscored the continuing struggles of the African American community, the police violence, the lack of response, the school-to-prison pipeline, redlining, the lack of economic opportunities, and the resulting achievement gap in virtually every aspect of life in America.

But it is critical that we take what we are feeling at this moment and use it to guide us as we move forward as an institution. Central's role must be to use our expertise and methodologies to pursue and disseminate knowledge and truth. We must commit our time, intellect, and resources to address racial injustice and to learn how we might be acting to sustaining the structural factors that support and maintain racism.

As a sociologist, I believe racism is sustained by perceptions and sense-making that are based on biases and attitudes nurtured by the social construct of race itself. I also know that institutional structures perpetuate inequity.

With that in mind, it is essential that we should first attend to the structures that maintain racism. We must identify and change them and, in doing so, set an example for others. This work will be difficult and controversial, but most change is so.

As a start, I set for myself the following goals, and I ask that you consider setting your own.

- I will work with the academic leadership, faculty senate, and departments to integrate the topics of equity, bias and discrimination, structural racism, and restorative justice throughout their curricula (work they have already been doing, but that has more importance than ever).
- I will work with the Faculty Senate's General Education core to more directly address issues of race and equity, not as simply an academic course, but as an ethos that runs throughout CWU education.
- I will work with a team of faculty and staff to work on equity across the full breadth of our activities, from academic programs to hiring to systems and processes.
- I will collaborate across campus to work with the most underserved populations in the country. I will commit to aiding communities of color by fostering affordable degree programs that are tied to opportunity, culturally informed, and responsive to the trauma of those communities.
- I will ask you to think about the work you do for us and how it can address issues of race and inequity more directly. I will work with faculty who are experts in the field of racial equity to develop opportunities to address white fragility, white privilege and white awareness.
- I will encourage you to think hard about the systems and policies you work with every day and flag those things that may have inadvertent consequences for people or, worse, latent biases.
- I will help you find the training that helps you better understand your own biases and ways to serve colleagues and students of color better.
- I will demand that you dig deeper when you see students of color at risk, fight harder for them, and let them know it matters to you that they are part of CWU.

As we do this work, we will also treat everyone equitably, have respect for differences, create and sustain greater inclusion, and stand with those who are experiencing difficulty. We will also become increasingly aware of our privilege and how we can use it to make intentional changes in our institutions.

Please join me in making institutional changes that can only make us stronger as a people and as a culture.

Sincerely,

A handwritten signature in cursive script that reads "Dilores E. Cleary". The signature is written in a dark ink and is centered below the word "Sincerely,".

Vice President, Inclusivity & Diversity

Year-End Reports

Academic Affairs Committee

FACULTY SENATE ANNUAL STANDING COMMITTEE REPORT

2020-2021 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Academic Affairs

Committee Chair:

Joshua Welsh – CAH

Committee Representation:

- Members:
 - Lori Braunstein (through March) - CEPS
 - Wendy Cook - CB
 - Eric Foch – CEPS
 - Megan Matheson – COTS
 - Taralynn Petrites – CAH
 - Andy Piacsek – COTS
 - Ke Zhong – CB

- Ex Officio Members
 - David Douglas – Faculty Senate EC
 - Gail Mackin – Provosts Office
 - Rose Spodobalski-Brower – Registrar
 - Michael Pease – ADCO

- Student Representative
 - Rachel Medalia

- Guests
 - Glen Petrites (ASL interpreter)
 - Christy Camarata (ASL interpreter)
 - Kelsy Haney (Student Shadow)
 - Walter Szeliga

Committee Charges

The following table summarizes the work of the AAC committee over the past academic year. Note that charges AAC20-21.13 and AAC20-21.14 may be on the Senate Agenda during the final meeting of the year.

