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REGULAR MEETING
Wednesday, May 31, 2023, 3:10 p.m.
Draft Minutes

</div>

Meeting convened at 3:10 p.m.

All Senators were present except: Eric Cheney, Vanessa Hunt, Jim Johnson, Thomas Long, Amanda Obery, Jennifer Serne, Hideki Takei, and Thomas Tenerelli

Guests: Arturo Torres, Sathy Rajendran, Sydney Thompson, Yoshiko Takahashi, Cristina Bistricean, Joy Fuqua, Anne Cubile, Christina Denison, and Jeff Stinson

CHANGES TO AND APPROVAL OF AGENDA Approved

MOTION NO. 22-48(Approved): APPROVAL OF MINUTES of May 3, 2023

COMMUNICATIONS - None

SENATE CHAIR REPORT – Welcome to the final meeting of the academic year. The Shared Governance Sensemaking group met yesterday. Mark indicated he is encouraged with the work around shared governance made this year. Andrea Eklund will be senate chair next year. There will be a motion later for chair-elect with Peter Klosterman as the nominee. Mark thanked the Executive Committee (EC) for their service this year. Special thanks to the Senate committee chairs and members for the work they have done this year.

Faculty Issues
Updates
Mark spoke with Blair McNeillie from Grounds about spraying on campus. The groundskeeper are trained and follow spraying regulations. Small red and white flags are placed in areas that have been sprayed.

Senator Schiel brought an issue about course fees. Mark followed up with Chair of the department and Provost DenBeste. CWU is trying to reduce student fees and the Provost is willing to have conversations with departments about this.

New Faculty Issues – No new faculty issues.

Student report – No report

Old Business - None

REPORTS/ACTION ITEMS *(45 Minutes)*

SENATE COMMITTEES:
Executive Committee
Motion No. 22-49(Approved): Ratify 2023-2024 committee nominees as outlined in Exhibit A.

Motion No. 22-50(Natashia Lindsey): Election of 2023-2024 Faculty Senate Member-At-Large – Nominee: Natashia Lindsey, Theatre Arts

Motion No. 22-51(Peter Klosterman): Election of 2023-2024 Faculty Senate Chair-Elect – Nominee: Peter Klosterman, Mathematics.

Academic Affairs Committee – Year-End Report

Motion No. 22-52(Approved): Recommend amending CWUP 5-90-040(21) Satisfactory/Unsatisfactory Courses as outlined in Exhibit B.

Motion No. 22-53(Approved as amended): Recommend amending CWUP 5-90-040(38) Academic Forgiveness as outlined in Exhibit C.

Motion No.22-53a(Approved): Senator Bisgard moved to restore the words "all of" in (A). Senator Schiel seconded.

Motion No. 22-54(Approved, 2 abstentions): Recommend adding CWUP 5-90-080 Student Behavior in Academic Settings as outlined in Exhibit D.

Budget and Planning Committee – Year-End Report

Bylaws and Faculty Code Committee – Year-End Report

Motion No. 22-32 (Approved): Amend Faculty Code Section IV.D.1.g to add the Antiracism, Diversity, and Inclusivity Committee as a standing committee as outlined in Exhibit E.

Motion No. 22-33 (Approved): Amend Faculty Code to update gendered language and other updates that are non-clerical as outlined in Exhibit F.

Motion No. 22-44 (Approved): Amend Faculty Senate Bylaws Section II C. 4. to add past chair language as outlined in Exhibit G.

Motion No. 22-45 (Approved): Amend Faculty Senate Bylaws Section III.C. 3 & 4 as outlined in Exhibit H.

Curriculum Committee – Year-End Report

Motion No. 22-55(Approved): Amend CWUP 5-50 Curriculum policy and CWUR 2-50 Curriculum procedure as outlined in Exhibit I.

