REGULAR MEETING
Wednesday, June 1, 2022, 3:10 p.m.
Zoom
Minutes

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

All Senators were present except: Yukari Amos, Tafere Belay, Lucinda Carnell, Eric Cheney, Cesar Garcia, Gilberto Garcia, Koushik Ghosh, Vanessa Hunt, Robert Pritchett,

Guests: Rose Spodobalski Brower, Jeff Dippmann, Joy Fuqua, Mike Harrod, Ediz Kaykayoglu, Rebecca Lubas, Gail Mackin, Rachel Medalia, Jeff Stinson, Sydney Thompson, Carolyn Thurston, Arturo Torres, Teri Walker, Coco Wu, Brayden Smith, Jerry Dougherty, Maureen Rust, Bobby Cummings, Scott Robinson, Kandee Cleary, and Mark Perez

CHANGES TO AND APPROVAL OF AGENDA Approved

MOTION NO. 21-56(Approved): APPROVAL OF MINUTES of May 4, 2022

COMMUNICATIONS - None

DEI Faculty and Staff Development – Kandee Cleary & Michele O'Brien – Dr. Cleary provided the background on HB 5227 that specifies antiracism training for faculty and staff. The Bill asks us to develop and deliver this training by professionals and those with experience in antiracism. They are working on developing training that not only meets the legislation, but also meets the needs of faculty and staff. The training that is being proposed is an in-depth approach. Dr. O'Brien indicated that it is being aligned to the basics of individuality. There will be two levels. One will be for those who do not have as much experience in this, while the other will be focused on those who have a background in these subjects. Fall quarter will focus on identity and skills needed on systemic racism. Winter quarter will focus on intersectionality and spring quarter will be antiracist emotional intelligence. They are hoping to have a Canvas module and three synchronous sessions. The second level will focus on trauma and mental health fall quarter, winter quarter will deal with complaints, spring quarter focus will be on decolonization of the university. Participants will earn badges, like Multimodal does. For those who complete all three quarter, they will receive a certificate. They are working on a train-the-trainer model for sustainability for the future. The group will be working over the summer on content and assessment.

Discussion:
- Will this be something we need to sign up for one of these courses every quarter? Dr. Cleary indicated that this is currently not required for all faculty. The legislation requires the university to meet certain goals. All new faculty will need to attend.

- How do we know which stream to take? Dr. O'Brien indicated that faculty will self-select to build on skills people already have.

- Dr. Cleary indicated that the legislature did provide some funding for some aspects for the bill.

- Are you looking for feedback on the draft professional development and where can this be seen? Dr. Cleary indicated it is still in draft and will send it out as soon as it is ready.

- Will this supplement the mandatory training related to diversity or will it replace this? Dr. Cleary indicated that individuals will still be required to take this training in addition to this professional development.

SENATE CHAIR REPORT – Chair Lyman indicated that while he could certainly create a long list of the challenges and obstacles that everyone has dealt with this year, he would like to instead focus on the amazing resiliency, dedication, passion, drive, and work ethic that you've all shown in working through a year with many changes, pivots, and adjustments. Faculty have done a fantastic job focusing on excellent teaching, quality scholarship, and invaluable service in support of the wonderful experience that you all provide to the students here at CWU. Chair Lyman is honored and humbled to have the opportunity to serve in this role as senate chair, getting to know many more colleagues, having deep conversations, finding solutions to difficult situations, and furthering shared governance with Faculty Senate. It has been incredibly rewarding, thank you.

Chair Lyman thanked President Wohlpart for his excellent modelling of "live" shared governance during the last Senate meeting when reviewing the vision and mission draft statements with senators. We look forward to more instances of this approach to shared governance at CWU and how this model can translate across all divisions of the university, creating a true culture of shared governance.

Chair Lyman thanked all of the Senate standing committee chairs and members for their work this year. Academic Affairs Committee (AAC), Bylaws and Faculty Code Committee (BFCC), Budget and Planning Committee (BPC), Curriculum Committee (FSCC) Evaluation and Assessment Committee (EAC), and General Education Committee (GEC). These groups have made excellent progress over the last several months and Faculty Senate is successful because of their efforts, thank you so much. I want to especially thank the Antiracism, Diversity, and Inclusivity (ADI) ad-hoc committee for the monumental tasks they had in front of them this year, and the excellent work they've completed.

Now to circle back some and speak a bit to one of the more difficult challenges this academic year: low enrollment projections and the resulting effects on budgeting. This has affected non-tenure-track (NTT) faculty, some who have been at CWU for years, and we want to share that we recognize and acknowledge the stressful time and the resulting impacts. We stand with you and support you.

Next, a few quick updates and informational items:
There is a Graduate Program policy attachment that was sent in the email along with today's agenda which is in parallel with the FSCC motion 21-63, Exhibit H. If you have any feedback on the graduate policy attachment please provide that to the Graduate Council.

Janet will soon send out two surveys for assessment of Senate and assessment of the Executive Committee (EC) that were developed by the EAC committee. Please keep an eye out for these surveys and provide feedback as it helps us continuously improve our work on Senate.

The EC is also discussing Senate meetings modality for the next academic year. There is strong support of returning to in-person Senate meetings, however the answer may depend upon space. Barge 412 has proven difficult for Senate meetings in the past and the EC is reviewing other meeting room options. If you have any feedback, please contact myself or any member of the EC.

Finally, you'll also notice year-end reports from each of the Senate committees included in today's agenda. There is a lot of important work that will continue into next year, so please review the reports and send feedback to the EC. We'll be working on committee charges over the summer, and your feedback is always very helpful in guiding initiatives that faculty are interested in pursuing. Thank you so much for all that you do, and I hope you all have a wonderful summer with some time to disconnect, relax, and re-energize.

FACULTY ISSUES
1. Alternate Lawless brought forward a concern about the increase in class sizes in his department from 25 to 30, and how it occurred without consultation. We did some looking into this and from what we found, the Interim Dean of CEPS did provide suggestions for departments on avenues to meet the reduced budget allocations, which included increasing cap sizes, among others. While senate does not have authority over class size limits, we are working with the Faculty Union on this as well. Also, I would like to emphasize the importance of consultation in these matters between chairs and faculty to find collective solutions for moving forward.

2. Senator Bisgard brought forward concerns regarding the computer replacement policy and funding. The president and provost are both aware of the funding issues with this and are working on solutions for next year.

3. Senator McNeillie brought forward a concern regarding the gas leak that occurred in Nicolson/Purser earlier this month and why campus alert did not go out. An investigation occurred and here is the response I received:
"The contractor cut the line; it was capped almost immediately; by the time the fire truck got there the gas was turned off; the sense from folks on the ground was that there might be a danger from gas fumes in the air (thus the evacuation) but no danger from the cut line (which was capped and shut off); that when the fire truck got there they said that there should be no danger from the fumes.
If an alert across the entire campus is sent every time something like this happens (which did not pose danger even to those in the vicinity), folks will stop seeing it as a true alert—one that needs action. They will tend to ignore them."

4. As my final update, there was a discussion at the last senate meeting during the ASCWU student report about CWU subscribing to the New York Times. The Associate Dean of Libraries, Sydney Thompson, is here to provide an update.

   Sydney indicated that the New York Times access is a resource the Library has been considering. They have met with the Times representative and the Library did decide to provide the digital access. All students, faculty and staff will have the ability to

access this subscription and there is a process to go through. Also decided to subscribe New York Times cooking and New York Times games.

New Faculty Issues

1. Senator Amason reported that the Department of Anthropology & Museum Studies had a Thesis defense that was Zoom bombed with a lot of antiracist and black racist comments and language. This was concerning for everyone. While this is not the first time of Zoom bombing, faculty need to educate themselves with Multimodal to put safeguards in place.

2. Senator Klosterman brought forward a concern about the campus voicemail system. They had noticed that they were not getting voice mail on email or on the phone. Senator Klosterman called Information Services (IS) and they indicated that some setting had gotten messed up. Now they have received a back log of voicemails that were old. Senator Klosterman never received anything that things had been changed. Would be good to check with IS why the voicemail got randomly deleted.

Senator Bisgard indicated he had the same problem as Senator Klosterman and may be a Math department issue.

3. Senator Bisgard brought forward an issue regarding a comment about administrative searches at the last meeting. A comment was made that an administration search was not new, but a replacement. Faculty have been concerned in this era of lowering budget times. Were told faculty vacancies are not a replacement. In COTS there are 13-14 searches for faculty that are retiring or leaving and those are all going away.
Provost mentioned assessment of advising. What exactly count as advising? Senator Bisgard has some students that would be better served by UW or Western. Would those be considered positive in the assessment of advising?

STUDENT REPORT – This is the last report of the year. The students have put out a statement of support of BIPOC individuals. Violent acts are unacceptable. ASCWU condemns this violence. Student Senate encourages faculty to have discussion within their classrooms.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:
Executive Committee
Motion No. 21-57(Approved 40 yes, 1 abstention): Ratify 2022-2023 committee nominees as outlined in Exhibit A.

Motion No. 21-58(Approved 40 yes, 1 abstention): Election of 2022-2023 Faculty Senate Chair-Elect – Nominee: Andrea Eklund, Family and Consumer Sciences.

Academic Affairs Committee - Year-End Report
Motion No. 21-59(Approved 41 yes 1 abstention): Recommend amending CWUR 2-90-060(4) Review Process for Proposals to Create, Reorganize, or Rename an

Academic Unit or Units and CWUP 5-90-060(4) Consultation on the Creation, Reorganization, or Renaming of Academic Units as outlined in Exhibit B.

Budget and Planning Committee - Year-End Report

Bylaws and Faculty Code Committee Year-End Report
Motion No. 21-37(Approved 39 yes, 2 abstentions): Recommends amending the Faculty Code Section IV.D.1.e. as outlined in Exhibit C.

Motion No. 21-38(Approved 38 yes, 2 abstentions): Recommends amending the Faculty Code Section IV.E.8 & 9 as outlined in Exhibit D.

Curriculum Committee - Year-End Report
Motion No. 21-60(Approved 39 yes, 2 abstentions): Recommend approval of a new Entertainment Technology Minor as outlined in Exhibit E.

Motion No. 21-61(Approved 39 yes, 1 abstention): Recommend approval of a new Korean Studies Minor as outlined in Exhibit F.

Motion No. 21-62(Approved 39 yes, 1 abstention): Recommend approval of a new Health and Physical Education Graduate Certificate and approve proposal to be over credit as outlined in Exhibit G.

Motion No. 21-63(Approved 32 yes, 3 no, 7 abstain): Recommend amending CWUP 5-50-060 (3) Graduate Courses as outlined in Exhibit H.

Motion No. 21-64(Approved 28 yes, 4 no, 10 abstentions): Recommend amending CWUP 5-50-060(15) Workshops, Special Topics, and Seminars and CWUR 2-50-060(13) Special Topics as outlined in Exhibit I.

General Education Committee - Year-End Report

Evaluation and Assessment Committee - Year-End Report

ADI Task Force – Report

Motion 21-66(Approved 32 yes, 5 abstentions): The Antiracism, Diversity, and Inclusivity Ad-hoc committee recommends approval of 5 learner outcomes for the antiracism, diversity, and inclusivity graduation requirement for all undergraduate CWU students, projected to begin in Fall 2024, as outlined in Exhibit J.

Motion No. 21-66a(Approved 40 yes, 3 abstentions): Senator Schedler moved to amend Motion 21-66 to change learner outcome #5 to read: "Compare and contrast their own core values, assumptions, and biases ~~to~~ with those held by other individuals, cultures, or societies."

PRESIDENT – President Wohlpart expressed appreciation for the fantastic work this year from faculty. He is appreciative for the shared governance and the hard work this year on the ADI. The Mission-Vision was approved by the Board of Trustees (BOT) and has just been sent out to campus. The email also included that the students approved to continue the SURC bond and will proceed to building a multicultural center that has been talked

about for a while. They are working on the budget update request to legislature and will send it out once it is ready. President Wohlpart did receive some feedback regarding the VP of Operations position.   They will be eliminating the division of Operations and will be moving some departments under Budget and Finance Management. This will eliminate one vice president on campus. Enrollment projects continue to look about 1700 new freshmen and 900 transfer students.

PROVOST – Provost DenBeste sincerely thanked everyone for the work they have done. The work that ADI has done will be transformative for the institution. Hope this summer is reformative for faculty. The Zoom bombing incident that was described in faculty issues is disturbing. Candidates for the Undergraduate Dean position will be on campus over the next two weeks. There are two 2 men and 2 women, with 2 being BIPOC. Information on the candidates and forums will be listed on Central Today. The Senate EC will have a chance to meet with the candidates as well.

CHAIR-ELECT –
Motion No. 21-67 (Approved 32 yes): Senator Samples moved

Whereas Greg Lyman led the Faculty Senate with integrity, good humor, vision, courage, and tireless effort during a period of continued change, especially during the COVID-19 pandemic;

Whereas Greg Lyman advanced the cause of shared governance at all levels of the university;

Whereas Greg Lyman facilitated strong working relationships between faculty, administration, and students, especially during the first year of a new president;

Whereas Greg Lyman facilitated the advancement of the senate and faculty voice at CWU through the strengthening of Faculty Code, Bylaws, policies, and procedures;

Whereas Greg Lyman consistently advocated for the resolution of faculty issues, and represented the diverse interests of faculty through his participation in committees, groups, and councils, especially with his work on Antiracism, Diversity, and Inclusivity;

Be it resolved that the Central Washington University Faculty Senate is grateful and wishes to publicly thank Greg Lyman for his exemplary service as Chair of the Faculty Senate during the 2021–2022 academic year.

Open Executive Committee meeting will be held on June 8 from 3:00 – 4:00 p.m. in the Grupe Center and on Zoom. The link will be sent out prior to the meeting.

 NEW BUSINESS - None

 Meeting was adjourned at 5:04 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Budget and Planning Committee			
1 CAH faculty vacancy	Michael Johnson	World Languages & Cultures	6/15/22 – 6/14/23
Bylaws and Faculty Code			
2 faculty senator vacancies	Melissa Schiel	Music	6/15/22 – 6/14/25
	Vacant		6/15/22 – 6/14/24
Curriculum Committee			
2 CEPS faculty vacancies	Paul Ballard	Sport & Movement Studies	6/15/22 – 6/14/25
	Vacant		6/15/22 – 6/14/24
Semester Exploration Ad Hoc Committee			
1 CAH faculty vacancy	Seokhoon Ahn	Communication	6/15/22 – 6/14/23
1 CB faculty vacancy	Vacant		6/15/22 – 6/14/23

Exhibit B

Central Washington University

LEARN. DO. LIVE.

Number (if applicable):
CWUP 5-90-060 Consultation on the Creation, Reorganization, or Renaming of Academic Units (Policy)
CWUR 2-90-060 Review Process for Proposals to Create, Reorganize, or Rename an Academic Unit or Units. (Procedure)

New ☒   Revision ☒

Summary of changes:
This proposal clarifies the procedure required for creating, reorganizing, or renaming academic units.

- The changes to section 5-90-60 (4) (a) take procedural language out of policy and reference the new procedure that is proposed for 2-90-60.

- In addition to moving the process from policy to procedure, 2-90-60 clarifies the exiting process making it explicit that documented feedback from affected parties is required as part of the proposal to create, rename, or reorganize academic units.

Justification of changes:
This proposal comes in response to the following charge:

AAC21-22.12 Consider the creation of a set of procedures (CWUR 2-90-060) to mirror CWUP 5-90-060 outlining the process of creating, reorganizing, and renaming academic units. **Timeline**: Spring Quarter – Low Priority

Budget implications:
We do not anticipate that clarifying this procedure will significantly affect the costs that are currently associated with creating, renaming, or reorganizing academic units.