Charge	Charge Title	FS Motion No.	Status
AAC20-21.01	Consider revising policy language about the option to make an anti-racist and/or a race and ethnicity graduation requirement for undergraduate students.		pending
AAC20-21.02	Consider making the Emergency Pass/Emergency Fail option for students in emergency situations permanent.	20-11	Passed Senate 4-Nov-20
AAC20-21.03	Consider revising the language used in Catalog for EP/EF grade option to address situations when a faculty member is going to submit a grade change for an Incomplete.	20-11	Passed Senate 4-Nov-20
AAC20-21.04	Consider revising the admissions criteria for first-year students to make the SAT/ACT optional.	20-15	Passed Senate 13-Jan-21
AAC20-21.05	Continue working on the language for policy 5-90-80 regarding Disruptive Behavior in academic settings.	20-38	Passed Senate 7-April-21
AAC20-21.06	Consider updating the Transfer Admission Policy	20-16	Passed Senate 13-Jan-21
AAC20-21.07	Consider the creation of a statute of limitations for accepting transfer credits.		AAC discussed this charge and made a recommendation to the EC against making policy changes.
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.		AAC discussed this charge and made a recommendation to the EC against making policy changes. Instead, the chair is working with Multi-Modal Learning to develop a canvas resource to meet this need.

Charge	Charge Title	FS Motion No.	Status
AAC20-21.09	Consider developing a policy and/or procedure for placing, communicating, and managing holds on student accounts.		We were not able to address this charge this year.
AAC20-21.10	Consider reviewing the policy about prior learning requirement.		We were not able to address this charge this year.
AAC20-21.11	Develop a set of procedures (CWUR 2-90-060) to mirror CWUP 5-90-060 outlining the process of creating, reorganizing, and renaming academic units.		We were not able to address this charge this year.
AAC20-21.12	Consider revisions to warning/probation/suspension policy/procedure and craft modifications of policy/procedure to reflect these revisions.		Pending. Working with stakeholders to create policy proposal.
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.		Pending. Passed AAC on 11 April 2021.
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.		Pending. Passed AAC on 11 April 2021.
AAC20-21.15	Review committee procedures manual and update as required.		Pending.
AAC Unnumbered Charge. Reverse Transfer Policy	Update Reverse Transfer Credit Policy	20-17	Passed Senate 13-Jan-21

Report on the Activities of the Committee:

Meeting Dates and Times (Thursdays, 3:00 – 5:00 p.m.)

Fall Quarter:

September 10
September 24
October 8
October 22
November 12

Winter Quarter

January 14
January 28
February 11
February 25
March 11

Spring Quarter

April 8
April 22
May 13
May 27

Minutes

(Posted to the Web)

Motions

See table above.

Items of Interest**Successes**

Members of the committee worked diligently under difficult circumstances to collaborate on policy. The committee developed a method for collectively authoring policy language using shared documents and virtual meetings. In some cases, distance work may have slowed down the productivity of the committee, but overall the committee managed to deal with a fairly large number of charges over the course of the year.

As the table above shows, many of our charges were passed on the Senate floor. In a small number of cases, the problem represented by a charge did not seem best solved by policy additions or changes. In those cases, we made non-policy recommendations to the Faculty Senate Executive Committee.

Concerns

Like other Senate committees, AAC remains without dedicated administrative support. We hope that funding for support personal can be improved in coming years.

Recommendations

- Create a charge for the Fall quarter to complete work on revisions to the Academic Warning/Suspension/Probation policy.
- Create a charge to continue working with the ADI taskforce on academic policy.
- Create a charge to consider developing a policy and/or procedure for placing, communicating, and managing holds on student accounts.

Budget and Planning Committee

FACULTY SENATE ANNUAL STANDING COMMITTEE REPORT

2020-21 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Budget and Planning Committee

Committee Chair: Roxanne Easley (CAH/History)

Committee Representation:

- **Members:** Kathy Whitcomb (CAH, English), Levente Fabry-Asztalos (COTS, Chemistry), Jim Johnson (COTS, Biological Sciences), Levente Lad Holden (CEPS, ETSC), Thomas Long (CEPS, Aviation), Chad Wassell (CB, Economics), James Thompson (CB, Accounting), Aimée Quinn (LIB), Stephen Stein (NTT, Mathematics),
- **Ex Officio Members:** Kathy Whitcomb (CAH, English) ADCO Chair; Mike Pease (COTS, Geography) ADCO Chair-Elect, Elvin Delgado, (COTS, Geography) Senate Chair; Walter Szeliga (COTS, Geological Sciences) Senate Past-Chair
- **Guests:** Provost Michelle DenBeste, Associate Provost Gail Mackin, Senior Academic Financial Manager John Logwood, UFC President Gary Bartlett