Evaluation and Assessment Committee – Year-End Report
SEOI and Pandemic Survey report -

General Education Committee – Year-End Report

Anti-racism, Diversity, and Inclusivity Committee – Year-End Report

Faculty Legislative Representative – Written report

PRESIDENT – President Wohlpart provided an update on enrollment. Currently there are projected to be 1.750 first-year students in Fall of 2023. The average first-year students pre-pandemic was around 2,000. New transfer students is around 1,000 that had previously been around 1,300. Community college enrollments have also dropped which is a factor in the numbers of transfer students being down. Second, they will be continuing to provide more clarity and transparency around budget and data. Have done some good things this year, but still have room for improvement. Work on this will continue this summer. There was some incorrect data reported to Integrated Postsecondary Education Data System (IPEDS) for 2019-2022. Central was able to fix data for 2021-2022. The Values and Strategic plan group has worked hard this year. There were 598 participants, 213 faculty and 52 students. The feedback is on the webpage. The first final draft will be reviewed by the Executive Leadership Team (ELT) and will be getting additional feedback in June and July. The shared governance conversation has allowed the group to think deeply

about what shared governance should and could be at Central. This fall they will broaden the conversation with staff, student leadership, and union leadership. Will also be doing surveys and town halls.

PROVOST – Provost DenBeste provided updates on searches. The College of Business dean candidates have been on campus. Hope to have a decision relatively soon. Currently the pool for Library dean has 33 candidates. Will move to do Zoom interviews soon, if the search committee is good with the pool of candidates. The AVP of Academic Affairs search committee is scheduling Zoom interviews soon. The AVP for Faculty Affairs has not started yet. Will be making an announcement on that soon. Will be convening a formal group and will be having discussion around Graduate Studies.

CHAIR-ELECT

Whereas Mark Samples led the Faculty Senate with positivity, grace, diplomacy, understanding, empathy, and vision during a period of continued change, especially during our transition to in person senate meetings, adjusting expeditiously to technical issues;

Whereas Mark Samples facilitated strong working relationships between faculty, administration, and students, keeping an open-mind and thoughtfully responding to concerns;

Whereas Mark Samples facilitated the advancement of the senate and faculty voice at CWU through the strengthening of Faculty Code, Bylaws, policies, and procedures with his diplomatic leadership style that has guided senate through many initiatives;

Whereas Mark Samples consistently advocated for the resolution of faculty issues, and represented the diverse interests of faculty through his participation in committees, groups, and councils, in particular with his work on strengthening shared governance;

Be it resolved that the Central Washington University Faculty Senate is grateful and wishes to publicly thank Mark Samples for his exemplary service as Chair of the Faculty Senate during the 2022–2023 academic year.

Chair-Elect Eklund reported that there will be an open Executive Committee meeting next Wednesday from 3:00 – 4:00 p.m. in the Grupe Center.

NEW BUSINESS – Chair Samples reminded Senators to fill out the assessments that were sent about academic administrators, Senate and EC.

Meeting was adjourned at 4:15 p.m.

Exhibit A

Committee	Faculty Member	Department	Term
Bylaws and Faculty Code			
1 faculty senator vacancy	Vacant		6/15/22 – 6/14/24
Curriculum Committee			6/15//23-6/14/24
1 CAH faculty vacancy	Vacant		
General Education Committee			
1 CEPS faculty vacancy	Brita Williams	CSEL	6/15/23 – 6/14/26
1 CB faculty vacancy	Vacant		6/15/23 – 6/14/24
Evaluation and Assessment Committee			
1 CAH faculty vacancy	Vacant		6/15/23 – 6/14/26
1 LIB faculty vacancy	Toria Messinger (NTT)	Library	6/15/23 – 6/14/26
Antiracism, Diversity, and Inclusivity Ad Hoc Committee			
1 CAH vacancy	Cynthia Pengilly	English/Africana and Black Studies	9/16/23 – 6/15/26
1 CEPS vacancy	Vacant		9/16/23 – 6/15/25
1 COTS vacancy	Nathan Kuwada	Physics	9/16/23 – 6/15/26
1 CB vacancy	Vacant		9/16/23 – 6/15/25
1 LIB vacancy	Janet Calderon	Library	9/16/23 – 6/15/26
1 Interdisciplinary program Representative	M. Eliatamby-O'Brien	English/WGSS	9/16/23 – 6/15/25

Exhibit B

Number (if applicable): 5-90-040(21)

Title of Section:
Satisfactory/Unsatisfactory courses

New ☐   **Revision** ☒

The policy and/or procedure change has a budget impact?   Yes   ☒ No

Summary of changes:
Existing policy regarding courses that are graded S/U has been updated.