CWUP 5-90-060 Consultation on the Creation, Reorganization, or Renaming of Academic Units

(1) Initiation of a proposal to create, reorganize, or rename an academic unit or units.
(A) This policy applies to the creation or reorganization of units that affect the delivery of academic programs, and to renaming of all academic units. Academic units include but are not limited to colleges, schools, and academic departments. For instance, this policy applies to proposals for the creation of new academic colleges or schools; reorganization of existing academic colleges or departments including the shifting of departments or programs from one college/school/department to another; the partial or complete merger of two or more departments; creation of new departments; dissolution of departments; and changes of college, school and department names.
(2) Principles guiding consultation on the creation, reorganization, or renaming of academic units.
(A) The organization of academic units should support the mission and strategic plan of the university. Although the administration maintains management rights in cases of establishment, modification, or reorganization of programs (CBA Article 3.23), Central Washington University is dedicated to shared governance and recognizes the importance of faculty consultation in academic decision making. Therefore, all proposals should formally solicit and consider the input of the affected faculty and other academic staff.
(B) Proposal initiators should actively solicit feedback from affected faculty, staff, and students in the preliminary planning stages of proposals, and should give these groups notice, information, and time to enable them to evaluate those proposals and make their concerns known.
(C) In extreme cases (e.g., financial exigency as defined in the CBA Article 25 or other financial crisis), the university may decide to reduce or discontinue academic programs. In this eventuality, the Provost should consult with the affected groups to the greatest extent possible following the process outlined in this policy.
(3) Preparing a proposal for consultation on a creation, reorganization, or renaming of an academic unit.
(A) The proposal initiator should work with the Faculty Senate Executive Committee and Provost to consider the degree of impact of the proposed change and determine the level of detail required in the proposal. The initiator should then complete a proposal template, as applicable, with details about the following items:
1. Description of the recommended change.
2. Rationale for the recommended change.
3. Goals and objectives of the proposed change.
4. Method for evaluating achievement of goals and objectives.
5. Relation of the change to the mission and strategic plan of the university.
6. Impacts on academic programs across the university.
7. Impacts on students, faculty, and staff.
8. Impacts on quality of degree programs, student retention, and graduation rates.
9. Impacts on non-academic units, external constituents, and accreditation.
10. Impacts on shared governance, including tenure/promotion/review processes.
11. Before and after organizational chart for all units affected.
12. Cost/benefit analysis, including financial and non-financial resources.

13. Implementation plan and timeline.
(B) In cases of renaming of academic units, responses to items 3, 9, 10, 11, and 12 may be omitted.
(4) Review process for proposals to create, reorganize, or rename academic units.
(A) The proposal initiator should work with the Faculty Senate Executive Committee and Provost to establish a review process for consultation on the proposal as outlined in CWUR 2-90-060(4).
(B) The timeline for review for each level will be no more than one month, ideally with an overall timeline of not more than six months (not including breaks/holidays, or Summer quarter). In cases of significant reorganization and with the approval of both the Faculty Senate Executive Committee and Provost, the timeline at each review level may be extended beyond a month in order to consult appropriately with stakeholders.
(C) Reviewers at each stage will have access to the full proposal, with any modifications, as well as all comments from previous levels of review. Revisions to the proposal may and should occur during the process based on feedback from each level of review. However, attempts should be made to bring any substantive changes back to prior levels for further review. A full record of the review process and feedback (including vote counts and comments about the merits and weaknesses of the proposal) from each level of consultation will be provided to the President and Board of Trustees for final decision-making.

Proposed New Procedure
CWUR 2-90-060(4) Review Process for Proposals to Create, Reorganize, or Rename an Academic Unit or Units
(A) The review process will involve documented feedback from the following groups, in the order presented:
1. all faculty (as defined in Faculty Code Section I.A.1.a.) within affected academic units
2. all affected dean(s)
3. Faculty Senate Budget and Planning committee
4. Faculty Senate and Academic Department Chairs Organization concurrently, and (if applicable) Student Academic Senate
5. Additional groups as identified by the Faculty Senate Executive Committee or the Provost.
(B) All approved changes must be received by the Office of the Registrar by December 31 in order to be implemented the following Fall quarter.

Exhibit C

Title of Section: Faculty Code Section IV.D.1.e.

New   Revised X

Summary of Changes:
The Evaluation and Assessment Committee (EAC) and the BFCC proposes a revised schedule of academic administrators' assessments to occur biennially on a rotating schedule. Existing language in the Faculty Code states that all academic administrators (President, Provost, Vice Provost, College Deans, Library Dean, and Dean of Undergraduate Studies) be evaluated on a biennial basis. Senate and EC assessments are to be evaluated on an annual basis. The proposed language would evaluate academic administrators on a rotating (even/odd years) biennial basis, Senate, and EC assessments to remain on an annual review cycle.

Justification of Changes:
This proposed rotating biennial schedule will spread the assessments more evenly from year to year in order to reduce the biennial assessment fatigue that occurs with the current schedule.

Budget Implications:
No known budget implications.

Proposed language change for Faculty Code:
Faculty Code Section IV.D.1.e.

The Evaluation and Assessment Committee shall be concerned with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the biennial faculty assessment of academic administrators on a rotating basis (even years: President, Vice Provost, Library Dean, and Dean of Graduate Studies; odd years: Provost, College Deans, Dean of Undergraduate Studies) and the annual ~~, the biennial~~ Senate and EC ~~Executive Committee~~ assessments, and do such other similar things as charged by the EC ~~Executive Committee~~, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

Exhibit D

Title of Section: Faculty Senate Code, Section IV.E.8 and 9.

New   Revised X
Summary of changes:
See below.

Justification of Changes:
These changes reflect the current organization and procedures of the General Education
Committee. Faculty Code language changes were approved by the GEC committee on
3/7/2022.

Budget Implications:
Unknown

Proposed language change for Faculty Code:
IV. Faculty Senate

**Faculty Code Section IV E. Assigned Time and Workload for Senate Officers
and Activities**

8. Senate Committee Chair
   Workload units for the position of chair of a Senate committee are estimated at
   two to four (2-4) per academic year. When elected committee chairs configure
   their workload plans, they should contact the Senate Office to determine a
   specific estimate for the upcoming year.

9. Senate Committee Member (Non-Chair)
   Workload units for the positions of non-chair members of Senate committees
   are estimated at one to two (1-2) per academic year. When ratified committee
   members configure their workload plans, they should contact the Senate
   Office to determine a specific estimate for the upcoming year.

Exhibit E

Entertainment Technology Minor

Skills Component Credits: 22-23
TH 160 OSHA 10 for Entertainment (1)

Select seven courses from the following:
TH 256 Sound and Mixing - Aesthetics and Essentials (3)
TH 266 Theatre Drafting (3)
TH 267 Scene Technology (3)
TH 268 Lighting Technology (3)
TH 356 Stage Sound (3)
TH 357 Entertainment Rigging (3)
TH 360 Stage Management (3)
TH 367 Stage Scenery (3)
TH 368 Stage Lighting (3)
TH 378 Theatre Facilities Management (3)
TH 460 Production Management (4)

Application Component Credits: 6
Select a minimum of 6 credits from these practical application courses.
TH 201 Dance Production (1-3)
TH 301 Production Application (3)
TH 393 Theatre Laboratory (1)
TH 401 Production Application (3)
TH 493 Theatre Laboratory (1)

Total Credits: 28-29

Exhibit F

Korean Studies Minor

Core Courses

Elementary Korean Language Credits: 15

KRN 151 Elementary Korean I (5)
KRN 152 Elementary Korean II (5)
KRN 153 Elementary Korean III (5)

Select Two of the Following Credits: 10

AST 350 Korea Now (5)
HIST 479 History of Korea (5)
KRN 311 Korean Cinema and Visual Culture (5)
RELS 350 Korean Religion and Philosophy (5)

Elective Courses Credits: 4-5

Choose any unused course from the core or one of the following:
ANTH 344 Cultures of Asia (4)
.GEOG 375 Geography of Asia (5)
HIST 380 Modern East Asia (4)
HIST 383 East Asian Civilization (5)
RELS 403 Buddhist Thought and Practice (5)

Total Credits: 29-30

Exhibit G

Health and Physical Education Graduate Certificate - Endorsable

Required Courses

HPE 558 Instructional Models in Physical Education (5)
HPE 561 Tactical Applications to Movement Development and Sport (4)
HPE 562 Pedagogical Design and Analysis in Physical Education (4)
HPE 563 Systematic Analysis of Teaching Physical Education (4)
HPE 572 Skills-based Health Education (4)
HPE 573 Pedagogical Strategies in School Health Education (5)
HPE 577 Curriculum and Assessment in Health and Physical Education (4)
HPE 581 Technological Applications in Health and Physical Education (5)
HPE 595 Graduate Research (1-6)

Total Credits 35 - 40

Exhibit H

Number (if applicable):

5-50-060 (3)(B) Graduate Courses

Title of Section:

New ☐   Revision ☒

Summary of changes: These changes clarify the process for Seniors to apply credit to both an undergraduate degree and a graduate degree through an approved dual degree program.

Justification of changes: These changes are made to allow Seniors to apply credit earned for their undergraduate degree to their approved dual degree graduate program. These changes will provide an opportunity for programs to recruit current CWU undergraduate students and retain them as graduate students.

Budget implications: No budget implications were identified.

CWUP 5-50-060 Curriculum Rules for Implementation

(3) Graduate Courses (initial digits 5XX, 6XX, 7XX)

(A) Graduate Enrollment - Graduate courses numbered 501 and above are generally restricted to students who have a bachelor's degree and who have formally been admitted to a graduate program of the university. Competitive admission may be required for some programs.

(B) Undergraduate Enrollment - Seniors may enroll in graduate courses with the permission of the instructor and the department chair. Credit earned by seniors may meet either undergraduate or graduate program requirements, but not both, with the exception of some dual degree programs. If the credit earned by a senior is to be applied to a graduate program, approval must be obtained from the graduate program director and the dean of graduate studies and research prior to enrollment.

(C) Curricular Criteria - Graduate curricula are usually more specialized than undergraduate curricula, focusing on a few academic or applied areas. Introductory courses and courses that can be approached by a student without extensive preparation are not appropriate to the graduate level.

Exhibit I

Number (if applicable):

CWUP 5-50-060 (15) Workshops, Special Topics, and Seminars
CWUR 2-50-060(13) Special Topics

New ☐   **Revision** ☒

Summary of changes: Added language to allow an expedited process for Special Topics courses for new or visiting faculty.

Justification of changes: In order to take advantage of new or visiting faculty expertise they may propose, through their department chair, special topics courses to be able to be taught starting their first quarter.

Budget implications: No budget implications were identified.

CWUP 5-50-060 Curriculum Rules for Implementation

(15) Workshops, Special Topics, Seminars

(A) Workshops (X91) are non-lecture courses which require students to research, develop, present, and discuss projects and ideas. No more than eight credits can be applied to a master's program. Usually graded S/U.

(B) Special Topics (X98) are courses offered on a trial basis and must meet standards applied to regular courses. Exceptions for expedited Special Topics (X98) courses may be approved by the FSCC as specified in CWUR 2-50-060.

(C) Seminars (X99) are courses in which students carry the major responsibility for course preparation, research, and presentation of topics.

CWUR 2-50-060 Curriculum Rules for Implementation

(13) **Special Topics**

(A) Special Topics should be submitted using the New Course form for approval by the appropriate individuals as identified on the form and will follow the normal curriculum process for course additions.

(B) Time Restriction - Courses offered as (X98) are temporary offerings. These numbers are used to describe courses offered on an experimental basis, for topical issues, and for niche markets. Upon approval, the course may be offered for a period of three years. After three years courses will be deleted or must be converted to a regular course (numbered X10 to X89), submitted and approved through the established curriculum process. The provost's office or designee will notify all departments annually of expiring special topics.

 (C) The FSCC may grant exceptions to the new course proposal process for Special Topics (X98) developed by new faculty (including visiting faculty) prior to the start date of the new faculty member's first year of employment. Department Chairs may serve as the originator of the proposal. The FSCC may grant permission during the academic year prior to employment or by emergency approval in summer prior to employment as indicated in CWUR 2-50-040(7).

Exhibit J

1. **LO1: Define key concepts in relation to the study of Antiracism, Diversity, and Inclusivity including antiracism, racism, race, ethnicity, discrimination, privilege, diversity, equity, inclusivity, and intersectionality.**
2. **LO2: Analyze the role of race, racism, and antiracism in the United States.**
3. **LO3: Describe intersections between race and ethnicity and other minoritized identities.**
4. **LO4: Explain systematic and structural mechanisms that perpetuate both privilege and inequities.**
5. **LO5: Compare and contrast their own core values, assumptions, and biases ~~to~~ <u>with</u> those held by other individuals, cultures, or societies.**

Reports

AAC

**FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT**

*2021-2022 ACADEMIC YEAR
Prepared for the Central Washington University Faculty Senate*

Faculty Senate Committee: Academic Affairs

Committee Chair:
Joshua Welsh – CAH

Committee Representation:

- Members:
    - Andy Piacsek – COTS
    - Bob Hickey – COTS
    - Eric Foch – CEPS
    - Ke Zhong – CB
    - Melody Madlem - CEPS
    - Taralynn Petrites – CAH
    - Wendy Cook - CB

- Ex Officio Members
    - Hope Amason – Faculty Senate EC
    - Vacant – Provosts Office
    - Rose Spodobalski-Brower – Registrar
    - Christina Barrigan (through February) – ADCO

- Student Representative
    - Vacant
- Guests
    - Glen Petrites (ASL interpreter)
    - Christy Camarata (ASL interpreter)
    - Scott Carlton (Advising)
    - Amber Darting (Advising)
    - Arturo Torres (Registrar)
    - Mike Pease (ADCO)
    - Teresa Walker (Gen Ed Committee)
    - Jason White (Advising)

Committee Charges

The following table summarizes the work of the AAC committee over the past academic year. Please note that a policy proposal in response to AAC21.22.12 is before the Senate at the June meeting.

Charge Number	Charge Language	Status
AAC21-22.01	Consider revisions to policy and/or procedure regarding required advising, to align with the Academic Advising Council's endorsed recommendations.	Passed FS on May 4, 2022.
AAC21-22.02	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.
AAC21-22.03	Continue revisions to warning/probation/suspension policy/procedure and craft modifications of policy/procedure to reflect these revisions.	Passed FS on May 4, 2022
AAC21-22.04	Continue working with the ADI ad-hoc committee on policy language about the anti-racist and/or a race and ethnicity graduation requirement for undergraduate students	Pending.
AAC21-22.05	Continue revisions to the academic dishonesty policy (CWUP 5-90-040(25)) and procedure to clarify the process overall and for appeals.	Passed Senate on March 2, 2022.
AAC21-22.06	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.	Passed Senate on March 2, 2022.
AAC21-22.07	Continue working on the language for policy 5-90-80 regarding Disruptive Behavior in academic settings.	We were not able to complete this charge this year.
AAC21-22.08	Consider developing policy and/or procedure for improving transfer students' catalog year and degree requirements consistency.	Passed FS on December 3, 2021
AAC21-22.09	Consider revisions to honors definitions and honor roll requirements.	Addressed with two separate policy proposals. Passes FS on April 6, and May 4, 2022.

Charge Number	Charge Language	Status
AAC21-22.10	Consider revisions to policy and/or procedure regarding academic probation rules and how they are implemented.	Passed FS on May 4, 2022.
AAC21-22.11	Consider reviewing the policy about prior learning requirement.	We were not able to address this charge this year.
AAC21-22.12	Consider the creation of a set of procedures (CWUR 2-90-060) to mirror CWUP 5-90-060 outlining the process of creating, reorganizing, and renaming academic units.	This will be before the senate at the June meeting.
AAC21-22.13	Consider revisions to policy and/or procedure regarding course Syllabi, specifically to 493 courses and discrimination/harassment.	The committee determined that the problem that this charge addresses was made irrelevant by new sexual harassment training that will be required of all students.
AAC21-22.14	Consider revisions to the academic advising and orientation policy (CWUP 5-90-040 (3) to clarify the process overall.	This charge was addresses by policy additions made in response the AAC21-22.01
AAC21-22.15	Consider revisions to the academic admission to major policy (CWUP 5-90-040 (4) to clarify the process overall.	This charge was addresses by policy additions made in response the AAC21-22.01
AAC21-22.16	Review and update numbering references, hyperlinks, phone numbers, etc. in Academic Policy and Procedure.	The committee determined that this work should wait until after the University-wide website redesign.
AAC21-22.17	Review committee procedures manual and update as required.	Passed FS on October 6, 2021
AAC Unnumbered Charge.	Review proposed changes to SEOI language from FS Evaluation and Assessment Committee.	Language was reviewed by AAC and feedback was sent to EAC.

Report on the Activities of the Committee:

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

Fall Quarter:
September 23
October 7
October 21
November 4
November 18
December 2

Winter Quarter
January 13
January 27
February 10
February 24
March 10

Spring Quarter
April 14
April 28
May 12
May 26

Minutes
(Posted to the Web)

Motions
See table above.

Items of Interest

Successes

The committee was able to deal productively with 14 of our 17 charges. As the table above shows, most of our charges resulted in policy proposals that 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. AAC21-22.14 and AAC21-22.15 involve aspects of advising that were addressed in the policy passed in response to AAC21-22.01.

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

Recommendation

- Create a charge to continue working with the ADI taskforce on academic policy in the coming academic year.