Committee Charges:

- BPC 20-21.01 Provide recommendations for a transparent budget process for the ASL non-college budget.
- BPC 20-21.02 Continue discussions about the budgetary implications of the COVID-19 crisis and maintain strong advocacy for the instructional budget and faculty.
- BPC 20-21.03 Consider providing recommendations about tuition waiver policies.
- BPC 20-21.04 Continue discussion about the budgetary implications of the new General Education program and provide recommendations as appropriate.
- BPC 20-21.05 Consider proposing university policy language related to college budget committees and/or the budget process in general.
- BPC 20-21.07 Continue monitoring implementation of the budget model at Central by collecting and analyzing data regarding impacts to programs, departments, and colleges. Disseminate results to administrators and faculty as appropriate.
- BPC 20-21.08 Continue to develop and evaluate alternatives to the current budget model.
- BPC 20-21.09 Continue to take an active role in the budget governance process, and push for greater clarity in the various roles in that process.
- BPC 20-21.10 Consider establishing and communicating closely with college and unit budget committees, and advocate for transparency in the college level budgets.

- BPC 20-21.11 Review committee procedures manual and update as required.

Report on the Activities of the Committee:

- **Meeting Dates and Times:** The committee met via Zoom on the first and third Wednesday of each month during the academic year, from 10-12. Special meetings were held on November 17 and March 10.
- **Minutes** are posted on the Faculty Senate webpage. Zoom recordings are available from the FS Office.
- **Motions:** There were no motions in this academic year.
- **Study and Actions:**

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

BPC continued to seek greater transparency on the non-ASL budget, primarily through our representatives on PBAC. Within ASL, BPC communicated with Associate Provost Gail Mackin in fall quarter to encourage easier access to the Budget Summit reports. BPC encouraged faculty to take advantage of the BASC survey but continues to have concerns about the allocation process. BPC attended all Budget Summit presentations in spring quarter.

BPC monitored the budgetary impact of the COVID crisis throughout the academic year by communicating with the deans, departments, and individual faculty about problems or concerns.

BPC studied 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. BPC received a representative on the Tuition Waivers Subcommittee and acquired the 2021 report of changes to the tuition waiver policy.

BPC conducted a comparative study of Athletics in January, using NCAA and CWU data. An analytical report was submitted to FS EC in spring quarter.

BPC explored concerns about inaccurate data and its implications for college budgets in winter quarter.

BPC collected data from the associate deans for an analysis of the budgetary impact of the new general education program in winter quarter. An analytical report was submitted spring quarter.

BPC met with the academic deans in winter quarter to consider changes to the current budget model, for the consideration of the new president. BPC studied materials related to the budget model at UNI and submitted a summary report and recommendation to FS EC in spring quarter.

BPC met with Provost DenBeste, Associate Provost Gail Mackin, and Senior Academic Financial Manager John Logwood in November to share budget priorities and concerns.

BPC began to explore the budgetary impact of the new advising model. UFC President Gary Bartlett met with BPC in March to consider impact on faculty workload.

BPC considered adding policy to ensure the formation and communication of College Budget Committees but decided that at present such policy was not feasible.

BPC heard concerns raised by faculty and deans about the S&A allocation process and requested an update from CFO Joel Klucking. BPC decided that this process was outside of its purview.

BPC reviewed and approved its bylaws and procedures in spring quarter.

- **Successes:**

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

BPC's representation on PBAC enabled communication on issues related to the impact of COVID on the university budget, tuition waivers, S & A allocations, and BASC policies and actions. This representation significantly increases budget transparency and protects faculty interests in budgetary matters.

BPC gathered and analyzed information for three separate reports in this academic year, related to key issues such as the budget model, Athletics spending, and the impact of the new general education program on the colleges. These reports ensure that faculty have an educated voice in budget decisions.