- The scope of part (A) remains the same, but the language has been simplified for greater clarity. This specifies when S/U grading MUST be applied.

- Part (B) has been split into two parts:

  o a revised (B) that provides a general motivation for when S/U grading MAY be applied and describes the impact on GPA

  o part (C) requires that courses with S/U grading be so indicated in the course catalog description

Justification and Itemization of changes:

This proposal comes in response to the following charges:

AAC22–23.10   Review CWUP 5-90-040(21) regarding Satisfactory/Unsatisfactory Courses and compare with current practice. Make recommendations for revisions as appropriate.
Work with Mike Gimlin for more information on this charge. The use of S/U courses may have outgrown this definition in practice at CWU.

(21) Satisfactory/Unsatisfactory Courses

1.Courses for which there are no performance evaluations required for entrance, progress, or completion, and for which attendance is the basis for evaluation are graded S/U.

2. Courses graded satisfactory/unsatisfactory and the conditions under which they will be so graded must be so identified in the course description in the catalog.

(A) Courses that require only attendance be must be graded S/U.

(B) Courses in which standard or traditional grading is rendered difficult by the nature and purpose of the course can be graded Satisfactory (S) or Unsatisfactory (U). Neither grade is used in calculating the GPA, but an S allows credit to be earned while a U does not.

(C) S/U grades may not be awarded unless specified in the catalog course description.

Exhibit C

Number (if applicable): 5-90-40(38)

Title of Section: Academic Forgiveness

New ☐   **Revision** ☒

Summary of policy/procedure content and Impact:
The policy presented here modifies existing policy regarding Academic Forgiveness, which provides an opportunity for students who have attended, but did not graduate from, CWU to have low grades removed from their GPA calculation when they return after an absence of at least five years. The goal of the policy revisions is to make the process of obtaining academic forgiveness less onerous, while maintaining core requirements.

Justification and Itemization of changes:

- Existing policy requires returning students to earn at least 45 credits with a GPA of at least 3.0 before applying for Academic Forgiveness. The revised policy allows students to apply upon being readmitted to CWU.

- The existing requirement that the overall GPA at the time when the student left CWU was below 2.0 has been changed to "earned course grades below C- at CWU"

- The existing policy eliminates all previously earned grades from the GPA calculation. The revised policy eliminates only grades below C- from the calculation.

The policy and/or procedure change has a budget impact?   Yes   No

(38) Academic Forgiveness

Academic forgiveness is a policy which applies to an undergraduate student with poor academic performance from earlier CWU attendance. The goal of this policy is to lighten the burden of poor prior performance.

(A) An undergraduate student may petition the office of the registrar in writing for academic forgiveness; it will be approved if all of the following criteria are met:
1.   The student seeks to returned after an absence of at least five years.
2. The student's CWU cumulative GPA at the time of leaving CWU was below 2.0.
3. The student has earned at least a 3.0 GPA in at least 45 credits since returning.
2.   The student earned course grades below a C- at CWU.
3.   A petition for academic forgiveness has not been previously granted.

(B) If academic forgiveness is granted, all grades earned at CWU prior to returning that are lower than a C- (specifically D+, D, D-, F grades) shall be coded for Academic Forgiveness by the Registrar so that they do not count towards the student's cumulative GPA.
(B) If academic forgiveness is granted, the previous credits and grades will remain on the student's transcript, but will not be used in the calculation of the cumulative GPA, and the student will be in good standing. Only the grades earned since returning to CWU will be used in computing the cumulative GPA.

(C) The student may request a review of the office of the registrar's decision by the Board of Academic Appeals.

(D) A petition for academic forgiveness may be granted only once.

(E) Unless academic forgiveness is granted, the GPA will include all CWU grades for all courses.

(F) The forgiveness policy does not extend to calculating GPA of majors or to honors.

Exhibit D

Number (if applicable): 5-90-080

Title of Section: Student Behavior in Academic Settings

New [X]   **Revision** [ ]

Summary of policy/procedure content and Impact:
The policy and procedure presented here describe how faculty may respond to instances of disruptive student behavior in the classroom (or other settings for academic instruction) in order to preserve a healthy and productive learning environment. The role of the Office of Student Rights and Responsibilities (OSRR) is also explained.