Budget & Planning

FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT

2021-2022 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Budget and Planning Committee

Committee Chair: Jim Johnson

Committee Representation:

Members: Paul Ballard (Sport and Movement Studies, CEPS Representative), Elizabeth Brown (Library Services, Library Representative), Roxanne Easley (History, CAH Representative), Levente Fabry-Asztalos (Chemistry, COTS Representative), Jim Johnson (Biological Sciences, COTS Representative), Thomas Long, (Aviation, CEPS Representative), Stephen Stein (Mathematics, Non-Tenure Track Faculty Representative), Jim Thompson (Accounting, COB Representative), Chad Wassell (Economics, COB Representative), & Katherine Whitcomb (English, CAH Representative).
Ex Officio Members: Christina Barrigan (ADCO Chair Elect), Elvin Delgado (Faculty Senate Past Chair), Greg Lyman (Faculty Senate Chair), & Michael Pease (ADCO Chair).
Student Representatives: None.
Guests: President Jim Wohlpart, Provost/Vice President Academic & Student Life Michelle DenBeste, Vice President Business & Financial Affairs Joel Klucking.

Committee Charges:
BPC21-22.01 Establish a strong line of communication and good working relationship with the new president and upper administration regarding their budget structure and processes/plans.
BPC21-22.02 Provide recommendations for a transparent budget process for the ASL non-college budget. Timeline: Provide suggestions to representatives on
BPC21-22.03 Continue establishing and communicating closely with college and unit budget committees,
BPC21-22.04 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.

BPC21-22.05 Continue discussions about the budgetary implications of the COVID-19 crisis and maintain strong advocacy for the instructional budget and faculty.

BPC21-22.06 Consider providing recommendations about tuition waiver policies.

BPC21-22.07 Continue discussions about the budgetary implications of the new General Education program and provide recommendations as appropriate.

BPC21-22.08 Consider proposing university policy language related to college budget committees and/or the budget process in general

BPC21-22.09 Continue to develop and evaluate alternatives to the current budget model. Timeline:

BPC21-22.10 Continue to take an active role in the budget governance process, and push for greater clarity in the various roles in that process.

BPC21-22.11 Continue to work with stakeholders for developing accurate and accessible budget data

BPC21-22.12 Review committee procedures manual and update as required.

Meeting Dates and Times: The committee met via Zoom on the first and third Wednesday of each month during the academic year.

Minutes: Posted on the Faculty Senate webpage.

Motions: There were no motions in this academic year.

Items of Interest:

The committee met with the President and the Provost on September 28, 2021, to begin to discuss the plans for the implementation of a new budget model and process for the campus and the role of the committee and Faculty Senate in that implementation.

The role of the President's Budget Advisory Committee (PBAC) was changed and much of its function was transferred to the Budget Development Committee, and the subcommittees (Budget Allocation Subcommittee, Tuition Waiver Subcommittee, and the Space and Equipment Subcommittee were dissolved as the President moved the budget model from RCM/ABB to a value-based budget model.

The committee monitored the development of the University mission and vision because of its central role in the development of the value-based budget model.

Analyzed the distribution of Tuition Waiver from the report generated by the Vice President Business & Financial Affairs and recommended collecting data

Developed a data set that allowed us to compared teaching modality for classes in Winter 2022 compared to pre-pandemic levels which resembled a pre-pandemic quarter.

Obtained data from Multimodal Learning about the enrollment in Online programs to assess the impact of increases in enrollment in online programs compared to on-campus programs during the pandemic. Online programs have seen increases in enrollment, but most of these programs are relatively small and cannot offset the losses to on-campus programs.

Successes:

Because of concerns brought to us along with the Faculty Senate Executive Committee and ADCO we discussed the impact of the budget on Non-Tenure Track Faculty and signed onto the open letter of support for Non-Tenure Track Faculty read at the last faculty meeting.

We monitored the development of the new budget model at CWU and developed a list of recommendations that the committee would like to make to increase transparency, shared governance and clarify the role of faculty and Faculty Senate in budget processes here at CWU that will be communicated to the Vice President Business & Financial Affairs before the end of the quarter.

Monitored the impacts of the new GE Program and the COVID-19 Pandemic on SCH generation Results of these analyses indicated that the impacts of the GE Program were consistent with prior quarters and were largely overwhelmed by the impacts of the COVID-19 pandemic. Overall SCH were down about 20% overall from pre-pandemic levels.

The committee developed a data set and investigated the influence of layered classes on the expense of graduate programs. The results indicated that only about 17% of all courses above 500 are layered with an undergraduate course and that only about 10% of graduate courses offered in any given term are layered. One clear benefit of layered courses was the inclusion of both undergraduate and graduate students into a single class, benefits both groups of students and made courses more likely to meet the enrollment requirements of CWUP 2-20-030.

Concerns:

It is unclear what the nature of shared governance, the role of faculty and the role of Faculty Senate are in the new budget model and its implementation.

The Budget Development Committee and PBAC are working without clear and consistent written policies, procedures, and functions. The BPC will continue to push for written policies and procedures and greater clarity on the function of the governance process.

Data at CWU continues to be inaccessible, inconsistent, and/or inaccurate, frustrating the committee's efforts to provide reliable and complete assessments of budgetary issues.

Recommendations:

Continue to advocate for shared governance and the role of faculty in the budget process at CWU.

Work to clarify the role and future of college budget committees in the new budget model.

Continue to monitor the budgetary implications of the COVID-19 crisis and the University's recovery from the pandemic restrictions.

Continue to advocate for accurate & accessible budget data, standardized measures, and consistent terminology across the University.

Bylaws and Faculty Code

Faculty Senate Committee: Bylaws and Faculty Code Committee (BFCC)

Committee Chair*:* Mary Radeke (report author)

Committee Representation:

- Members: Nathan White
- Ex Officio Members: Elvin Delgado (EC Representative 9/21/21 - 1/3/22), Mark Samples, (EC Representative 1/4/22 - 6/12/22).
- Student Representatives: None
- Guests: Gary Bartlett (10/4/21), Janet Shields (10/11/21), Greg Lyman (11/22/21), Warren Plugge (EAC Chair, 1/24/22).

Committee Charges:

The BFCC received the following charges from the Faculty Senate Executive Committee on September 21, 2021.

BFCC21-22.01 Continue working and moving forward language for the CWUP and correlated language in Faculty Code that strengthen the code and shared governance and that would protect the Senate. **Timeline**: Fall Quarter

> *Refer to the BFCC 20-21 year-end report for a description of last year's progress. Also, Appendix A includes the latest revision of the draft policy and code language.*

The BFCC revised language from 2020 (language was originally passed in Senate during the 2020-2021year) however it was not reviewed by President Gaudino and was added to the BFCC's charges this year. The BFCC presented revisions to EC and President Wohlpart for review, however it was determined that further changes needed to be made. EC recommended a slight revision as seen below. BFCC also discussed the inclusion of new language in CWUP 2-80 "Shared Governance". Because this would be an addition to CWUP, only one Senate reading is required.

Language approved by BFCC, EC and President for inclusion in CWUP 2-80 Shared Governance

Proposed change:

The Faculty Code describes the parameters of shared governance and consultation between the BOT, the administrative agents of the BOT and Faculty. The Faculty Code recognizes a shared responsibility in matters pertaining to the planning and development of university-wide policy related to faculty that are not covered by the CBA. Effective collegial governance relies on open and effective communication between stakeholders: the Faculty Senate, faculty, the BOT, and the administration. Consultation assures that all parties are properly informed and included.

1. Violations of Faculty Code and failure to consult stakeholders will be investigated by the Faculty Senate Executive Committee in conjunction with the President and then subsequently referred to the BOT or their appointed representative for resolution.
2. Any attempt to dissolve the Faculty Senate without the consent of a 3/4 actual majority of Faculty constitutes a violation of Faculty Code and CWUP.
3. CWUP 2-80 represents an exception to the CWUP and can only be amended with the joint approval of a ⅔ majority of the BOT, the office of the president, and a ⅔ majority of the Faculty Senate.

BFCC21-22.02 Consider changes to Bylaws, Section I.C.1 regarding senate representation for departments. **Timeline**: Fall Quarter

> *Section I.C.1 states that each academic department/library shall have Senate representation based on a prescribed number of FTEs. The first tier goes from 1-14 FTE. This can be problematic if an academic department/library only has 1 FTE, which based on the current language will give them the right to have a senator.*
>
> *Please evaluate the number of FTEs for each academic department/library in 2021- 2022 AY and identify what unit has the lowest number of FTE with senate representation. Consider using that as a baseline for the lowest number of FTE allowed to have 1 senator.*

See "Status Report for remaining charges" for this charge.

BFCC21-22.03 Consider strengthening language in Faculty Code, section II.G.1.i. regarding Senate jurisdiction in senate complaint policy and procedures. **Timeline**: Fall Quarter

> *Item "h": Professionalism was deemed potentially problematic by the Assistant Attorney General as Senate does not define what professionalism is, which leaves subjectivity and is open to interpretation. Consider reviewing AAUP definitions of professionalism (or other) and attaching as another appendix.*

[Senate Motion No. 21-13]: Recommends amending the Faculty Code Section IV.G.1 Complaint Policy and Procedures as outlined in Exhibit G. Passed 1/12/22.

Summary of changes: BFCC proposes removal of h) Professionalism from the i. Jurisdiction and renumbering/lettering of remaining items: "Jurisdiction: The purpose of the complaint policy and procedure is to provide a means by which (a) complainant(s) may pursue a complaint against a respondent(s) for alleged violations of the Code and policies that fall under the Faculty Senate purview. A complainant may file a complaint that asserts a violation of the following Code, policies and/or standards:".

Justification of changes: Professionalism was deemed potentially problematic by the Assistant Attorney General as Senate does not define what professionalism is, which leaves subjectivity and is open to interpretation. Budget implications: None.

No budget implications.
Faculty Code Section
IV.G.1

G. External Senate Procedures for the Protection of Faculty Rights and Responsibilities
   1. Complaint Policy and Procedures
      a. Obligations
         The university recognizes the right of faculty to express differences of opinion and to see fair and timely resolutions of complaints. It is the policy of the university that such complaints shall first be attempted to be settled informally and that all persons have the obligation to participate in good faith in the informal complaint process before resorting to form procedures. The university encourages open communication and resolution of such matters through the informal processes described herein. The university will not tolerate reprisals, retribution, harassment or discrimination against any person because of participation in this process. This section establishes an internal process to provide university faculty a prompt and efficient review and resolution of complaints. All university administrators shall be attentive to and counsel with faculty concerning disputes arising in areas over which the administrators have supervisory or other responsibilities, and shall to the best of their ability contribute to timely resolution of any dispute brought to them.
      b. Definitions
         i.   Complainant(s): An individual or group representative making the complaint.
         ii. Respondent(s): An individual or entity against whom the complaint is being made. A respondent could be an academic department, a member of the faculty, staff, an administrative unit, or a member of the administration.
         iii. Complaint: An allegation made by the complaint(s) that the respondent(s) has violated the Faculty Code or policies under the Faculty Senate purview.

c. Scope
  i. Jurisdiction: The purpose of the complaint policy and procedure is to provide a means by which (a) complainant(s) may pursue a complaint against a respondent(s) for alleged violations of the Code and policies that fall under the Faculty Senate purview. A complainant may file a complaint that asserts a violation of the following Code, policies and/or standards:
    a) Faculty Code
    b) Faculty Senate Bylaws
    c) Curriculum Policy and Procedures (CWUP 5-50 and CWUR 2-50)
    d) Academic Policies, Standards and Organizational Structures (CWUP 5-90 and CWUR 2-90)
    e) Evaluation and Assessment
    f) General Education (CWUP 5-100)
    g) Budget and Planning
    h) Professionalism
    i) h) Professional Ethics (Faculty Code Appendix
    j) i) Scholarly Misconduct
      1. Complaints alleging fabrication falsification or plagiarism in research/scholarship are subject to CWUP 2- 40-250. Both the Senate and CWUP processes will be conducted in parallel.

BFCC21-22.04 Consider additional language regarding benefits and privileges for Emeritus Faculty as outlined in Faculty Code, Section I.B.2.d. **Timeline**: Winter Quarter
  Revisions to this language passed Senate last year, but has not been approved by the Board of Trustees. Please consider language additions that address budget responsibility and decisions.

The BOT requested that the BFCC identify specific department/program budgets responsible for covering the cost of emeritus privileges. The BFCC felt that budget information should not be identified in the Code. BFCC requested that the language passed in Senate during the 2020-2021 academic year be returned to the BOT for a vote. President Wohlpart requested that we modify the language to restrict the emeritus (change language from "shall" to "may" for the majority of the emeritus privileges). The EC felt that this would remove many of the privileges already granted to emeritus faculty and clearly stated in the code. EC and BFCC voted to keep the present language in the code unchanged. This maintains the current emeritus privileges (in the 2020 Code version). Charge will not be forwarded to 2022-2023 charges.

BFCC21-22.05 Consider additional language regarding the definition of full-time service for NTT faculty eligibility for emeritus status in Faculty Code, Section I.B.2.a.i. **Timeline**: Winter Quarter.

Senate Motion No. 21-22: Recommends amending the Faculty Code Section I.B.2.i. Emeritus Faculty Appointments as outlined in Exhibit B. Passed 3/2/22.

Summary of changes:
BFCC proposed addition of language to the Faculty Code, Emeritus Faculty Appointments to clarify the requirement of length of teaching service and employment status for NTT emeritus status eligibility.

Justification of Changes:
Currently, the Faculty Code does not stipulate the requirement for eligibility of NTT faculty for emeritus status, however, NTT faculty are eligible for nomination to emeritus status. The CBA outlines the minimum requirements for Senior Lecturer status as "A minimum of five (5) years' faculty experience at the University, completion of at least one-hundred thirteen (113) workload units…" (CBA section 8.2.5). Additionally, this requirement is consistent with requirements for Senior Clinical Faculty (CBA section 8.2.8), and Senior Head Coach or Senior Assistant Coach, "A minimum of five (5) years' experience coaching at least one-half time on an annualized basis at the University…" (CBA, section 8.2.11). One-hundred thirteen hours (113) is consistent with part-time (.5) service. The CBA also uses the similar requirements for NTT faculty to be eligible for multi-year contracts, "Senior Lecturers/Senior Clinical Faculty who have held senior status for four (4) or more years, and who have had an FTE of 0.50 or greater in a college for four (4) or more consecutive years, will be issued a contract with a minimum term of two (2) years." (CBA section 10.1.3.a). The proposed Faculty Code language change is consistent with the CBA requirements for promotion.

Budget Implications:
Potential cost to department and college, exact cost unknown.

Communications:
Senator Erdman brought up a concern that departments have kept some NTT faculty below .5 (half-time) in order to avoid paying medical benefits. They could teach as many as 5 years at just below .5 and this is problematic for those faculty to receive Emeritus status. Should be at least ten years and 225 WLU.

Senator Amason noticed in language that they need to have excellent scholarly, service and teaching record. NTT faculty are not usually given service and scholarly workload.

Final language 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. The emeritus status is recommended for faculty members who have an excellent teaching, scholarly, and service record consistent with their appointments. A normal requirement for appointment to the emeritus faculty is ten (10) years of full-time service as a member of the teaching faculty. ~~For non-tenured faculty, an accumulation of ten (10) years of at least half-time service as a member of the teaching faculty.~~

        ii. The emeritus status is recommended for non-tenured faculty members who have an excellent teaching record. A normal requirement for eligibility to the emeritus faculty is for the faculty member to teach at least thirty (30) quarters over a minimum of ten (10) years and have an accumulated total of at least 200 ~~225~~ WLUs as a member of the teaching faculty.

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

        iv. 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.

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

BFCC21-22.06 Review and consider language in bylaws regarding rules for multiple members from one department serving on senate committees. **Timeline**: Spring Quarter.

    Consider defining how many members from one department are appropriate for each senate committee if the situation arises.

Senate Motion No. 21-24: Recommends amending the Faculty Senate Bylaws Section III.A. as outlined in Exhibit E. Passed 3/2/22

Summary of changes:
BFCC proposed addition of language to the Faculty Bylaws, (Section III. Standing Committees) to restrict the number of representatives serving on a standing committee from department or group with senate representation to one member.

Justification of Changes:
The restriction of representatives from a department or group to one (1) per standing committee will encourage representation from multiple departments, provide diverse viewpoints, and expertise resulting in broader perspectives and campus wide representation. The proposed language allows more than one member from a department or group if approved by the EC. This language was removed from the CWU Faculty Bylaws (estimated in 2005), the BFCC is proposing the reinstatement of this language.

Budget Implications: Unknown.