BPC corresponded regularly with individual faculty, the Office of Business and Financial Affairs, the Provost, and the academic deans on matters related to the budget. This collaboration is consistent with our commitment to shared governance.

- **Concerns:**

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

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

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

Budgetary data continues to be inconsistent and inaccurate, frustrating the committee's efforts to provide reliable and complete assessments of budgetary issues.

ASL continues to be disadvantaged by the current budget model, which leaves colleges and departments last in the allocation process.

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

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

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

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

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

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

Continue to press for accurate and accessible budget data.

Establish a strong line of communication and good working relationship with the incoming president James Wohlpart.

**FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT**

2020-2021 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Bylaws and Faculty Code Committee

Committee Chair: *Laura Portolese*, **Co-Chair:** *Mary Radeke (report author)*

Committee Representation:

- Members: Jason Dormady, Laura Portolese, Mary Radeke, Nathan White
- Ex Officio Members: Greg Lyman, EC Representative
- Student Representatives: None
- Guests: None

Committee Charges:

The BFCC received the following charges from the Faculty Senate Executive Committee on September 8th, 2020.

- **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.

- **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.

- **BFCC20-21.03** (See Recommendations in this report) 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

Last year (2019-20) the BFCC unanimously approved language for the CWUP and correlating language to the Faculty Code that would strengthen the code and shared governance and that would protect the integrity of the Senate. Please move the language forward this academic year.

- **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

In the past, multiple EC members have been part of a FS committee for different reasons and specific/unique circumstances. Unfortunately, this have created multiple lines of communication with the EC, which results in confusion, delaying the movement of material from the FS committee to the EC. In addition, the independence of the FS committee is hampered with multiple members of the EC.

- **BFCC20-21.05** Review committee procedures manual and update as required. Timeline: Approve updated procedures manual by the last committee meeting of the year.

Report on the Activities of the Committee:

- Virtual (Zoom) Meeting Dates and Times:
 - Fall 2020 Quarter Meetings: Time - 11:00am to 1:00pm. Dates - 9/14, 9/28, 10/12, 10/26, 11/16.
 - Winter 2021 Quarter Meetings: Time - 11:00am to 1:00pm. Dates - 1/11, 1/25, 2/8, 2/22, 3/15
 - Spring 2021 Quarter Meetings: Time - 11:00am to 1:00pm. Dates - 4/5, 4/19, 5/17, 6/7(TBA).

Motions (Motion No. and Current Status)

- **Motion No. 20-20 (Passed 4/7/2021):** Recommends amending the Faculty Code to clarify language regarding emeritus professor status.

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, 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 budget and availability and to be reviewed yearly, emeritus faculty:

- iii. shall be issued staff ID cards and parking permits each year without charge;
- iv. may be assigned an office;

- v. may have clerical support;
- 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;
- viii. shall receive university publications without charge;
- ix. shall qualify for faculty rates at university events, if available;
- x. may serve on any committee in ex officio, advisory, or consulting capacity according to expertise and experience.

- **Motion No. 20-21 (Passed 4/7/2021):** Recommends amending the Faculty Code to add language regarding emergency situations.

Summary of changes: In Fall of 2020, the BFCC committee was charged, by the EC, with the following:

BFCC charge 20-21.02: 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.

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.**

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.**

- **Motion No. 20-39 (Passed 5/5/21):** Recommends amending the Faculty Senate Bylaws to amend Section III. C. Membership.

BFCC charge 20-21.04: 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

Summary of changes: Adding language to Faculty Senate committees (Bylaws) 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. 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. 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. 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.

5. 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.

6. 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.

7. 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.

- **Motion No. 20-51(Second reading of two on June 2, 2021):** Recommends amending the Faculty Senate Bylaws to amend Section as outlined in Exhibit B.

BFCC charge 20-21.05: Review committee procedures manual and update as required.
 Timeline: Approve updated procedures manual by the last committee meeting of the year.