Justification and Itemization of changes:
This motion presents a revision of new policy and procedure regarding student behavior in academic settings that was passed by Faculty Senate (motion no. 20-38) on April 7, 2021, but was stopped by the Provost Council with the concern that there might be contradiction with existing procedures within the Office of Student Success.

In response to these concerns, the policy has been revised as follows:
- Procedure related to Appeals has been removed. The appeal process has been delegated to the OSRR.
- Section (6) describing consequences of disruptive behavior has been reorganized and simplified. The goal is to provide clarity for faculty on the responses available to them to maintain a positive learning environment.
- (6)(B)(2) and (6)(C)(2) emphasize the role of communication and mediation to resolve disputes or misunderstandings between faculty and students, before resorting to formal disciplinary and/or appeals processes.
- Exclusion from class meetings is now "pending resolution through the OSRR", rather than "for the remainder of the quarter". The policy makes clear that faculty have the right to disallow a student from attending class meetings pending such resolution.
- Expulsion is no longer included as a consequence of disruptive behavior, although this policy does not expressly disallow that outcome, which may arise through OSRR procedures that follow the WAC.

The policy and/or procedure change has a budget impact?   Yes   [No]

CWUP 5-90-080 Student Behavior in Academic Settings

(1) Purpose and Scope of this Policy

   (A) When disruptive behavior occurs in the academic setting, the instructor will make a reasonable effort to address the disruption with the student, preferably in private. Toward that end, the instructor and student may consult with Student Success, the department chair, or other University offices at any time during the process set forth in this policy to discuss ways to resolve the situation informally or through mediation.

   (B) Student conduct is prescribed by the Central Washington University (CWU) Student Conduct Code (WAC 106-125 https://app.leg.wa.gov/wac/default.aspx?cite=106-125). The purpose of this policy is to clarify what constitutes disruptive behavior in academic settings; what actions faculty and department chairs may take in response to disruptive conduct; what responsibilities and rights students have regarding disruptive behavior concerns, and the role of the Office of Student Rights and Responsibilities (OSRR) regarding disruptive conduct.

   (C) Programs may have contractual agreements that govern behavior. In such cases, those contracts supersede this policy.

   (D) Nothing in this policy prohibits a call to CWU Police or 911 for immediate assistance or supersedes public safety policies and procedures.

(2) Definitions

   (A) Academic Setting: An academic setting is a classroom or other meeting place selected by an instructor as a location for course-related activities, including but not limited to classrooms, labs, faculty and department offices, the library, and other settings for field trips, internships, study abroad opportunities, or class-related group work. Academic settings also include any online course environment selected by the instructor.

   (B) Disruptive Behavior: Disruptive Behavior in an academic setting is behavior that interferes with the ability of faculty to teach and students to learn. Examples of disruptive behavior may include, but are not limited to:

      1. Creating excessive noise or talking when the instructor or others are speaking.
      2. Leaving and entering class frequently with no notice to instructor of illness or other extenuating circumstances.
      3. Making or receiving personal phone calls.
      4. Persisting in disruptive conversations with other students.
      5. Refusing to comply with instructor's directions, including directions to correct disruptive behavior.
      6. Using obscene or vulgar language.
      7. Interfering with class discussion, including but not limited to failure to respect the rights of other students to express their viewpoints.
      8. Verbally abusing or threatening the instructor or other students (e.g., personal insults, taunts, or intimidation).

(3) Maintaining a Positive Learning Environment

   (A) Students, faculty, and staff share responsibility for maintaining a positive environment in academic settings. Unprofessional and disruptive behaviors in all academic settings hinder the educational environment for all students.

(B) Faculty have the right and the authority to guide discussion and to set limits on the manner in which students express opinions in academic settings.

(C) Students who fail to adhere to such reasonable limits will be subject to disciplinary action(s).

(4) Professional Behavior: Establishment of Standards

    (A) Faculty are expected to model the behavior they expect from their students.

    (B) Students are expected to engage in respectful and professional behavior towards faculty, staff, and other students.