PROPOSED LANGUAGE FOR CWU FACULTY BYLAWS:
III. Senate Standing Committees
  A. General Provisions
    1. Rules concerning the creation of standing committees are set out in the Code, Section IV.D.2.
    2. The powers and duties of the standing committees are set out in the Code, Section IV.D.1.
    3. a. Each standing committee shall consist of no fewer than five (5) faculty members. The Executive Committee shall endeavor to appoint these members and have them ratified by the Senate at the February meeting.
    4. No more than one (1) committee member may come from any one (1) department or group with Senate representation unless approved by the EC.
    5. 4. No faculty member may serve on more than one standing committee at a time.
    6. 5. Members may be appointed from among the general faculty, with proportional balance sought between the colleges. At least one (1) member of each standing committee should have served on the committee the previous year.
    7. 6. Term appointments for standing committees shall run three (3) consecutive academic years. A partial term of two (2) years or more shall be treated as a full term, while a partial term of less than two (2) years shall not be counted.
      a) Continuous service on standing committees (whether the same committee or two different committees) shall be limited to no more than two (2) consecutive full terms.
      b) Once a faculty member has served two (2) consecutive full terms, a minimum of three (3) years shall lapse before said faculty member may serve again on any standing committee.
      c) However, if a vacancy on a committee cannot be filled by an eligible candidate by February 15th, the pool of candidates may be widened by waiving

the restrictions stated in 6.a and 6.b.

    d) In situations where a college membership seat is vacant for more than sixty (60) days, the EC may nominate a member-at-large to fill the vacancy for the remainder of the academic year, subject to Senate ratification. If the college membership seat cannot be filled after two emergency appointments, the EC shall review the makeup of the membership structure and may charge the Bylaws and Faculty Code Committee to restructure the committee membership.

BFCC21-22.07 Consider code revisions regarding frequency of assessments of academic administrators, Senate and Executive Committee. **Timeline**: Spring Quarter

Current code states that each group's assessments occur on a biennial basis, per code section IV.D.e. The Evaluation and Assessment Committee has suggested to change the academic administrators' assessments to yearly. Also, the Faculty Senate Executive Committee changes some personnel yearly, so potentially consider adjusting this to a yearly basis as well. Please consult with the Evaluation and Assessment Committee (EAC).

Senate Motion No. 21-37: Recommends amending the Faculty Code Section IV.D.1.e. as outlined in Exhibit C. Passed 5/4/2022

Summary of Changes:
The Evaluation and Assessment Committee (EAC) and the BFCC proposes a revised schedule of academic administrators' assessments to occur biennially on a rotating schedule. Existing language in the Faculty Code states that all academic administrators (President, Provost, Vice Provost, College Deans, Library Dean, and Dean of Undergraduate Studies) be evaluated on a biennial basis. Senate and EC assessments are to be evaluated on an annual basis. The proposed language would evaluate academic administrators on a rotating (even/odd years) biennial basis, Senate and EC assessments to remain on an annual review cycle.

Justification of Changes:
This proposed rotating biennial schedule will spread the assessments more evenly from year to year in order to reduce the biennial assessment fatigue that occurs with the current schedule.

Budget Implications:
No known budget implications.

Language change for Faculty Code:

Faculty Code Section IV.D.1.e.

The Evaluation and Assessment Committee shall be concerned with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the biennial faculty assessment of academic administrators on a rotating basis (even years: President, Vice Provost, Library Dean, and Dean of Graduate Studies; odd years: Provost, College Deans, Dean of Undergraduate Studies) and the annual , the biennial Senate and EC Executive Committee assessments, and do such other similar things as charged by the EC Executive Committee, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

BFCC21-22.08 Consider additional language in the Faculty Senate Bylaws to change the membership of Faculty Senate committees regarding ex-officio roles and guest guidelines. **Timeline**: Spring Quarter

BFCC21-22.09 Consider additional language in Faculty Senate Bylaws and/or Faculty Code regarding Senate committee meeting formats. **Timeline**: Spring Quarter.

> *Consider defining options for when Senate committees are in open sessions versus closed sessions.*

Senate Motion No. 21-25 (charge .08 and .09 combined): Recommends amending the Faculty Bylaws, Section III.B. as outlined in Exhibit F. Passed 3/2/22.

Summary of changes:
BFCC proposes the addition of language under Organization and Procedures in Faculty Bylaws for initial discussion of motions, subsequent discussion, and voting. The new language will appear as III.B.5, resulting in the renumbering of the following sections.

Justification of changes:
In order to allow committee members to freely cast their votes without any real or perceived influence from non-voting members, we propose that committee voting may take place in closed sessions of the committee. The timing of these closed sessions may occur during the meeting, after the meeting, or at some other date and time, but the decision on when to hold the closed session will be left to the discretion of the committee chair.

Budget implications:
None. Faculty Bylaws
change:
III. Senate Standing Committees
    B. Organization and Procedures
        1. Each year, standing committees (with the exception of the
            General Education Committee (GEC) shall elect their own
            chairs from among the members of the committee. Each chair

will serve as the liaison to the Executive Committee. If not a Senator, the chair becomes an ex officio member of the Senate without vote.

   a. General Education Program Director will serve as the GEC Chair. All faculty members who have served on GEC at least one academic year within the last four years are eligible. Each program director will serve a three (3) year term, comprising one (1) year as program director-elect followed by two (2) years as program director. GEC will forward the program director-elect nomination to the Executive Committee for ratification at the January Faculty Senate meeting.

   b. General Education Program Director-Elect duties will begin June 16.

2. Standing committees shall report on their activities at each full Senate meeting monthly to the Senate or as otherwise directed by the Executive Committee.

3. Standing committees shall normally concern themselves with policy matters. These committees may refer general policy questions or issues relating to specific cases to the Executive Committee for consideration by any standing committee or committees or other interested groups or individuals. The committees will act on charges as presented by the Executive Committee. In addition, committees may initiate their own activities as desired, with approval by the Executive Committee.

4. Early in the fall quarter of each year, each standing committee, except Academic Affairs, Curriculum and General Education, shall determine its schedule of meetings for that entire academic year. The schedule may be determined either at the committee's first meeting, or via communication between the committee members prior to the first meeting. Once the year's meeting schedule is determined, the chair shall ensure that the schedule is forwarded to the Senate Office. Academic Affairs, Curriculum and General Education committees will meet according to the established meeting day and time. The first meeting of each committee shall ordinarily occur before October 31st.

5. Once a motion has been made and seconded, discussion with the full committee, including non-voting members, may take place. Standing committees may then conduct further discussions in closed sessions with no guests, ex officio members, designees, or any other non-voting members present. After these discussions, voting committee

members may conduct the vote in a closed session without any non-voting members present. At the committee chairperson's discretion, the final vote may be conducted via a secret vote.

6. ~~5.~~ Any standing committee member who, in a single academic year, is absent for three (3) committee meetings, or for two (2) consecutive committee meetings, shall inform the committee chair of the reason for the absences. If the member in question does not provide such a reason, or if the chair deems the reason inadequate or if the member does not provide assurance that the absences will cease, the chair may ask the Executive Committee to move to have the member removed from the committee. Before making this request of the Executive Committee, the committee chair shall first endeavor to inform the member, in writing, of the chair's intention to request the removal of the member. The Executive Committee will inform the member of the decision to remove them from the committee. The member will have ten (10) working days to respond to the Executive Committee. If there is no resolution to restore the member to the committee, then the seat shall be declared vacant. The Senate chair shall then inform the member's department(s) in writing of their removal.

7. ~~6.~~ If the committee's work is blocked or impaired by a member, the committee may take a secret ballot vote to decide if removal is recommended. This recommendation would be submitted in writing, with a detailed justification, to the Executive Committee for approval. In cases where the member in question is the committee chair or for reasons that would preclude a committee vote, any committee member may request the Executive Committee to investigate the situation and oversee a committee vote, if necessary. The Executive Committee will inform the member of the decision to remove them from the committee. The member will have ten (10) working days to respond to the Executive Committee. If there is no resolution to restore the member to the committee, then the seat shall be declared vacant. The Senate chair shall then inform the member's department(s) in writing of their removal.

8. ~~7.~~ If the Executive Committee recommends removal of the member in question, that member may appeal that removal to the full Senate. Senate may override the decision of the Executive Committee and restore membership.

BFCC21-22.10 Standardize language in Faculty Code and Bylaws regarding committee titles.
Timeline: Spring Quarter

For example, some locations refer to "Executive Committee" and others as "EC". This will maintain consistency and cleanliness of Code and Bylaws language

BFCC completed a thorough review the Faculty Code and Bylaws for inconsistencies in committee titles, abbreviations and general clerical errors. Revisions were clerical in nature and did not require readings in Senate. Revisions were sent to EC for review.

BFCC21-22.11 Review committee procedures manual and update as required. **Timeline:** Approve updated procedures manual by the last committee meeting of the year.

BFCC committee procedures were reviewed and changes were made to accurately reflect the purpose of the committee as per Faculty Code, the addition of detail with regard to committee responsibilities, and EC liaison responsibilities as stated in EC Policy and Procedures manual.

GEC and BFCC no charge number [Senate Motion No. 21-38]: Recommends amending the Faculty Code Section IV.E.8 & 9 as outlined in Exhibit D. [no charge number, added by GEC]. This motion will be presented for the second and final reading at the June Senate meeting.

Summary of changes: See below.

Justification of Changes: These changes reflect the current organization and procedures of the General Education Committee. Faculty Code language changes were approved by the GEC committee on 3/7/2022.

Budget Implications: Unknown
language change for Faculty Code:
IV. Faculty Senate Faculty Code Section IV E. Assigned Time and Workload for Senate
      Officers and Activities
        8. Senate Committee Chair Workload units for the position of chair of a Senate committee are estimated at two to four (2-4) per academic year. When elected committee chairs configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.
        9. Senate Committee Member (Non-Chair) Workload units for the positions of non-chair members of Senate committees are estimated at one to two (1-2) per academic year. When ratified committee members configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.

GEC and BFCC no charge number [Senate Motion No 21-39]: Recommends amending the Faculty Senate Bylaws Section III.B.1.a & b, C.2 & 4 as outlined in Exhibit E. Passed 5/4/22

Summary of changes: See below.

Justification of Changes: These changes reflect the current organization and procedures of the General Education Committee. Bylaws language changes were approved by the GEC committee on 3/7/2022.

Budget Implications: Unknown.

Language change for Faculty Senate Bylaws:
III. Senate Standing Committees
      B.   Organization and Procedures
          1. Each year, standing committees shall elect their own chairs from among the members of the committee. Each chair will serve as the liaison to the Executive Committee. If not a Senator, the chair becomes an ex officio member of the Senate without vote.
          2. Standing committees shall report on their activities at each full Senate meeting monthly to the Senate or as otherwise directed by the Executive Committee.
          3. Standing committees shall normally concern themselves with policy matters. These committees may refer general policy questions or issues relating to specific cases to the Executive Committee for consideration by any standing committee or committees or other interested groups or individuals. The committees will act on charges as presented by the Executive Committee. In addition, committees may initiate their own activities as desired, with approval by the Executive Committee.
          4. Early in the fall quarter of each year, each standing committee, except Academic Affairs, Curriculum and General Education, shall determine its schedule of meetings for that entire academic year. The schedule may be determined either at the committee's first meeting, or via communication between the committee members prior to the first meeting. Once the year's meeting schedule is determined, the chair shall ensure that the schedule is forwarded to the Senate Office. Academic Affairs, Curriculum and General Education committees will meet according to the established meeting day and time. The first meeting of each committee shall ordinarily occur before October 31st.
          5. Any standing committee member who, in a single academic year, is absent for three (3) committee meetings, or for two (2) consecutive committee meetings, shall inform the committee chair of the reason for the absences. If the member in question does not provide such a reason, or if the chair deems the reason inadequate or if the member does not provide assurance that the absences will cease, the chair may ask the Executive Committee to move to have the member removed from the committee. Before making this

request of the Executive Committee, the committee chair shall first endeavor to inform the member, in writing, of the chair's intention to request the removal of the member. The Executive Committee will inform the member of the decision to remove them from the committee. The member will have ten (10) working days to respond to the Executive Committee. If there is no resolution to restore the member to the committee, then the seat shall be declared vacant. The Senate chair shall then inform the member's department(s) in writing of their removal.

6. If the committee's work is blocked or impaired by a member, the committee may take a secret ballot vote to decide if removal is recommended. This recommendation would be submitted in writing, with a detailed justification, to the Executive Committee for approval. In cases where the member in question is the committee chair or for reasons that would preclude a committee vote, any committee member may request the Executive Committee to investigate the situation and oversee a committee vote, if necessary. The Executive Committee will inform the member of the decision to remove them from the committee. The member will have ten (10) working days to respond to the Executive Committee. If there is no resolution to restore the member to the committee, then the seat shall be declared vacant. The Senate chair shall then inform the member's department(s) in writing of their removal.

7. If the Executive Committee recommends removal of the member in question, that member may appeal that removal to the full Senate. Senate may override the decision of the Executive Committee and restore membership.

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. two (2) faculty members from each academic college and one(1) faculty member from the library;

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

c. Provost designee, ex officio, non-voting.

d. Registrar designee, 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. Provost designee, 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) 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.

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.

Report on the Activities of the Committee:

Virtual (Zoom) Meeting Dates and Times:

- Fall 2021 Quarter Meetings: Time - 3:30pm - 5:00pm. Dates - 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/22, 12/6.
- Winter 2021 Quarter Meetings: Time - 3:30pm - 5:00pm. Dates - 1/10, 1/24, 1/31, 2/7, 2/14, 2/28, 3/14,
- Spring 2021 Quarter Meetings: Time - 3:30pm - 5:00pm. Dates - 4/4, 4/18, 5/2, 5/16, 5/30 (TBA).

Status Report for remaining charges:

BFCC21-22.02 Consider changes to Bylaws, Section I.C.1 regarding senate representation for departments. **Timeline**: Fall Quarter

> *Section I.C.1 states that each academic department/library shall have Senate representation based on a prescribed number of FTEs. The first tier goes from 1- 14 FTE. This can be problematic if an academic department/library only has 1 FTE, which based on the current language will give them the right to have a senator. Please evaluate the number of FTEs for each academic department/library in 2021- 2022 AY and identify what unit has the lowest number of FTE with senate representation. Consider using that as a baseline for the lowest number of FTE allowed to have 1 senator.*

BFCC received a summary of all department FTEs and current senator allocations and discussed the minimum number of FTE for allocation of one senator. It was determined that before moving forward with this Bylaws change, BFCC would need a definition of "department". The minimum FTE per department may alter the minimum senator allocation. EC also agreed and sent the request to the Provost for a definition. As of 4/18/22 BFCC is waiting on the definition. Due to the required two readings in Senate, this charge will be added to the 2022-2023 list of charges.

Items of interest

Chair Reports presented at Faculty Senate

10/6/22 Chair Report Summary:

> Currently, the committee is reviewing language for the CWUP and correlating Faculty Code language will strengthen the Code and shared governance and would protect the Senate. This language was originally approved by the BFCC during the 2020-2021 academic year; however, it was suggested that further review of the language and minor adjustments were warranted. This charge was reviewed in our 9/27/21 meeting and we hope to finalize this charge during fall quarter. Additionally, the committee is working on our second charge which concerns potential changes to Bylaws (Section I.C.1 Senate Representation for Departments/Library). The BFCC is in the process of reviewing the allocation of senators per FTE which includes a review of the current total FTE and the current senator allocation per department.

12/2/22 Chair Report Summary:

BFCC21-22.01 CWUP and correlated language in Faculty Code that strengthen the code and shared governance and that would protect the Senate. **Timeline**: Fall Quarter

   Progress: This language was originally approved by the BFCC during the 2020-2021 academic year and was reviewed by the Senate Executive Committee. As the original purpose of this language was to strengthen the Code and shared governance and protect the Senate, it was felt that the scope and format required attention. The BFCC is continuing a review of the language and where the language should reside in CWUP.

BFCC21-22.02 Consider changes to Bylaws, Section I.C.1 regarding senate representation for departments. **Timeline**: Fall Quarter

   Progress: The BFCC is continuing to work with the EC to identify the number of FTE and senate representation in Faculty Senate. A consensus for the minimum FTE for Senate representation, as well as a minimum number of FTE per the definition of 'department' is currently being discussed.

BFCC21-22.04 Consider additional language regarding benefits and privileges for Emeritus Faculty as outlined in Faculty Code, Section I.B.2.d. **Timeline**: Winter Quarter

   Progress: This language was passed in Senate during the 2020-2021 academic year and was to go before the BOT. It was requested that the BFCC review the addition of language regarding benefits and privileges for Emeritus Faculty, specifically budget responsibility and decisions (FC I.B.2.d.). The BFCC has requested that the BOT review the language to be included in the Faculty Code as passed by the Faculty Senate without addition of language regarding budget responsibility.

BFCC21-22.05 Consider additional language regarding the definition of full-time service for NTT faculty eligibility for emeritus status in Faculty Code, Section I.B.2.a.i. **Timeline**: Winter Quarter.

   Progress: The BFCC has identified the requirements for NTT promotion from the CBA and this language will be presented to Faculty Senate in during Winter quarter, 2022.