Summary of changes: The new proposed language changes the make-up of the BFCC committee to allow for greater participation by all. The wording changes does the following:

- Three members of the committee can be a senator OR alternate who have served within the last ten years (as opposed to language that states members must be a current senator not an alternate, within the past ten years)
- If alternates apply to be on committee, they should comment on their Faculty Senate experience.

Justification of changes: This change allows for greater participation by present OR past senators and alternates. This opens up more opportunity for faculty to engage in service and involvement in Faculty Senate.

III. Senate Standing Committees

C. Membership

4. The membership of the Bylaws and Faculty Code Committee shall consist of five (5) senators or alternates, 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, a current alternate, or a faculty member who has been a senator or alternate within the previous ten years. Alternates should comment on their level of involvement in Faculty Senate when they apply.

Recommendations:

Regarding BFCC charge 20-21.03, in which the Executive Committee encouraged the BFCC to “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.”

Language for the CWUP and correlating language for the Faculty Code was approved by the BFCC during the 2019-20 academic year. As noted in Jason Dormady’s BFCC year end 2019-2020 report, this language was approved by President Gaudino, however, the Chair of the Executive committee advised that the BFCC not move forward with the motion at that time so that a more thorough review may be done by the EC and President Gaudino. As noted, Jason Dormady’s report strongly recommended that the EC include the charge for the 2020-2021 year. The 2020-2021 BFCC reviewed and reapproved the language, resubmitted it for approval. EC reapproved the language and submitted it for reapproval to President Gaudino. As of this writing, President Gaudino has not yet approved the language. It is the hope of the BFCC that this language is approved Fall Quarter, 2021 by incoming president, James Wohlpart.

Items of Interest:

2020 BFCC Chair Report Summary:

- FS meeting 9/16/2020

Verbal report: New BFCC Chair and Co-chair: Laura Portolese and Mary Radeke, respectively. The committee will be working on Emeritus language, looking at the Faculty Code to see if there needs to be any additions or changes around COVID-19. The committee will also look at CWUP language around shared governance and to put in language limiting membership on Senate committees to one member of the Executive Committee.

- FS meeting 10/7/2020

Written report: Bylaws and Faculty Code Committee Report The BFCC met on September 28, 2020 at 11 a.m. The committee reviewed charge BFCC20-21.01 which is: Consider revising the language regarding benefits and privileges for Emeritus Faculty as outlined in Faculty Code, Section I.B.2. The committee is in the process of reviewing and revising the language based on RCW42.52.070, RCW 42.52.080 and WAC 292.110.010. The committee needs additional information, and at the next meeting on October 12, will refine potential language. The committee, at the next meeting, will also review charge BFCC20-21.02 which is: 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.

- FS meeting 11/4/2020

Written report: The BFCC met on October 12, 2020 at 11 a.m. The committee reviewed charge BFCC20-21.01 which is: Consider revising the language regarding benefits and privileges for Emeritus Faculty as outlined in Faculty Code, Section I.B.2. The committee is in the process of reviewing and revising the language based on RCW42.52.070, RCW 42.52.080 and WAC 292.110.010, and awaiting feedback from the EC. The committee met again on October 26. We reviewed charge BFCC20-21.02 which is: 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. We are drafting potential language to address this issue.

- FS meeting 1/13/21

Written report: The BFCC met on November 16. The committee reviewed feedback from the EC on charge number one, which revolves around language for emeritus faculty. The committee reviewed the suggestions and made wording changes. It was sent back to the EC on November 16 for additional feedback. The committee also worked on charge number two, which revolves around faculty code and emergency situations. The committee revised draft language and sent to the EC on November 16. The committee will meet on an as-needed basis during the winter break to firm up any additional changes on those two charges from the EC, so the proposed changes can be reviewed by faculty senate in January 2021.

- FS meeting 2/3/21, no report.

- FS meeting 3/3/21

Written report: 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.

- FS meeting 4/7/21

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

- FS meeting 5/5, no report.

**FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT**

2020-2021 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Curriculum

Committee Chair: Maria Sanders Chair-Elect: Julie Bonner

Committee Representation:

- **Members:** Maria Sanders (CAH), Julie Bonner (CEPS), Hongtao Dang (CEPS), Sayantani Mukherjee (CB), Clem Ehoff, (CB), Michael Goerger (CAH), Arne Leitert (COTS), Benjamin White (COTS), Sabrina Juhl (LIB), Lizzie Brown (LIB)
- **Ex Officio Members and Guests:** Bernadette Jungblut (Office of the Associate Provosts), Trista Drake-Jones (Office of the Associate Provosts), Mike Gimlin (Registrar Services), Coco Wu (Associate Dean, CB), Mike Harrod (Associate Dean, COTS), Kurt Kirstein (Associate Dean, CEPS), Sydney Thompson (Associate Dean, LIB), Arturo Torres (Registrar) and Mark Samples (Faculty Senate Executive Committee).
- **Student Representative:** Jessica Thomas

Committee Charges:

- As per the web

Report on the Activities of the Committee:

Meeting Dates and Times: In Fall and Spring quarters, the FSCC meets every first and third Thursday from 3:10-5pm. In Winter quarter, the committee meets every Thursday. This year, due to Covid, all meetings were held on Zoom. Meeting minutes are approved by the committee and posted on the Faculty Senate website.

Motions: The FSCC brought 18 motions recommending approval of new programs and three motions recommending approval of changes to over-credit programs. Four motions pertained to policy and/or procedure:

Motion No. 20-12: Changed the number of years for courses to be inactive before going on reserve from three to four, and the number of years a course can be on reserve before deletion from three to four.

Motion No. 20-24: Created new course modality titles and definitions.

Motion No. 20-34: Deleted language from procedure that placed restrictions on x91 and x99 courses.

Motion No. 20-54: Added program discontinuation policy and procedure language, and addressed the creation of new prefixes.

Items of Interest: One memorandum was sent to the Executive Committee and added to the agenda under “Communications” for the May 5, 2021 Senate meeting. This memo was written in response to an incident in the previous Senate meeting in which a member objected to a new program proposal. The memo corrected an inaccuracy of fact and expressed concern that curriculum procedure was not followed.

Successes: In addition to reviewing hundreds of curriculum proposals, the committee successfully addressed several charges pertaining to: Covid-19 MOUs, course modalities, the hold process, program discontinuation, and creation of new prefixes. We also recently approved an update to procedure language to clarify that Curriculog approval steps have a limit of 15 calendar days, rather than 10 working days. In Fall quarter, we conducted a hold hearing under our new procedure, which proved to be efficient and maintained collegiality and decorum. We recommend the committee continue to use this procedure.

Concerns / Recommendations: In our final two meetings, the committee hopes to begin updating our internal procedures manual to help inform new members and maintain as much consistency as possible in curriculum and policy/procedure review. We recommend that starting in the Fall, the FSCC, EC, Provost’s Council, and representatives of the Registrar’s Office, Scheduling, and Catalog Integration discuss the effectiveness of the current curriculum process and whether deadlines should be adjusted to a more desirable structure. Whether that overall structure changes or not, deadlines for the following academic year should be established in the fall. We recommend that this discussion also include setting a goal to approve changes to Curriculog forms once a year, in the spring, to allow for implementation of the forms over the summer, and only one new set of forms (if needed) each year.

Lastly, as of this writing, we are without a chair-elect. Dr. Julie Bonner had to step down from the position as her circumstances have changed and she will be unable to serve as chair next year. We hope another committee member will volunteer in a timely manner.

Evaluation and Assessment Committee

**FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT**

2020 -2021 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Evaluation and Assessment

Committee Chair: Terry Wilson

Committee Representation:

- Members – Francesco Somaini, Maurice Blackson, Warren Plugge, Sara Toto
- Ex Officio Members – Stephen Robison
- Student Representatives – Jia Jin Xu
- Guests – Lidia Anderson

Committee Charges:

- As per the Web

Report on the Activities of the Committee:

- Meeting Dates and Times – Every other Fridays, 1-3 p.m. by Zoom
- Minutes (Should be posted to the Web)
- Successes
 - Information Services (IS) and SEOIs - The committee has worked with Lidia Anderson (IS) to resolve a number of issues including summer SEOI administration for intensive courses, SEOI policy applications for labs, and release of SEOI response rates.
 - Updated and administered 7 faculty surveys of academic administrators – President, Provost, Associate Vice Provost, Library Dean, college deans, Faculty Senate, and Faculty Senate Executive Committee

- Recommendations
 - The committee recommends breaking up the biennial academic administrator assessment charge to an annual charge.
 - The committee recommends examining different SEOI administration software options in the future to see if there is software to allow off-cycle SEOI administration. This way summer intensive course SEOI administration would be able to be done immediately at the course end.
 - The committee has received information concerning administrative access to SEOIs. It has recommended to the Faculty Senate Executive Committee that an annual audit of this access be conducted.
 - 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.
 - The committee drafted language to amend [CWUP 5-90-040 Academic and General Regulations | Central Washington University](#). The amendments recommend formative SEOI use during significant disruptions to instruction (e.g., pandemics, natural disasters) and advocate evaluators not expect immediate SEOI success with modality changes. This draft language was sent to the Faculty Senate Executive Committee.
 - For future committee work
 - Information Services – work with Information Services to develop procedures for removing individual student SEOIs after academic misconduct, consider whether removing student SEOIs for students who withdraw from a course after the initial deadline is feasible, consider a procedure for how IS should handle individual faculty requests.
 - Decide how to split the biennial academic administrator assessment charge to annual ones on a rotating basis.
 - Consider adding additional SEOI forms to better capture course structure.
 - Explore additional peer evaluation techniques that are not currently being used.
 - Develop checklist for teaching effectiveness and excellence that recognizes different teaching modalities. Propose definitions for teaching effectiveness and excellence.
 - Consider recommendations from CWU Equal Opportunity Committee (see attached letter below)

MEMORANDUM

TO: Faculty Senate Evaluation & Assessment Committee

FROM: Equal Opportunity Committee

DATE: April 6, 2021

RE: Faculty Evaluations

The purpose of the CWU Equal Opportunity Committee (EOC) is to:

- Regularly identify and review areas that may impact equal opportunity such as university waivers or promotion and tenure; and
- Review complaints, investigative reports and findings of the investigator and determine whether or not the allegations have been substantiated in accordance with the discrimination complaint and resolution policy and procedures for employees.

(See EOC website: <http://www.cwu.edu/hr/equal-opportunity/committee>)

Concerns about SEOIs and their use in faculty evaluations have been expressed to members of the committee. Over the last year, the EOC has educated itself on student course evaluations and their use at CWU. At our January 2021 meeting, Terry Wilson, Associate Professor in Management, and Chair of the Faculty Senate Evaluation and Assessment Committee and EOC members discussed the history of Faculty Senate examining the use of SEOIs. Members have educated themselves on a wide-variety of research associated with faculty evaluations including the *Report to the Faculty Senate on Peer Review of Teaching* (May 2012). This report was created by CWU's Faculty Senate Evaluation and Assessment Committee. The purpose of this report was:

... not to establish university policy. Instead...on establishing a set of tools available for all academic units to enhance and guide their existing peer-evaluation mechanisms...FSEAC does not provide any specific recommendations in this report – rather, we provide, based on review of provided materials and published studies, an overview of existing procedures and Best Practices. (May, 2012, pg. 1) <https://www.cwu.edu/faculty-senate/sites/cts.cwu.edu/faculty-senate/files/PETeach.pdf>)

The Equal Opportunity Committee acknowledges research showing unequivocally that survey-based student evaluations are biased against faculty based on protected group status, including race, ethnicity, perception of race and ethnicity, sex, age...the list is long and extensive. Research also shows that using classroom observations formatively can better support pedagogical improvement (compared to evaluations), provide positive outcomes for faculty, and comprehensively support their success.