    (C) Academic colleges, departments, and programs may establish specific standards relevant to the discipline or profession. Students will be notified of these standards upon entry into an academic program.

    (D) Some violations of professional behavioral standards are not disruptive. Disruptive behavior does not include violations of professional or academic behavior standards that are addressed through academic assessment, such as coming to class unprepared, failing to submit an assignment, failing to study for an exam, or refusing to accept instructor feedback on an assignment. Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited by this policy.

(5) In cases that originate outside of an academic college, the office of Student Rights and Responsibilities will facilitate the review and appeal processes and involve relevant staff, faculty, departments, and colleges as appropriate.

(6) Consequences of Disruptive Behavior in Academic Settings: The instructor is authorized to take action to ensure that a positive learning environment in academic settings is not compromised by disruptive student behavior. There are three levels of response to disruptive behavior:

    (A) Warning. The instructor may warn students that their behavior is disruptive and that if the behavior is not improved, the student may be directed to leave the academic setting.

    (B) Immediate dismissal from the classroom or academic setting. The instructor may direct students who engage in repeated or egregious disruptive behavior to leave the academic setting for the remainder of the class meeting.

        1. The instructor should report the dismissal to the Office of Student Rights and Responsibility (OSRR), either directly or online by submitting a Behaviors of Concern.

        2. If the instructor is comfortable with having the dismissed student(s) attend the next regularly scheduled class meeting, an attempt should be made to communicate with the student and explain the consequences of further disruptive behavior.

        3. Dismissal from an academic setting resulting from disruptive behavior will be considered an unexcused absence, and as such, students may suffer academic sanctions in accordance with the course syllabus.

        4. The instructor may delete disruptive content from online course components. Deleted work can be considered incomplete for the purposes of assessment.

    (C) Exclusion from the classroom or academic setting. If a student is dismissed from an academic setting for a serious act of disruptive behavior, including threatening or violent behavior, or if a student who has been dismissed continues to engage in disruptive behavior in subsequent class meetings, the instructor may forbid the student from returning to the academic setting pending resolution through the Office of Student Rights and Responsibilities.

1. The instructor must notify the Department Chair and the Office of Student Rights and Responsibilities of their decision to exclude the student from further class meetings.
2. An attempt should be made to find a suitable resolution, through mediation provided by the OSRR, that will enable the student to return to the academic setting.
3. The student will continue to have access to all written and online course materials available to other students in the course. However, the faculty may remove the disruptive student from interactive course elements such as discussion threads or similar activities. The instructor is not obligated to meet in person with the student for any reason but shall respond to substantive course-related questions within the typical scope of the class.
4. The student has the right to appeal the exclusion, following the procedure described in the Student Conduct Process or, if applicable, the Student Discrimination Complaint Procedure (CWUR 3-45-010).

(7) Removal from program. If a student exhibits disruptive behavior and/or violates the college, department, or program standards of professional behavior in egregious or multiple instances, the department chair or program director may recommend to the Dean's Office that the student be removed from the program of study (i.e., major, minor, or certificate).

(8) Other sanctions are the authority of the office of Student Rights and Responsibilities and are outlined in WAC 106.125.

(9) Documentation: Faculty should keep notes of the dates, times, witnesses and details of incidents of serious disruptive behavior, and the impact of the disruption on those present, as these may be important in any future proceedings. Appeals require written documentation containing factual and descriptive information. The student is entitled to see this documentation.

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

(1) No Procedures

(2) No Procedures

(3) No Procedures

(4) Professional Behavior: Establishment of Program, Department, and College Standards.

    (A) No Procedures

    (B) No Procedures

    (C) Program, department, and college standards of professional behavior will be approved by relevant faculty members, department chairs, and academic deans, as well as the Provost and the ADA Compliance Officer.

        1. Approved standards will be posted on relevant program, department, and college websites; and in relevant advising materials.

        2. Standards will be referenced in course syllabi.

    (D) No Procedures

(5) No procedures.

(6) Consequences of Disruptive Behavior in Academic Settings. Faculty are empowered to make decisions regarding the consequences of disruptive behavior while a class is in progress.

    (A) Warnings. Instructors should document the warning in their files.