BFCC21-22.06 Review and consider language in bylaws regarding rules for multiple members from one department serving on senate committees. **Timeline**: Spring Quarter.

   Progress: The BFCC has reviewed the current and past language from previous versions of the Bylaws and is in the process of constructing language for Bylaws to be presented to Faculty Senate during Winter quarter, 2022.

2/2/22 Chair Report Summary:

During the months of December and January, the Bylaws and Faculty Code Committee continued to work on a number of charges, a summary of these charges and our progress as well as those items presented to the Faculty Senate for vote and status are listed below:

BFCC21-22.01 CWUP and correlated language in Faculty Code that strengthen the code and shared governance and that would protect the Senate. **Timeline**: Fall Quarter

   Progress: The committee is in the process of finalizing the revised language for this charge, we are hopeful the proposed CWUP section will be presented to Faculty Senate at the March Senate meeting.

BFCC21-22.04 Consider additional language regarding benefits and privileges for Emeritus Faculty as outlined in Faculty Code, Section I.B.2.d. **Timeline**: Winter Quarter

   Progress: No new updates on this charge.

BFCC21-22.05 Consider additional language regarding the definition of full-time service for NTT faculty eligibility for emeritus status in Faculty Code, Section I.B.2.a.i. **Timeline**: Winter Quarter.

   Progress: The BFCC has identified the requirements for NTT promotion from the CBA as a basis for clarification of the requirements for eligibility of emeritus status. This motion was presented for the first of three readings to Faculty Senate on January 19th, 2022.
Communication from various Faculty Senators resulted in adjustment of the language to include the minimum number of WLU, exclusion of the term "half-time", and separating the requirements to appear in a separate section to identify the teaching requirement and excluding the requirements of service and scholarship for NTT faculty.

BFCC21-22.06 Review and consider language in bylaws regarding rules for multiple members from one department serving on senate committees. **Timeline**: Spring Quarter.

   Progress: The BFCC has reviewed the current and past language from previous versions of the Bylaws and noted that, at one time, the Bylaws did include a statement that limited the number of committee members from the same department to one (1) unless approved by the Executive Committee. The BFCC will

propose adding this language back into the Bylaws at the Faculty Senate meeting on February 2nd Senate meeting (first of two readings).

BFCC21-22.07 Consider code revisions regarding frequency of assessments of academic administrators, Senate and Executive Committee. **Timeline**: Spring Quarter

 Progress: The BFCC is currently working with the Evaluation and Assessment Committee (EAC) to revise the language in the faculty code concerning the biennial schedule for Faculty Assessment of Academic Administrators, and Senate and Executive Committee Assessments, with the intention of reducing survey/assessment fatigue by alternating the biennial assessment schedule. The BFCC is hopeful that this revised language will be presented to Faculty Senate at the March Senate meeting.

BFCC21-22.08 Consider additional language in the Faculty Senate Bylaws to change the membership of Faculty Senate committees regarding ex-officio roles and guest guidelines. **Timeline**: Spring Quarter

BFCC21-22.09 Consider additional language in Faculty Senate Bylaws and/or Faculty Code regarding Senate committee meeting formats. **Timeline**: Spring Quarter.

 Progress: The BFCC identified the ex-officio roles and guest guidelines as well as Senate committee meeting formats and created a separate section to be included in Senate Bylaws (Section III.B.5). This new section provides recommendations for the initial discussion of motions and voting procedures. Charges 21-22.08 and .09 are combined under one motion presented to Faculty Senate on February 2, 2022, for the first of two readings.

4/6/22 Chair Report Summary:
During the months of February and March, the Bylaws and Faculty Code Committee continued to work on a number of charges, a summary of these charges and our progress as well as those items presented to the Faculty Senate for vote and status are listed below:

BFCC21-22.07 Consider code revisions regarding frequency of assessments of academic administrators, Senate and Executive Committee.

The BFCC and EAC are presenting revised language at the April 6th Senate meeting. This revised language from the EAC concerns the biennial schedule for Faculty Assessment of Academic Administrators, and Senate and Executive Committee Assessments, with the intention of reducing survey/assessment fatigue by alternating the biennial assessment schedule.

In addition to the BFCC motion (above) presented at the April 6th meeting, the General Education Committee, in conjunction with the BFCC is proposing changes in language for the Faculty Code and Bylaws that reflects the current organization and procedures of the General Education Committee.

Successes:

The BFCC worked efficiently despite only having three of the required five members (absence of one member in a committee of three would have resulted in loss of quorum). The committee met weekly during Fall and Winter quarters and every-other-week during Spring quarter. All charges were addressed in this timeframe as well as two additional charges during Spring quarter.

Charges that were unable to be presented at Senate were due to lack of information requested from administration (or discontinuation of a charge) and not due to the lack of effort on behalf of the BFCC. Additionally, charge .01 which was the inclusion of shared governance language to the CWUP was finally passed, with a few changes. This language was originally constructed in 2020 and its inclusion into CWUP under a new section 2-80 titled, "Shared Governance" is a major accomplishment for all who originally worked on the language and for the BFCC and EC this year. All motions presented at Senate passed. I am extremely proud of the work put forth by the members of this committee.

Recommendations for future charges:

1) Revisit BFCC21-22.02 Consider changes to Bylaws, Section I.C.1 regarding senate representation for departments. **Timeline**: Fall Quarter

> *Section I.C.1 states that each academic department/library shall have Senate representation based on a prescribed number of FTEs. The first tier goes from 1-14 FTE. This can be problematic if an academic department/library only has 1 FTE, which based on the current language will give them the right to have a senator.*
> *Please evaluate the number of FTEs for each academic department/library in 2021- 2022 AY and identify what unit has the lowest number of FTE with senate representation. Consider using that as a baseline for the lowest number of FTE allowed to have 1 senator.*

In order for this charge to move forward, the BFCC needs a definition of "department" from the Provost. This definition could potentially influence the minimum number of FTE for department designation and thus the minimum FTE for senators representing departments.

2) Clarify Code language concerning the role of EAC in scheduling and administering assessments. Currently the Code language only states that the EAC, "…<u>shall be concerned</u> with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the…". The EAC is actually responsible for administering of these

assessments.

Section 1V.D.1.e.

The Evaluation and Assessment Committee <u>shall be concerned with assessment tools</u> <u>affecting faculty or requiring faculty input. It shall receive, review, initiate, and make</u> <u>recommendations or proposals for assessment tools used for</u> the biennial Faculty Assessment of Academic Administrators, the biennial Senate and Executive Committee Assessments, and do such other similar things as charged by the Executive Committee, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

3) Review the Code and Bylaws for "gendered" language (his/her, etc.). For example the term "emeritus" is masculine. Chris Schedler suggested that we consider changing this to "emerit", a more gender-neutral term. Chris Schedler recommended the following article for consideration: https://www.insidehighered.com/news/2022/02/02/push-oregon-gender- neutral-retired-faculty-titles.

4) Some gendered language has been identified in the Faculty Code and Bylaws (refer edited versions of the Code and Bylaws form charge **BFCC21-22.10.**

5) Review Code and Bylaws for wording issues discovered when reviewing code this year for inconsistent committee titles. These changes went beyond the clerical changes the BFCC was charged with, and while too numerous to name here, include addressing vague language and will serve to clarify the Code and Bylaws.

FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT

__2021-2022_____ *ACADEMIC YEAR*

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: __Curriculum _____

Committee Chair: Jeffrey Dippmann

Committee Representation:

- Members
  Jeffrey Dippmann
  Julie Bonner (through December)
  Wendy Spacek
  Benjamin White
  Clemense Ehoff
  Jason Dormady
  Hongtao Dang
  Arne Leitert (until April 2022)
  Sayantani Mukherjee
- Ex Officio Members
  Mark Meister
  Mike Harrod
  Keke Wu
  Sydney Thompson
  Duane Dowd
  Kurt Kirstein
  Kathryn Martell
  *Mike Gimlin
  *Trista Drake-Jones
- Student Representatives
  None
- Guests
  Joy Fuqua
  Susan Rivera
  Bob Lupton
  Arturo Torres
  Jerry Dougherty
  Chris Schedler

Liane Pereira
Maurine Rust
Bobby Cummings

Committee Charges:
- As per the Web

Report on the Activities of the Committee:

- Meeting Dates and Times
  All meetings begin at 3:10 PM
  9/23/21
  10/7/21
  10/21/21
  11/4/21
  11/18/21
  12/2/21
  12/16/21 (email vote on previous log)
  1/6/22
  1/13/22
  1/20/22
  1/27/22
  2/3/22
  2/10/22
  2/17/22
  2/24/22
  3/3/22
  3/10/22
  3/17/22
  3/31/22 (email vote on previous log)
  4/7/22
  4/21/22
  5/5/22
  5/19/22
  6/2/22 (upcoming)

- Minutes (Should be posted to the Web)

- Motions (Motion No. and Current Status)

  Motion No. 21-10: Recommends approval of a new Environmental Sciences BS Specialization in Environmental Anthropology as outlined in Exhibit D
  .
  Motion No. 21-11: Recommends approval of a new minor in Elementary Math as outlined in Exhibit E.

Motion No. 21-12: Recommends amending the committee procedure manual as outlined in Exhibit F

Motion No. 21-17(Approved 41 yes, 3 abstentions): Recommends approval of a new Sustainable Practices in IT Minor/Certificate as outlined in Exhibit D.

Motion No. 21-26(Approved): Recommends approval of a new Master of Music Collaborative Piano Cognate as outlined in Exhibit D.

Motion No. 21-31(Approved 46 yes, 1 no, 3 abstentions): Recommend approval of a new Applied Agribusiness Technology Minor/Certificate as outlined in Exhibit G.

Motion No. 21-40(Approved 42 yes, 2 no, 2 abstentions): Recommend approval of a new Sport Management BS, Sports Communication Specialization as outlined in Exhibit F.

Motion No. 21-47: Recommend approval of a new Alternative Route to Teacher Certification and Master of Arts for Teachers in Elementary Education Type D certificates outlined in Exhibit H.

Motion No. 21-48: Recommend approval of a new Alternative Route to Teacher Certification and Master of Education in Elementary Education Type D certificate as outlined in Exhibit I.

Motion No. 21-49: Recommend approval of a new Alternative Route to Teacher Certification: Elementary Education Type D certificate and approve the certificate to be over credit as outlined in Exhibit J.

Motion No. 21-50: Recommend approval of a new Teacher Certification MAT, Elementary Education as outlined in Exhibit K.

Motion No. 21-51: Recommend approval of a new Child Development and Family Science MS, Child Life Specialization as outlined in Exhibit L.

Motion No. 21-52: Recommend approval of a new Child Development and Family Science MS, Family Science Specialization as outlined in Exhibit M.

On June agenda
Motion No. 21-60: Recommend approval of a new Entertainment Technology Minor as outlined in Exhibit E.

Motion No. 21-61: Recommend approval of a new Korean Studies Minor as outlined in Exhibit F.

Motion No. 21-62: Recommend approval of a new Health and Physical Education Graduate Certificate and approve proposal to be over credit as outlined in Exhibit G.
Motion No. 21-63: Recommend amending CWUP 5-50-060 (3) Graduate Courses as outlined in Exhibit H

Motion No. 21-64: Recommend amending CWUP 5-50-060(15) Workshops, Special Topics, and Seminars and CWUR 2-50-060(13) Special Topics as outlined in Exhibit I.

- Items of Interest
  1] Working with Grad Council Curriculum Committee to clarify respective roles and responsibilities, as well as who approves grad courses and programs (e.g. Grad Curriculum Committee or Grad Dean (cf. CWUP 5-50-10 (8)
  2] Responsibility for approving student learner outcomes (e.g. FSCC or Provost's office)

- Successes
  1] Approved and moved curriculum deadlines through Senate by end of fall quarter 2021
  2] Argued for our role in and eventually reviewed revised student learner programmatic outcomes for the accrediting mid-cycle evaluation
  3] Committee policy and procedure manuals revised and approved (particularly hold policy and procedures, as well as clarifying the responsibilities and role of non-voting ex-officio committee members).
  4] Policy interpretation concerning "hidden prereqs" in programs, particularly in terms of grades (COB proposals raised the concern)
  5] Recommended policy for expedited review of X98 courses (exclusively for newly hired faculty) sent to FSEC for approval in policy revision (pending; to be implemented 2023-2024)

- Concerns
  1] Still need to resolve the place of "badges" in curriculum; e.g. should they be included in types of curriculum and what is the process for approving them if so? Are they academic credentials or something else?
  2] Have not had a student rep all year
  3] We are still short two members from CEPS—very difficult to count on quorum when down two members (three resignations this year for a variety of reasons)
  4] Continued discussions about the timing of curriculum proposals—registrar's office continues to push for early deadlines, for some

understandable reasons, but it puts a heavy burden on faculty who aren't under contract until mid-September. Meeting with the registrar's office in early fall to continue discussions.

5] Need further work on revising the learner outcome taxonomies, as the current recommendations are outdated (approved in 2014) and do not fit the current paradigms for successfully measurable outcomes (we began the work this year in January, but were not able to finalize)

- Recommendations
  1] ADI learner outcomes to be approved next year
  2] Final resolution, if possible, of curriculum deadlines
  3] Add a Graduate studies faculty representative to the FSCC
  4] Work on coordinating Undergrad and Grad learner outcomes taxonomy
  5] Work on policy for practicums
  6] Further policy clarification on prereqs for both minors and certificates
  7] Policy clarification on deadlines to registrar for courses rejected

**FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT**

2021-2022 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: General Education Committee (GEC)

Committee Chair: Teresa Walker

Committee Representation:

- Members
  Michael Braunstein (COTS) (he/him/his)
  John Choi (CEPS)
  Elaine Glenn (COTS) (she/her/hers)
  Tim Hargrave (CB) (he/him/his)
  Peter Gray (CB)
  A.I. Ross (CAH) (they/them/theirs)
  John Neurohr (CAH) (he/him/his)
  Maura Valentino (LIB)
- Ex Officio Members
  Michael Goerger (Faculty Senate Executive Committee Liaison)
  Vacant (Provost's Representative)
  Mike Gimlin (Office of the Registrar)
  Lidia Anderson (Enterprise Application Services)
  Emma Alter (Enterprise Application Services)
  Scott Carlton (Academic Advising)
  Megan McConnell (Direct Transfer Center)
- Student Representative
  Brayden Smith
- Guests
  Maureen Rust, Liane Pereira, Sayantani Mukherjee, and Bobby Cummings (ADI Committee members)
  Trista Drake-Jones (Office of the Associate Vice Provost)
  Michelle DenBeste (Provost)

Committee Charges: (Full **2021-22 FACULTY SENATE GENERAL EDUCATION COMMITTEEE CHARGES** *posted to the Web)*

According to Faculty *Code* Section IV.D.1.a:

The General Education Committee shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested by or approved by the Senate Executive Committee.

Our expectation is that you will continue pursuing the responsibilities outlined in your charge in the Senate Bylaws and Faculty Code. In addition, we request that you consider the following items this year (ordered by highest priority/ most immediate need):

GEC21-22.01 Consider developing a process to define how and when a course can change Knowledge areas or from First year to a Knowledge area or vice versa **Timeline**: Fall quarter – High Priority

Please refer to Appendix A. Consider revisions to policy stating that courses cannot move knowledge areas without changing the course number (as one option).

GEC Response to Charge:
-The GEC discussed movement of courses from one component area element to another and determined to consider each proposal on a case-by-case basis.
-The Academic Requirements reports will reflect the General Education program annually to accurately reflect program changes.
Charge Status: Completed

GEC21-22.02 Continue working with the ADI ad-hoc committee on policy language about the   anti- racist and/or a race and ethnicity graduation requirement for undergraduate students **Timeline**: Fall Quarter

A proposal for an ADI graduation requirement was passed by faculty senate in June 2021. As the ADI ad-hoc committee develops a model for this new graduation requirement, please work with the committee on how GenEd fits into this requirement.

GEC Response to Charge:
-The ADI Committee was invited to share framework ideas with the GEC. A healthy discussion was had.
-Notice of ADI forums were added to the GEC meeting agenda as a reminder to GEC members.
-GEC Chair Elect, Maura Valentino, reviewed proposed ADI learner outcomes and identified similar alignment currently existing within the GenEd program.
Charge Status: Completed (to date).

GEC21-22.03 Consider mapping paths within the existing GenEd framework for online-only students to be able to complete GenEd requirements.