As stated in Best Practices in the Evaluation of Teaching (Benton & Young):

“Effective evaluation is complex and requires the use of multiple measures— formal and informal, traditional and authentic—as part of a balanced

evaluation system. The student voice, a critical element of that balanced system, is appropriately complemented by instructor self-assessment and the reasoned judgments of relevant other parties, such as peers and supervisors. Integrating all three elements allows instructors to take a mastery approach to formative evaluation, trying out new teaching strategies and remaining open to feedback that focuses on how they might improve. Such feedback is most useful when it occurs within an environment that fosters challenge, support, and growth. By taking these steps, evaluation of teaching becomes a rewarding process, not a dreaded event.” (June 2018, Paper #69)

The Equal Opportunity Committee recommends the following:

- Explore alternative strategies to support faculty in improving their teaching while still allowing student voice.
- Examine how diversity and equity manifest in SEOI responses; examine bias that is discovered.
- Determine what impacts the pandemic and change in course delivery has had on SEOIs.
- Determine and execute strategies designed to hear from faculty who are also parents, or students who are parents, during COVID. How has the pandemic and change of course delivery affected SEOIs?
- Conduct institutional discussion on replacing SEOIs in promotion/merit/tenure/retention with observation and using the qualitative component of the SEOI as a formative tool for department and college use.
- If SEOIs continue to be used, focus on an increased response rate and policy on how to administer.

Equal Opportunity Committee

Patty Chirco, Graduate Teaching Assistant, Psychology
Krissy Goecks, Program Coordinator, International
Veronica Gomez-Vilchis, Diversity Advocate & Outreach Specialist, Inclusivity and Diversity
Marc Haniuk, Associate Professor, Theatre Arts
Jonathon Henderson, Associate Director Research, Institutional Effectiveness
Jill Hernandez, Dean, College of Arts & Humanity
Wendy Holden, Manager, Student Disability Services
Henry Jennings, Graduate Teaching Assistant
Khodadad (Khodi) Kaviani, Professor, Education Development Teaching & Learning
Melody Madlem, Professor, Health Sciences
Casey Ross, Office Assistant Lead, Dean’s Office
Astrid Vidalon Shields, Assistant Professor, Apparel
Staci Sleigh-Layman, Executive Director, Human Resources
Dayna Stuart, Office Assistant, Disability Services

Works Cited

Benton, S., & Young, S. (n.d.). Best Practices in the Evaluation of teaching. Manhattan, Kansas, USA: IDEA. Retrieved March 22, 2021, from https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/IDEA_Paper_69.pdf

**FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT**

2020-2021 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: ____ **General Education Committee** _____

Committee Chair: Becky Pearson

Committee Representation: Note: The GEC continued to operate as two subcommittees until March 2021. At that time, the subcommittees began meeting together, with a charges/tasks document dated March 15, 2021 that supersedes prior charges.

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

Committee Charges:

- As per the Web until directed by Executive Committee to replace charges with a superseding document dated March 15, 2021.

Report on the Activities of the Committee:

- Meeting Dates and Times – Monday, 3:10 to 5pm
- Minutes (Posted to web)

Motions 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).

- Items of Interest
 - New GECM member recruited due to CAH decision not to fund workload for an existing member.
 - Faculty Senate Executive Committee disbanded currently sitting GEC – and suspended the language establishing one of its two subcommittees (the Pathway Coordinators) as well as the Director position – effective June 15, 2021.
- Successes
 - Review and approval of new course options for AY21-22.
 - Articulations work to support transfer student success.
 - Renaming of First Year Experience course to PADstone.
 - Having student representation for a second year in a row.
 - Updates and clarifications of rules.
- Concerns
 - Committee structure and charges as two subcommittees
 - Internal and external perceptions re assessment and other administration-related responsibility, authority, and capacity
 - Lack of budget, related mechanisms, communication paths
 - Lack of transparency re institutional decision making and discussions that impacted committee work and potential
 - Lack of support for committee workload, especially GECM
- Recommendations
 - Focus GEC efforts to emphasize:

- review and approval of course proposals,
- review of student petitions,
- effort re component, process, and outreach changes needed to improve GE
- review, interpretation, reporting/recommendations re assessment data and findings
- Review existing S/U policy
 - has potential impact on GE integrity
 - may need revision or improved clarity