    (B) Immediate Dismissal from the academic setting.

        1. The instructor shall submit a Behaviors of Concern notification to the Office of Student Rights and Responsibilities.

        2. The instructor must send a follow-up e-mail within 24 hours of the dismissal to the student, and copy the appropriate department chair, detailing the disruptive behavior, the consequences, and expectations for classroom behavior going forward. The instructor should make clear that the student is welcome to come back to class at the next class meeting, but that repeated instances of disruptive behavior may result in course exclusion or course expulsion.

    (C) Exclusion from the academic setting.

        1. The instructor must provide written notification within 24 hours of the decision to exclude a student from an academic setting.

        2. The Office of Student Rights and Responsibilities will act as consultant and mediator to assist the faculty and student in reaching a resolution whereby the faculty will permit the student to resume attendance in the classroom or academic setting.

(7) Removal from program. The decision to remove a student from a program rests with the dean. Within 2 days of a program removal decision, the dean should inform the department chair or program director. The department chair or program director ensures that the student is removed from the program, informs the student of the decision, and informs the student of their right to appeal the decision.

(8) No procedures

(9) No procedures

Exhibit E

Bylaw and/or Code Section:
Faculty Code, Section IV.D.1.g.

Title of Section:
Faculty Code, Section IV. Faculty Senate, D. Committees, 1. Standing Committees, g.

New   X   Revision X

Summary of changes and/or additions:
Faculty Code:
Revision of Section IV.D.1 revised section to reflect change to the number of standing committees and addition of ADI committee.

Rationale for changes and/or additions:
With the establishment of the ADI committee as a Senate standing committee, the Code required an update.

Faculty Code

Section IV. Faculty Senate

D. Committees
1. Standing Committees
   The Senate shall maintain ~~six~~ seven standing committees. They are the General Education Committee (GEC), the Academic Affairs Committee (AAC), the Curriculum Committee (FSCC), the Bylaws and Faculty Code Committee (BFCC), the Evaluation and Assessment Committee (EAC), ~~and~~ the Budget and Planning Committee (BPC), and the Antiracism, Diversity, and Inclusivity Committee (ADI).

   a. The GEC shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend courses, programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested or approved by the Executive Committee.
   b. The AAC shall be concerned with the study and improvement of academic standards, academic policies and regulations, and academic organizational structures. The committee shall review and recommend changes to academic policy (section 5-90 of the CWU policies Manual, General Academic Policies). It shall perform other duties as may be requested or approved by the EC.
   c. The FSCC shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy at the university. It shall cooperate with other individuals, groups, or committees at the university in carrying out its duties. The committee shall review and recommend changes to academic policy (section 5-50 of the CWU Policies Manual, Curriculum Policies and Procedure). It shall perform other duties as may be requested or approved by the EC.
   d. The BFCC shall be concerned with the continuing study and improvement of the Bylaws and the Code. It shall receive, review, initiate, and make recommendations or proposals for

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amendments to both documents to the Senate via the EC, coordinating its efforts with other individuals, groups or committees as necessary or appropriate. It shall prepare drafts of such amendments and present such drafts to the Senate together with the rationale for such amendments, and do such other similar things as charged by the EC.

e. The EAC 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 Senate and EC assessments, and do such other similar things as charged by the EC, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

f. The BPC shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of the university budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the President's Budget Advisory Council (PBAC). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the PBAC. Whenever possible, especially on matters of great importance, the BPC's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the BPC to the PBAC. The BPC shall perform other duties as assigned by the EC.

g. The ADI committee shall be concerned with the study, development, and improvement of the ADI graduation requirement. The committee shall review and recommend courses and policies for the ADI graduation requirement in close cooperation with appropriate academic administrators and other Senate committees. It shall perform other duties as may be requested or approved by the EC.

Exhibit F

Bylaw and/or Code Section: Faculty Code, entire document.