Creating GEC approved paths for completion of GenEd requirements for online-only programs will assist students in CWU centers and online degrees. Please consult with Lauren Hibbs, Executive Director of Extended Learning and Outreach

GEC Response to Charge:
-Generated a master list of all General Education courses in the AY 2021-22 framework (with the exception of 184 and culminating experience courses). Sent a breakout list to each college and the library. Associate Deans identified those courses that were typically offered online and in which quarter(s).
-Used the AY 2021-22 Populated Framework to highlight courses offered online every quarter (except summer).
-Shared the highlighted Populated Framework of online courses with Associate Deans, Lauren Hibbs, and Joy Fuqua
Charge Status: Completed (suggest annual follow-up with updates as needed).

GEC21-22.04 Consider developing an MOU or a permanent process regarding transfer students and GenEd requirements when university closures occur, and students are in need of immediate transfer. **Timeline:** Winter Quarter

Consult with Megan McConnell, Transfer Center Director, and Associate Vice Provost Gail Mackin

GEC Response to Charge:
-Language was proposed by Gail Mackin. The GEC reviewed and decided the language needed revision. New draft language was reviewed, revised, and recommended by the GEC.
-The GEC believes policy placement is most appropriate for consideration by the Academic Affairs Committee.
Charge Status: Completed by GEC & ready for Academic Affairs consideration.

GEC21-22.05 Review existing S/U policy and consider revisions. **Timeline:** Spring Quarter

Existing policy has a potential impact on GenEd integrity and may need revision or improved clarity. Develop draft revisions then consult with the Academic Affairs Committee to move the policy forward through the senate process.

GEC Response to Charge:
-GEC Chair consulted Greg Lyman and Gail Mackin to share more direction, language was reviewed, discussed, and revised by the GEC.
-S/U policy revision was approved by Faculty Senate.
Charge Status: Completed

GEC21-22.06 Review and approve proposals to add courses to or remove courses from the General Education program. **Timeline:** End of Fall quarter

Consistent with the mission and purpose of the Faculty Senate General Education Committee, the committee will review course proposals for inclusion in the General Education Program. For courses selected to be in the General Education Program, please adhere to curriculum committee deadlines to ensure a program change can be submitted on time for their implementation and inclusion in the Fall 2022 course catalog.

GEC Response to Charge:
-Created proposal review rubric.
-Provided proposal review professional development for new GEC members.-Completed proposal review in time for program change proposal.
Charge Status: Completed for AY 2021-22 (ongoing).

GEC21-22.07 Review student petitions to courses from the General Education program. **Timeline:** Ongoing

Consider exploring options for streamlining the petitions approval/denial process.

GEC Response to Charge:
-Worked with Office of the Registrar to establish an updated student petition form and electronic process.
-Established a student petition review cycle per quarter in order to help the GEC know what to anticipate and limit focus of meetings.
Charge Status: Completed AY 2021-22 (ongoing).

GEC21-22.08 Review, seek broad input, and make decisions about proposed General Education Program framework and rules changes. **Timeline:** End of Fall quarter, in order that they appear on winter quarter Faculty Senate agenda.

This year the GEC may consider proposals for changes to the framework and rule of the General Education Program. The committee should solicit broad input and follow policy outlining the program change process as listed in CWUP 5-100-040. In addition, please adhere to curriculum committee deadlines to ensure any program changes can be submitted on time for implementation and inclusion in the Fall 2022 course catalog.

GEC Response to Charge:
-This charge was delayed until next year at the suggestion of Faculty Senate Executive Committee Chair, Greg Lyman since no rules/framework change was pending. Movement between component area elements was resolved without changes to rules.
-The GEC will begin assessing pathways in year 4 (AY 2022-23) so pathway discussions were put on hold.

-The GEC added an optional response area for GE recommendations/considerations to the Instructor Feedback Form used to collect data for courses included in Year 3 Assessment.
Charge Status: Considered and primarily postponed, suggested for AY 2022-23.

GEC21-22.09 Collaborate with the General Education Assessment Coordinator, Dan Martin, on developing assessment indicators, drafting procedures, and collecting data for the general education program assessment plan. Communicate an assessment product with stakeholder appropriate reporting. **Timeline:** Winter quarter.

GEC previously created an assessment timeline. However, there is still work to do regarding the overall assessment plan.

GEC Response to Charge:
-The GEC Chair and Assessment Coordinator established standing weekly meeting throughout Fall quarter 2021. Two main areas of assessment data collection needs were established. Student performance assessed by instructor (process established in 2019 for use in Canvas) and course-level per instructor in newly established Canvas Gen Ed Assessment Year 3 course.
-The GEC finalized the General Education Assessment Plan (guided by and aligned to existing policy) Winter quarter 2022.
-Canvas "course" for Gen Ed Assessment Years 1, 2, and 3 as a repository for data collection and to increase efficiency of course re-review by the GEC for each instructor.
-Instructor Assessment Feedback Form was created and populated with course information as proposed to General Education (in Curriculog). In addition, the Instructor Assessment Feedback Form was copied leaving two columns blank for response (activities and GE learner outcomes).
-The GEC developed a re-review rubric and began to engage in re-review of submissions in Canvas Gen Ed Assessment Year 3.
-The GEC Chair populated the Canvas Gen Ed Assessment Year 1 and Year 2 courses with populated Instructor Assessment Feedback Forms for each course. This will ease the preparation and transition to assessment years 4, 5, and 6 by affording the ability to copy the course and make updates as needed.
Charge Status: Completed for AY 2021-22 (ongoing).

GEC21-22.10 Investigate how GenEd course changes affect students' Academic Requirements reports and the issues that arise. **Timeline:** Spring Quarter.

Please consult with Lidia Anderson and Emma Alter in Information Services

GEC Response to Charge:
-Lidia Anderson and Emma Alter were added as ex officio GEC members to add perspective to GEC decision making.
-The Academic Requirements reports will reflect the General Education program annually to accurately reflect program changes.

-Prefix issues were address in IS to avoid potential harm to students.
-System errors were addressed as needed.
Charge Status: Completed for AY 2021-22 (ongoing as needed).

GEC21-22.11 Continue exploring options on how GenEd milestones are displayed on students' transcripts. **Timeline:** Spring Quarter.

Progress was made on this last year but may not be fully completed yet. Please consult with Rose Spodobalski-Brower in the Office of the Registrar.

GEC Response to Charge:
-Additional pathways work is anticipated in year 2022-23 to better ensure the academic integrity. Currently, pathway criteria is challenging to track. Completing 5 or more courses in a single pathway does not ensure a student has experienced all criteria for the pathway, given a course is only required to address two criteria areas.
-Meeting pending (GEC Chair & Rose Spodobalski-Brower) to further discuss pathway recognition. Anticipated prior to the end of May 2022.
Charge Status: In progress, suggest continuation and prioritization in AY 2022-23.

GEC21-22.12 Continue analyzing the implications and options regarding organizational placement of the General Education Program and its operation as an independent unit. **Timeline:** Ongoing

General Education curriculum, policy, and committees are governed and owned by the Faculty Senate. However, resources specific to program operation have historically been distributed by the Provost's Office. Curriculum in the program is contributed by departments across campus. GEC should continue exploring options for potential reorganization, streamlining, and program efficiencies.

GEC Response to Charge:
-The GEC gathered data to share concerning challenges that occurred or were exacerbated by the current GE structure within the university.
-The GEC Chair and GE Assessment Coordinator served on the search for the new position of Dean of Undergraduate Studies. This position is anticipated to have some oversight/coordination responsibilities for the General Education program.
Charge Status: Ongoing suggest prioritization for AY 2022-23.

GEC21-22.13 Continue to review transfer articulations that relate to the General Education program. **Timeline:** Throughout year as needed

Work with the registrar to continue building transfer articulation agreements between regional institutions with a focus on our general education program. Please also consult with Megan McConnell, Transfer Center Director.

GEC Response to Charge:
-Established a student petition review cycle per quarter in order to help the GEC know what to anticipate and limit focus of meetings.
-The work completed by the GEC in 2020-21 allowed student petitions to be reviewed by the Office of the Registrar. The GEC did not receive student petitions during the 2021-22 academic year.
-Drafted university/college closure process.
Charge Status: Completed for AY 2021-22 (ongoing as needed).

Report on the Activities of the Committee:

- Meeting Dates and Times
⇒ Time: Mondays, 3:10 PM – 5:00 PM
⇒ Fall Quarter: September 27, October 4, 11, 18, 25, November 1, 8, 15, 22, 29, December 6
⇒ Winter Quarter: January 10, 24, February 1, 7, 14, 28, March 7, 14
⇒ Spring Quarter: April 4, 11, 18, 25, May 2, 9, 16, (23 pending)

- Minutes
⇒ Should be posted to the Web

- Motions (Motion No. and Current Status)
⇒ May 4, 2022
Motion No. 21-53: Recommend amending CWUP 5-100 General Education policy as outlined in Exhibit N. (approved by FS)
Motion No. 21-54: Recommend amending General Education Committee procedure manual as outlined in Exhibit O. (approved by FS)
⇒ April 6, 2022 (none)
⇒ March 2, 2022
Motion No. 21-32: Recommend approval the 2022-2023 General Education program change as outlined in Exhibit I. (approved by FS)
⇒ February 2, 2022 (none)
⇒ January 12, 2022 (none)
⇒ December 1, 2021
Motion No. 21-18: Recommends approving CWUP 5-100-070 as outlined in Exhibit E. (approved by FS)
⇒ November 3, 2021 (none)
⇒ October 6, 2021 (none)

- Items of Interest
⇒ Primary interests were covered by charges.

- Successes
⇒ Having student representation for a third year in a row.
⇒ Review and decision making of General Education proposals.

⇒ Program change approval for Academic Year 2022-23.
⇒ Further streamlining of proposal review process including development of evaluation rubric for committee use.
⇒ Development of a sustainable and dynamic General Education Assessment plan.
⇒ Incorporation of Canvas GenEd Assessment Year "courses" to use for collecting and interpreting course level (class) data.
⇒ Development of re-review rubric for course level (class) data interpretation.
⇒ Action on all 13 charges.

- Concerns
⇒ CWU's structural disconnects with administration-related responsibility, authority, and capacity.
⇒ Lack of GEC representation in discussions and decision making throughout the university.
⇒ Lack of communication path and plan, especially for assessment practices.
⇒ Elimination of the GE Director position meant most responsibilities fell to GEC Chair with limited workload release.
⇒ The lack of GEC representation beyond the committee itself.
⇒ The opportunity for courses to adequately represent multiple pathways, tracking criteria rather than learner outcomes, transcript representation and the academic integrity of such.

- Recommendations
⇒ The GEC suggests the FSEC consider a charge to the GEC to explore the academic integrity of pathway criteria and how a pathway milestone can be recognized.
⇒ The GEC suggests the FSEC consider a charge for the Academic Affairs Committee to resolve an issue with CLEP. While World Languages and Cultures re-tests students who have passed CLEP tests for placement into their own courses, this does not address the question of what to do with CLEP tests that are taken solely to satisfy the foreign language graduation requirement (which is no longer a general education requirement).
⇒ The GEC suggests the Academic Affairs Committee considers policy placement to identify handling transfer interest of students who experience university/college closure.

Evaluation and Assessment Committee

<p align="center">FACULTY SENATE</p>
<p align="center">ANNUAL</p>

STANDING COMMITTEE REPORT

2021/2022 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Evaluation and Assessment Committee

Committee Chair: Warren Plugge

Committee Representation:

Name	Department	College	Affiliation
Warren Plugge	ETSC	CEPS	Chair
Maurice Blackstone	Library Services	Library	Member
Francesco Somaini	Communication	CAH	Member
Sara Toto	Law & Justice	COTS	Member
Nancy Pigeon	Business	COB	Member
Lidia Anderson	Enterprise Applications		Guest
Tyler Ou	Student	CWU	Student Representative
Andrea Eklund	Apparel, Textiles, and Merchandising	CEPS	Ex-Officio Member, Executive Comm. Member

Committee Charges:

- As per the Web

Report on the Activities of the Committee:

- Meeting Dates and Times – Every other Friday, 1-3pm, by Zoom

- Successes
    - Use of SEOIs During A Disruption of Instruction - The committee completed the language regarding SEOI use during a pandemic and was able to get the language successfully into policy.
    - The committee successfully developed, administered, and received data to address the impacts the pandemic and change in course delivery had on SEOIs.
    - Created a schedule which approved by the Faculty Senate to split the biennial academic administrator assessment to

annual assessments that occur on a rotating basis in order to level out the workload for EAC. The first phase of these assessments will be launched in AY22/23 with the assessments of the President, Vice Provost, and College Deans.

- Minutes (Should be posted to the Web and Teams)

- Items of Interest

  - EAC21-22.01 - The EAC reviewed the recommendations proposed by the CWU Equal Opportunity Committee to determine policy and/or procedure language language/modifications to the concerns about SEOIs and their use in faculty evaluations. While this was a large charge with many components the EAC was able to address two important issues on the determination of what impacts the pandemic and change in course delivery has had on SEOIs. The committee created a survey that was distributed to the faculty and received close to 200 responses from faculty. The EAC is in the process of reviewing the responses to provide a report during the AY 22/23. Due to the large amount of data received it will take time to provide a well-developed report.
    - Other discussions were held on strategies to support faculty on teaching improvement with student voice, addressing diversity and equity issues in SEOI responses with biases associated the use of SEOIs, and the possibility of replacing SEOIs in the promotion/merit/tenure/retention process.
    - Continued discussion was held over the response rates and policy on how to administer SEOIs.
  - EAC21-22.02 – Discussions were held on addressing diversity and inclusivity into the SEOI process. These discussions provided issues that would have to be addressed to include the number of questions on the SEOI and diversity and inclusivity questions could be problematic for some faculty during reviews. Recommendations were made to address diversity and inclusivity within a general education course all students would be required to take. Additional consultation would be required to address diversity and inclusivity with the President, Provost, and various task forces focusing on this subject.
  - EAC21-22.03 The committee discussed improving/modifying SEOI delivery systems, notifications, and form types. Different software systems were identified but the issue of cost was a consideration, this item will be further reviewed in the AY22/23.
  - EAC21-22.04 To develop a consistent process for inquiries regarding SEOIs, the committee reviewed this and suggestions were made to create a web form submitted by faculty that would be reviewed by the EAC. This will be a future recommendation

to be further addressed next year.

- o EAC21-22.05 Discussions were held on options for faculty developed OER and curriculum content to be included in faculty evaluations. Jim Bisgard was invited to a meeting to discuss this issue. The committee concluded that this should be addressed within each department to develop standards for review of OERs and curriculum content and their place in the review process.
- o EAC21-22.06 To address additional policy and/or procedure language regarding faculty evaluations, in our discussions we reviewed the "Guidelines for Evaluation of Teaching" as suggested. EAC committee discussed developing a framework for the review of teaching and creating policy in how we incorporated peer evaluations into the review process. A conclusion was made that many departments have a process and this charge could be left at the department level.
- o EAC21-22.07 This charge was similar to EAC21-22.04 by creating additional policy and/or procedure language on SEOI access levels and removal of SEOIs. A suggestion was made to create a web form to be reviewed by the EAC and policy on the procedures for access and the removal of SEOIs. This will be a recommendation for AY22/23 EAC committee to develop the procedures for this process.
- o EAC21-22.08 The EAC drafted language regarding SEOI policies during significant disruptions to instruction. This language was submitted and approved by the faculty senate and is now in policy.
- o EAC21-22.09 The academic administrators assessment survey was reviewed to resolve inconsistencies in the Likert scale. This issue was resolved by changing the Likert scale so the averages would better reflect the responses by the participants.
- o EAC21-22.10 An annual assessment of the Faculty Senate and Executive Committee will be held later in the Spring quarter.

- Recommendations
  - o The EAC has reviewed the usefulness of the SEOI over the course of several years and matured the conclusion that they can be good tools to measure student satisfaction, but they are extremely flawed instruments if used to evaluate teaching performance. Faculty members' concerns about receiving good SEOI must not be subordinated to pedagogical considerations in the way they design and conduct their courses. Therefore, the EAC recommends that the institution move away from employing SEOIs to help measure teaching performance and, instead, find ways to use them at different levels (Universities, colleges, departments, programs) to inform choice of teaching modalities, scheduling, instructional tools (i.e. learning management system, videos, etc.).

- Future Work
  - o Information Systems – continue working with Information Systems to develop procedures to address access, removal of SEOIs, and inquiries regarding SEOIs to help prioritize the

workload of Information Systems.
- o Explore the additional peer evaluation techniques in the review process.
- o Improve/Modify SEOI delivery systems, notifications, and form types.
- o Improve/Modify SEOI form types to better inform choice of teaching modalities, scheduling, instructional tools, etc.
- o Consider ways diversity and inclusivity can be addressed in teaching, see April 6, 2021 Memorandum.
- o Removal of SEOIs in the review process to only be used by faculty as a formative process to inform teaching.
- o Develop checklist for teaching effectiveness and excellence that recognizes different teaching modalities. Propose definitions for teaching effectiveness and excellence.

MEMORANDUM

TO: Faculty Senate Executive 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 <u>Best Practices in the Evaluation of Teaching</u> (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.

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%20
        Papers/IDEA_Paper_69.pdf

Antiracism, Diversity & Inclusivity Ad Hoc Committee
FACULTY SENATE SUMMARY REPORT
SPRING 2022

OVERVIEW

The Antiracism, Diversity, and Inclusivity (ADI) Ad Hoc Committee was established in Winter 2021 to identify specific ways to address issues associated with racism, diversity, inclusivity, inequality, and discrimination at CWU. Our work culminated in an ADI graduation requirement (Motion No. 20-66: passed June 2, 2021), and specific implementation model (Motion No. 21-19: passed December 1, 2021). The committee has since focused on establishing core ADI learner outcomes.

ADI AD HOC COMMITTEE MEMBERS

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

ADI COMMITTEE CHARGES

This report offers background to the development of the proposed learner outcomes, and summarizes the work to date on the revised charges issued in Fall 2021:

1. Identify concrete ways to incorporate ADI in the curriculum.
    a. Submit proposed model for incorporating an anti-

racist/or race and ethnicity, diversity, equity, and inclusion graduation requirement for undergraduate students.

    i.   Complete data analysis from 2020-2021 to inform the proposed model, particularly the qualitative responses as they relate to potential models, teaching and learning, and campus climate.

    ii.   Gather information about promising practices relevant for teaching and learning ADI content.

    iii.   Develop ways to promote full consultation with the academic community via surveys and listening sessions to receive feedback regarding the model.

b. Develop proposed learner outcomes and evaluation process for potential courses that incorporate all required ADI elements.

    i.   Learner outcomes will include ways to address structural racism, promote diversity, equity, and inclusion, improve outcomes for students from historically marginalized communities, and highlight commonalities and humanity.

    ii.   Develop ways to promote full consultation with the academic community via surveys and listening sessions to receive feedback regarding the learner outcomes.

    iii.   Work closely with relevant Senate Standing Committees, including the General Education Committee, the Curriculum Committee, and the Academic Affairs Committee to revise the proposed outcomes as needed.

c. 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.

2. Examine ways to evaluate all ADI course outcomes and course assessment strategies.
   a. Draft recommendations for standards by which participating departments can review and update outcomes and assessment statements to remove any biased, exclusionary, and/or ableist language/expectations.
   b. Consider ways to evaluate participant's level of satisfaction with the course and how they will apply the program to their education
   c. Work closely with the Curriculum Committee and Office of Diversity and Inclusivity as appropriate.
3. Communicate the recommendations to the academic community.
4. Ensure that all departments and programs are given an opportunity to develop ADI courses.

DEVELOPMENT OF THE POTENTIAL LEARNER OUTCOMES

Figure 1: Summary of Data Collection

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┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│    Review       │     │    Select       │     │ Gather learner  │
│ initiatives at  │ ──▶ │ Insitutions with│ ──▶ │ outcomes (LO's) │
│    other        │     │ similar ADI     │     │ from similar ADI│
│  institutions   │     │    courses      │     │    courses      │
└─────────────────┘     └─────────────────┘     └─────────────────┘
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                                                          ▼
┌─────────────────┐     ┌─────────────────┐     ┌─────────────────┐
│  Synthesize     │     │ Present draft #1│     │  Review and     │
│  stakeholder    │     │    to key       │     │ synthesize LO's │
│  feedback to    │ ◀── │ stakeholders    │ ◀── │ to create draft │
│  create draft   │     │ identified by   │     │      #1         │
│     #2          │     │    the EC       │     │                 │
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        │
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│ Present draft #2│     │  Synthesize     │     │ Present draft #3│
│  in faculty     │     │   listening     │     │  to faculty via │
│  listening      │ ──▶ │   session       │ ──▶ │    a survey     │
│  sessions       │     │  feedback to    │     │                 │
│                 │     │ create draft #3 │     │                 │
└─────────────────┘     └─────────────────┘     └─────────────────┘
                                                          │
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                        ┌─────────────────┐     ┌─────────────────┐
                        │ Present final   │     │  Synthesize     │
                        │ proposed LO's   │     │ faculty survey  │
                        │  to Faculty     │ ◀── │  feedback to    │
                        │  Senate         │     │ create final    │
                        │                 │     │    draft        │
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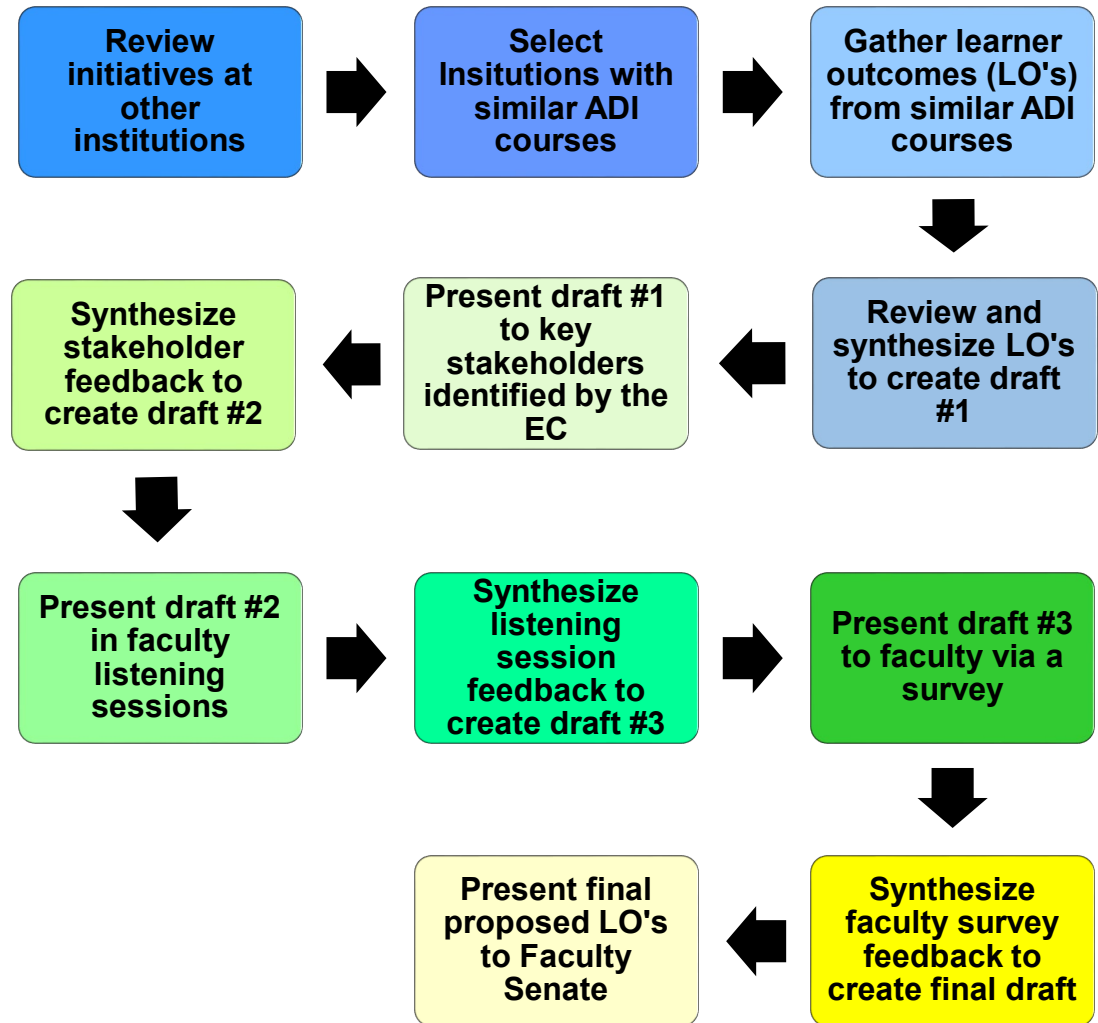
Figure 1 summarizes the stages in developing the proposed learner outcomes, including information gathering, multiple levels of consultation, data analysis and synthesis, and revisions, in accordance with our 2021-2022 charges (1b, 1c, 3, and 4).

DEVELOPING DRAFT #1 OF THE LEARNER OUTCOMES
The ADI committee revisited our previously compiled list of 20+ institutions with ADI requirements and narrowed it

to those whose courses would align with our approved model:

1. All undergraduate students will be required to complete a minimum of 4 credits from the approved CWU anti-racism, diversity, and inclusivity (ADI) courses.
2. Students will be allowed to take an approved ADI course from any department, including those outside their college.
3. Transfer students may substitute ADI courses they have completed at other institutions of higher learning provided the course(s) meet the CWU ADI learner outcomes.
4. Courses that meet all the ADI learner outcomes may be offered by any academic department, program, major, and minor (including Special Topics and General Education courses).
5. Departments, colleges, and programs submitting ADI courses for approval must demonstrate an effort to collectively include a variety of modalities (face to face, hybrid, online, distance ed) to provide equitable access to all CWU students, including center and online students.

Table 1: Institutions Reviewed for Relevant ADI Learner Outcomes	
Emory	UC San Diego
Humboldt State	UC Santa Cruz
Kent University	University of Michigan
Metropolitan State University	University of Washington
Tulane University	Washington State University

We also reviewed the language from our charges and RCW 28B.10.149 and the feedback from previous listening sessions and surveys to determine broad categories for the LO's: a) racism & antiracism, b) diversity, c) inclusivity, d) equity, e) intersectionality, and f) reflection/application.

The stronger institutions with a specific ADI graduation requirement were clear in their (1) rationale for the requirement, (2) number of credits required, (3) ADI definitions and content, and (4) learner outcomes. We compiled and categorized 73 LO's from these institutions, which we reduced and revised to the 13 LO's for draft #1. They covered the broad content categories listed above and satisfied the criteria of the proposed model and spanned different levels from Bloom's Taxonomy.

DEVELOPING DRAFT #2 OF THE LEARNER OUTCOMES
In consultation with the Executive Committee, we had semi-structured discussions with several key individuals and groups on campus in Winter 2022; these were either those who have experience in ADI initiatives or those with knowledge in implementing course/program changes. Faculty were also invited contact the Faculty Senate Executive committee to request inclusion in these interviews.

Table 2: Invited Key ADI Stakeholders
DEI Committees from each college and the School of Education
Diversity and Inclusivity Fellows
Faculty Senate Curriculum Committee
Interdisciplinary Studies Program Directors
CWU Libraries Faculty
Provost Faculty Fellow
Vice President of Inclusivity and Diversity

Each meeting was scheduled for approximately one hour. Participants were given draft #1 of the LO's in advance and asked to consider the following guidelines when providing feedback:

- The 4-credit course should incorporate antiracism, race/ethnicity, diversity, equity, and inclusion
- All departments, programs, majors, and minors are eligible to offer ADI courses
- Approved ADI courses must meet all the ADI learner outcomes
- Collectively, ADI courses must demonstrate an effort to include a variety of modalities (face to face, hybrid, online, distance education) to provide equitable access to all CWU students, including center and online students.
- The proposed learner outcomes and evaluation process should be developed with full consultation across CWU's academic communities.

SUMMARY
Feedback was largely supportive of the overall scope and focus of the 13 LO's. There were 4 major recommendations:

1) Addition of a basic LO that explored definitions of core concepts. Students would not be able to achieve the proposed higher level LO's without this foundational knowledge.
2) Removal of 1 LO that covered communication skills. This would be beyond the scope of many courses and potentially detrimental for both students and faculty. It would also be different across teaching modalities.
3) Removal of 1 LO that required service learning or community action. This would be difficult to achieve in some locations and/or teaching modalities.
4) Removal of 3 LO's that were too broad or required exploration across contexts, systems, and locations. These would be too complex and intense for a single introductory course.
5) Combine and simplify 3 LO's related to different aspects of racism/discrimination, power dynamics, and intersectionality. This was to avoid redundancies and focus each LO on a single learning task.

All feedback was incorporated to develop the draft #2 of the LO's. One LO was added, five LO's were removed, and three were incorporated or combined to produce 6 LO's for the next stage of feedback.

DEVELOPING DRAFT #3 OF THE LEARNER OUTCOMES
Four listening sessions were schedule for the first week of April 2022; we scheduled sessions at different times to maximize participation. They were advertised through Faculty Senate, Central Today, and direct emails to key stakeholders and other campus groups. Each session was 75 minutes and, again, participants were given the LO's in

advance and asked to consider guiding questions in constructing their feedback:

1. Is the learner outcome broad enough to be applicable across programs and disciplines?

2. Is the learner outcome broad enough to be appropriate across course levels (i.e., general education, lower division, upper division)?

3. Is the learner outcome equitable in its requirements and assessment across teaching modalities?

4. How would you assess student learning for the proposed outcome?

SUMMARY
• Overall, there was strong support for the draft #2 of the LO's. Participants provided detailed feedback that largely focused on details (word choice, grammar, intention, impact, etc.).   • One LO was removed because it required focus across multiple systems and contexts from a broad perspective. This would be difficult to fulfill in a single introductory course across disciplines and teaching modalities.   • Another common concern was the focus on US contexts. This was retained to reflect the original intention of the ADI Committee, its charges, and the focus of RCW 28B.10.149.

All feedback as incorporated to develop the draft #3 of the LO's. One LO was removed and the remaining had minor revisions, resulting in 5 LO's.
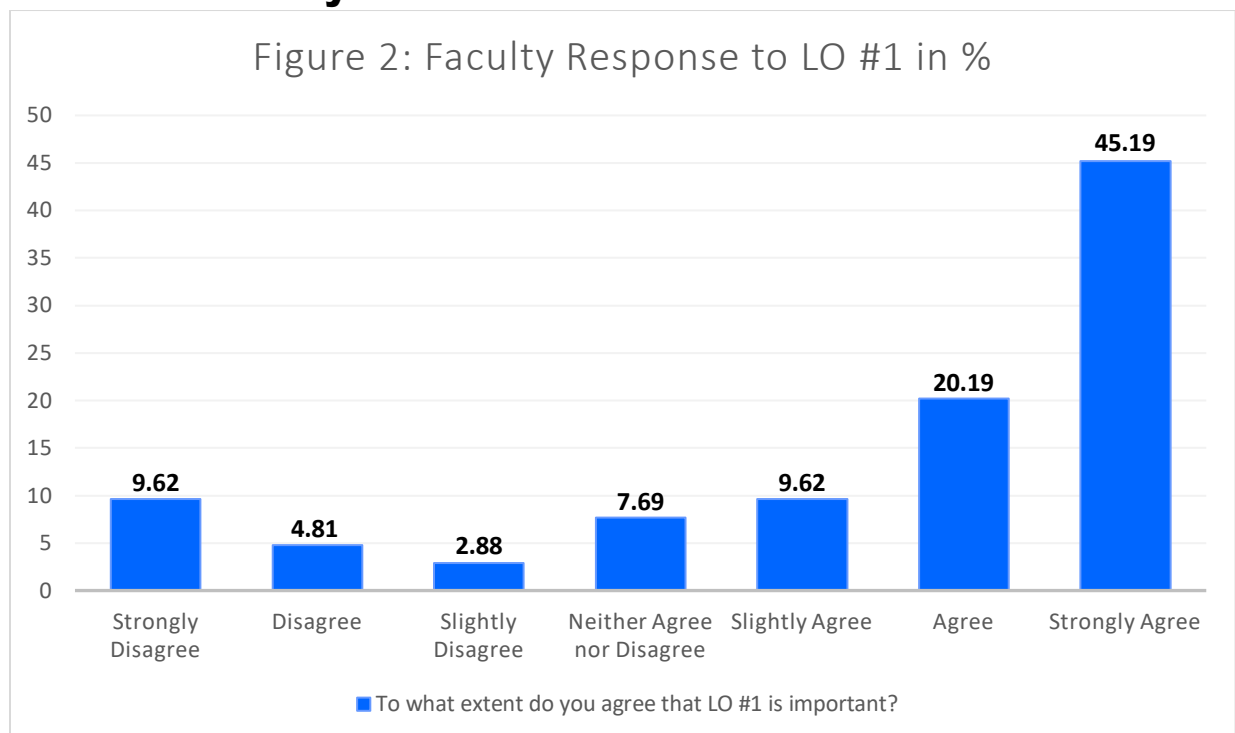
DEVELOPING THE FINAL PROPOSED LEARNER OUTCOMES
The final data collection for the LO development came from the faculty survey. The online survey was

anonymous, and participants had the option to decline to respond to any demographic question to help protect individual identities. The survey was available from April 18 to April 27 and resulted in 105 responses. Below is a summary of the feedback for each of the 5 LO's, and the subsequent revisions to each.