New   **Revision X**

Summary of changes and/or additions:
- Suggestions for replacement of gendered language throughout the Faculty Code.
- Suggestions for clarification/revision of minor issues (beyond clerical) in the Faculty Code

Rationale for changes and/or additions:

Many areas of the Faculty Code require updating binary gender labels with more neutral and inclusive terminology (e.g. replacement of the titles/terms 'Emerita/Emeritus' with 'E/emerit' and 'his/her' with 'they'). The Latin term emeritus was originally used to refer to soldiers who had completed their military duty. The term was later used for those retiring from professional positions and emerita to refer to female retirees. Freyd (*Professor Emerit: It is Time to Reject Gendered Titles for Retired Faculty*; 2021) points out a few issues with the use of the masculine 'Emeritus'; 1) "The common usage makes gender salient in situations where it need not be made salient." (para 2) and 2) "[the terms Emeritus/Emerita] force a binary distinction that may be particularly oppressive to some individuals." (para 3). The following universities have formally adopted the gender-neutral term Emerit; University of Wisconsin-Madison (2022), University of Oregon (2022).

Additionally, the BFCC identified errors, typos, and inconsistencies throughout the Code during the 2021 – 2022 AY that were identified at the time as being potentially more than just clerical changes.

PREAMBLE

DEFINITIONS

College: In the Code, a college refers to any one of the Central Washington University's academic, faculty-led institutions headed by a dean or executive director. These are: College of the Arts and Humanities (CAH); College of Business (CB); College of Education and Professional Studies (CEPS); College of the Sciences COTS); Central Washington University Libraries.

Consultations: Substantive discussion of mutual exchange between two or more parties. Consultation both informs, receives feedback, and carefully considers feedback. Ideally, decisions will reflect consensus between the administrative leadership, appropriate bodies of the faculty, or other pertinent parties at Central Washington University (CWU).

Department: See CWUP 5-60-030.

Interdisciplinary Programs: see CWUP 5-90-070.

President: The President is the Chief Executive Officer of the University, and is appointed by the Board of Trustees (BOT), which delegates broad administrative authority to the President. Office of the President: The staff within the Office of the President coordinate policy development, communications, special projects, budget and other matters for the President's Division, as well as for the university generally.

Secret Ballot: A ballot which lists all nominees and voters can indicate their choices without revealing how individual voters have voted (Robert's Rules 45:18).

Simple Majority: 50% of those casting votes plus 1.

Unit: Any academic entity that falls under the category of program, school, library, department, or college.

ABBREVIATIONS
The following abbreviations shall be used in this document:

AAC&U: American Association of Colleges and Universities AAUP: American Association of the University Professors AAC: Academic Affairs Committee

ADCO: Academic Department Chairs' Organization

ADI: Antiracism, Diversity, and Inclusivity Committee

AA ASL: Office of the Provost/VP for Academic Affairs Academic and Student Life. The Provost serves as the Vice President for Academic and Student Life.

BOT: The Board of Trustees of CWU

BFCC: Bylaws and Faculty Code Committee

BPC: Budget and Planning Committee

Bylaws: The Bylaws of the CWU Faculty Senate

CAH: College of Arts and Humanities

CB: College of Business

CBA: The collective bargaining agreement between CWU and the United Faculty of Central Washington University

CEPS: College of Education and Professional Studies

Code: The Faculty Code of the CWU Faculty Senate

COTS: College of the Sciences

CWU: Central Washington University

CWUP: Central Washington University Policy

CWUR: Central Washington University Procedure

EAC: Evaluation and Assessment Committee

EC: Executive Committee, The Executive Committee of the CWU Faculty Senate

FLR: Faculty Legislative Representative

FSCC: Faculty Senate Curriculum Committee

GEC: General Education Committee

NTT: Non-tenure-track Faculty

PBAC: President's Budget Advisory Council

Provost: CWU's Provost and Vice-President for A~~ASL~~

Senate: The Faculty Senate of CWU

TT/T: Tenure-track/Tenured faculty

UFC: United Faculty of Central Washington University

WLU: Workload unit

Disclaimer
The title of this document is the *Faculty Code* (hereinafter referred to as the "Code"). The provisions of this document may not conflict with the actions of the Board of Trustees (BOT) or the Collective Bargaining Agreement (CBA). The collective bargaining process addresses

mandatory subjects of bargaining and other aspects of the terms and conditions of employment that the parties agree to bargain.