SUMMARY OF SURVEY FINDINGS BY LEARNER OUTCOME
LO # 1: Define key concepts with relation to the study of ADI including Antiracism, Racism, Race, Ethnicity, Discrimination, Privilege, Diversity, Equity, Inclusivity, and Intersectionality.

Figure 2: Faculty Response to LO #1 in %

Category	Value
Strongly Disagree	9.62
Disagree	4.81
Slightly Disagree	2.88
Neither Agree nor Disagree	7.69
Slightly Agree	9.62
Agree	20.19
Strongly Agree	45.19

To what extent do you agree that LO #1 is important?

Overall, the data gathered indicates strong support for this LO. From the survey, we see that 65.38% of faculty agreed or strongly agreed with the requirement, and only 14.43% disagreed or strongly disagreed with it. The primary concern was this this was a very basic requirement, but the feedback from stakeholder meetings and listening

sessions were clear that it was an essential foundation to higher level tasks.

REVISIONS
There were no major concerns about the overall content or suggested edits so no revisions were made

LO #2: Describe the central role of race, racism, and antiracism in the United States.


Figure 3: Faculty Response to LO #2 in %
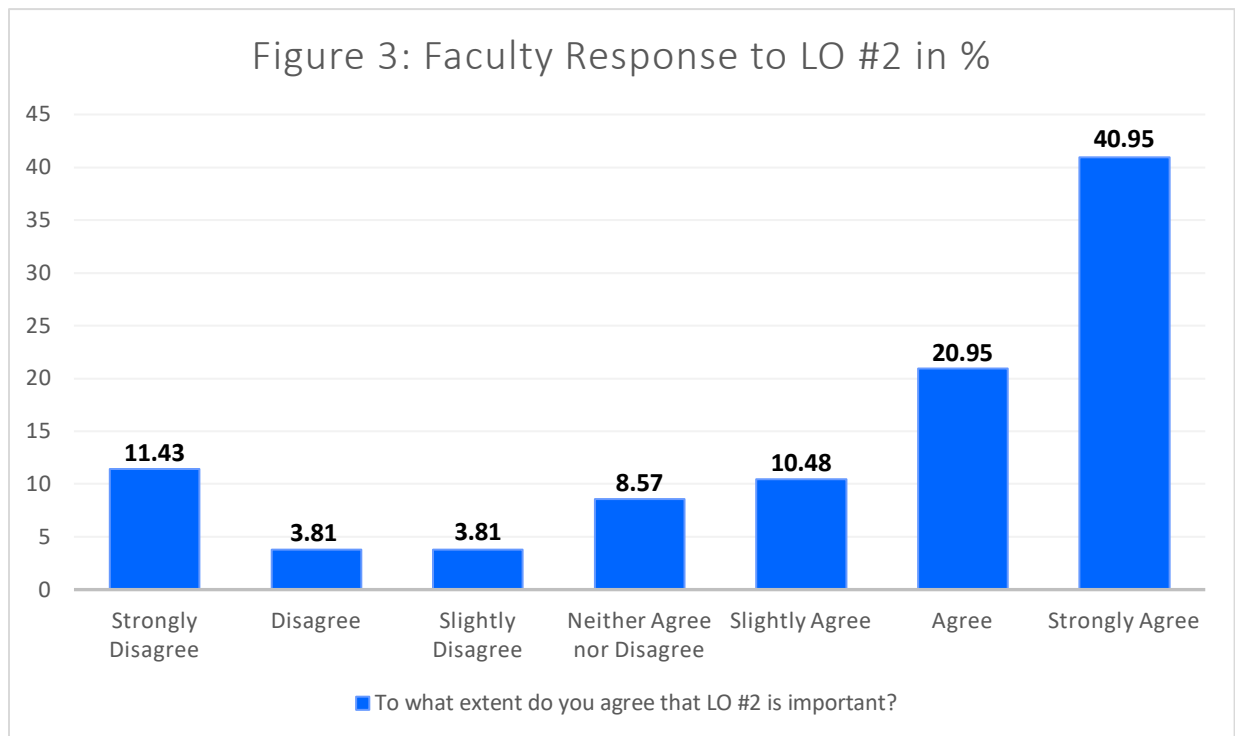
Overall, the survey data gathered indicates strong support for this feature. 61.9% of faculty agreed or strongly agreed with the requirement, and 15.24% disagreed or strongly disagreed with it. The only concerns included the use of "central" both because of its positioning of race/racism and its connection to our institutional name.

REVISIONS
"Central" was removed from the LO, but no other changes to content or wording were made.

LO #3: Contrast their own core values, assumptions, and biases to those held by other individuals, cultures, or societies.

Figure 4: Faculty Response to LO #3 in %
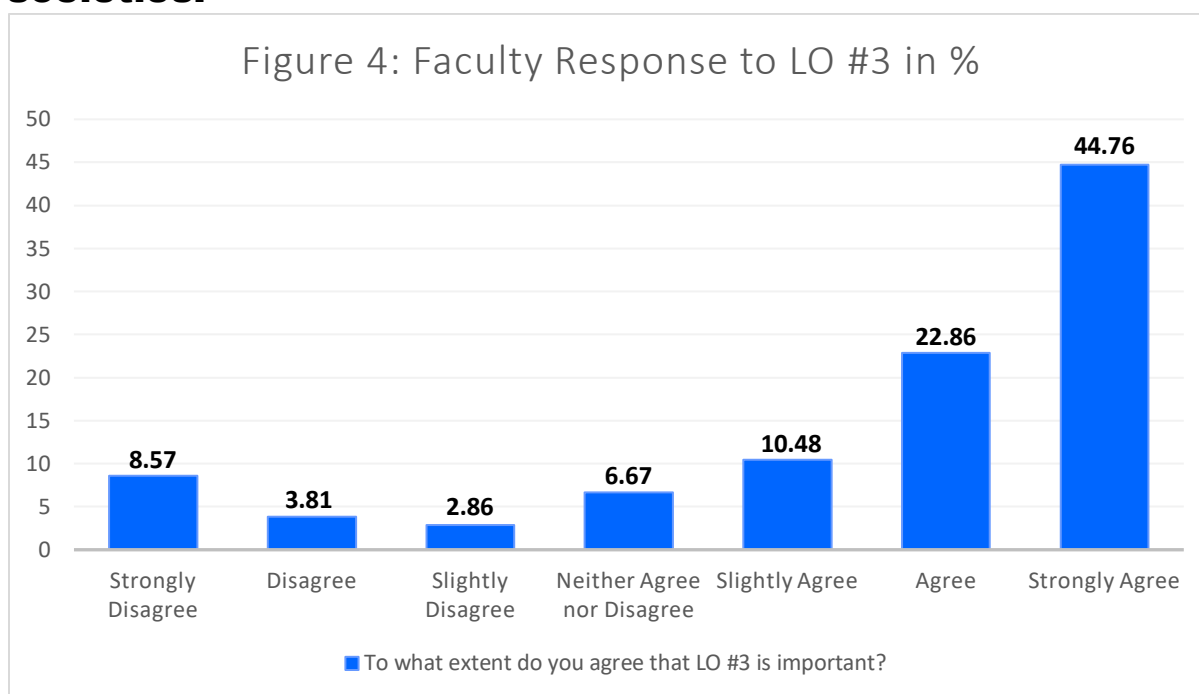
Data from the survey supports this LO, with 67.62% of faculty agreeing or strongly agreeing, and only 12.38% disagreeing or strongly disagreeing with it. Concerns included the multilevel perspective and "contrast", which focuses on differences.

REVISIONS
The multiple levels were retained to focus beyond inter- and intrapersonal understanding. "Compare" was added; "to" was changed to "with."

LO #4: Analyze systemic and structural mechanisms that perpetuate inequities and discrimination.

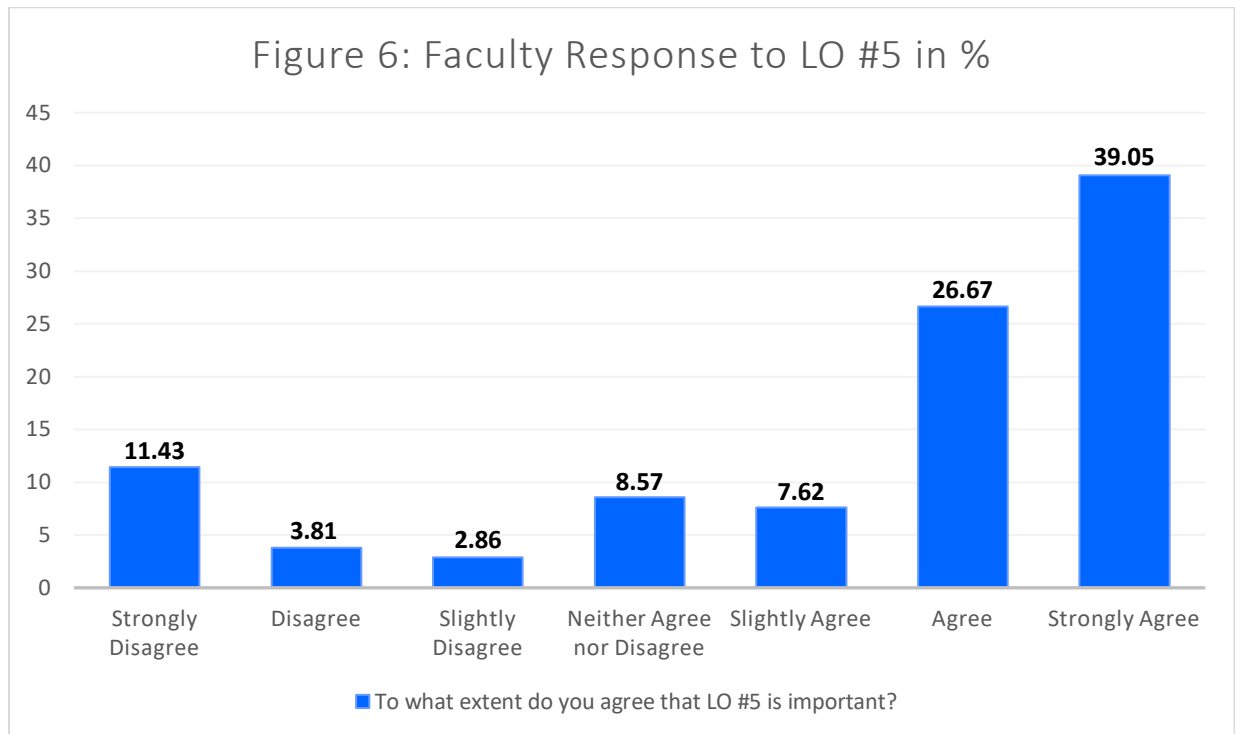Figure 5: Faculty Response to LO #4 in %
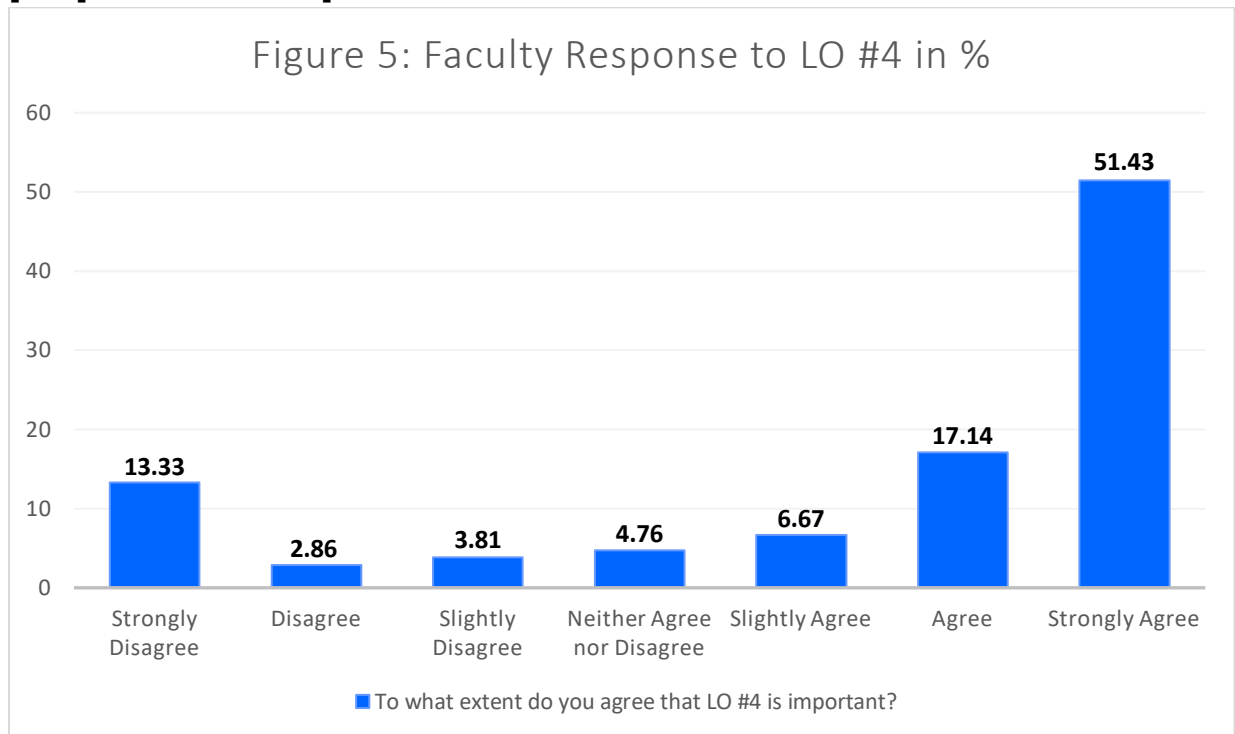
Data from the survey supports this LO, as 68.57% of faculty agreed or strongly agreed with the it and only 16.19% disagreed or strongly disagreed with it. No major concerns or revisions were provided.

REVISIONS
No revisions to content or wording were made.

LO #5: Describe intersections between race/ethnicity and other minoritized identities.

Figure 6: Faculty Response to LO #5 in %

Response	%
Strongly Disagree	11.43
Disagree	3.81
Slightly Disagree	2.86
Neither Agree nor Disagree	8.57
Slightly Agree	7.62
Agree	26.67
Strongly Agree	39.05

To what extent do you agree that LO #5 is important?

Data from all sources supported this feature. 65.72% of faculty agreed or strongly agreed with including courses across modalities, and only 15.24% disagreed or strongly disagreed. Concerns included "identities" and wanted to specify certain groups, particularly class. "Minoritized identities" is widely used to describe characteristics outside those of dominant groups. There are several intersections to consider (i.e., gender, class, sexuality, nationalism, ability, veteran status, religion) and faculty can include those they consider most salient.

REVISIONS
No revisions were made. To retain faculty autonomy in addressing intersectionality within their disciplines and expertise, specific minoritized identities were not added.

STEP 3: FINAL PROPOSED LEARNER OUTCOMES

After considering learner outcomes for an antiracist/or race and ethnicity course for undergraduate students in full consultation with the CWU's academic community and key stakeholders, the ADI Ad Hoc Committee proposes 5 LO's as described below.

FACULTY SENATE MOTION

Motion No. 22-66: The Antiracism, Diversity, and Inclusivity Ad-hoc committee recommends approval of 5 learner outcomes for the antiracism, diversity, and inclusivity graduation requirement for all undergraduate CWU students, projected to begin in Fall 2024, as outlined in Exhibit A.

Exhibit A: ADI task force ADI course learner outcome recommendation
Students will be able to:

1. LO1: Define key concepts in relation to the study of Antiracism, Diversity, and Inclusivity including antiracism, racism, race, ethnicity, discrimination, privilege, diversity, equity, inclusivity, and intersectionality.
2. LO2: Analyze the role of race, racism, and antiracism in the United States.
3. LO3: Describe intersections between race and ethnicity and other minoritized identities.
4. LO4: Explain systematic and structural mechanisms that perpetuate both privilege and inequities.
5. LO5: Compare and contrast their own core values, assumptions, and biases with those held by other

individuals, cultures, or societies.

CONCLUSION

The ADI task force was initially created to respond to 2020 racially incited national events and a call to action from the CWU Vice President of Inclusivity and Diversity, but also aligns with CWU's vision and mission focusing on diversity. Our task was specific to undergraduate curriculum this ADI requirement for all CWU undergraduates is the first step in implementing ADI into the CWU curriculum.

The recommended learner outcomes are a result of intensive research of other institutions of higher education and multiple stages of feedback received from university faculty and stakeholders.

The ADI task force's objective is to put forth learner outcomes that faculty will adopt because they provide an essential foundation to ADI work, while preserving faculty autonomy to expand and shape the focus of their courses to align with their expertise and field of study. We believe these proposed learner outcomes embody the initial intent of the committee, meet the requirements of our charge and legislation, and pave the way for the next important charge: defining assessments and steps for implementation to be applied to all CWU ADI approved courses.