Preface

History
Central Washington University (CWU) faculty first created a "Faculty Code of Personnel and Policy" during the 1946-1947 academic year, which was subsequently approved by the faculty, President, and BOT. This Code approved an 11-member Faculty Council that in 1962 became the Faculty Senate (Senate). With the approval of a CBA in 2006, the BOT approved the administration to create a new Faculty Code reflecting the conditions of the post-Collective Bargaining Agreement (CBA) environment. What follows is the result of that collaboration.

Shared Governance

Constituents: President, BOT, students, faculty, staff, alumni, and community members. Shared governance is both an iterative planning process and a collaborative culture in which relevant constituents of CWU commit themselves to being partners in aligning their priorities to accomplish the mission of CWU. Shared governance functions through an organizational structure that fosters active collaboration, transparency, accountability, understanding, and acceptance of compromise, mutual respect, and trust.

For effective shared governance, we, as a university, must strive to improve our commitment, culture, collaboration, accountability, and transparency.

Commitment in shared governance consists, not only of written statements of support for shared governance, but also the creation and maintenance of mechanisms to allow for the allocation of time and resources to effectively carry out shared governance.

Our informal, collective network of attitudes, behaviors, and assumptions comprise our culture. Improvements in culture come from a commitment from university constituents to jointly consider difficult issues and to jointly develop strategic directions. Faculty should be a critical part in discussions surrounding themes central to the university mission. These themes include student outcomes, university revenue models, and campus capacity.

Meaningful participation by all relevant constituents during the formative stages of planning encompasses the ideal of collaboration in shared governance.

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

Clear and honest communication by decision-makers to relevant constituents regarding the rationale for proposals and decisions aids transparency in shared governance.

Shared governance calls for a commitment on the part of faculty, the BOT and the administration to work together to strengthen and enhance the university. Shared governance is based on the principle that the division of authority and decision-making responsibility between faculty and administration should be based primarily on distinctive expertise and competence, and the legal responsibilities of each group as articulated in Washington State Law, the CBA and the Faculty Code. While the CBA strengthens that mission through evaluations of faculty,

the Faculty Code and Senate helps guarantee administrative quality through meaningful evaluations of the university administration. Such evaluations include regular evaluation periods, publication of results (in the form of data) to pertinent stakeholders and clear statements on the use of evaluations of administrators by the BOT and its administrative agents.

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

The Senate serves as the broadest representation of faculty at which the administration is present, and consultation with a quorum of the Senate functions as the most basic level of meaningful consultation between the Faculty and the Administration.

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

Authority

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

December 2006 BOT
Approved 12/8/2006
Amended 5/4/20
Amended 6/1/22

Faculty Code
    A. Faculty-Defined
        1. The word "faculty" as used in this Code shall mean only the following individuals employed by the university:
            a. Those individuals who conduct scholarship; who teach, coach, or supervise students or who engage in similar academic endeavors in which students receive credit or academic benefit; and
               i. who hold the academic rank of professor, associate professor, assistant professor, or ~~emeritus~~ emerit professor; or
               ii. who hold the professional designation of clinical faculty, senior research associate, research associate, senior lecturer, lecturer, visiting professor or coach.

            b. Those individuals who occupy an administrative post, and who hold one of the academic ranks or professional designations listed in 1.a. above, and who hold academic tenure.

            c. Those individuals who serve as librarians or professional media specialists or as members of the counseling or testing service, and who hold one of the academic ranks or professional designations listed in 1.a above.

        2. The word "faculty" as used in this Faculty Code shall not apply to any employees of the university other than those listed in A.1 above. Thus employees such as civil service employees, civil service exempt employees without academic rank, or student employees are not entitled to the rights and privileges of this Faculty Code unless specific Faculty Code provisions make such allowances.

    B.   Other Faculty Appointments
        The specific rights and responsibilities of faculty working in special roles shall be delineated in the agreement and/or contract with the appointing authority, subject to the terms of the CBA, e.g., interdisciplinary program director, academic program director within a department or graduate program director.
        1. Election and Removal of Department Chairs
            a. Election of Department Chairs
               i. Department chairs are appointed to a four-year term.
               ii. Department chairs are appointed upon the joint recommendation of the appropriate dean and department based on the process described below.
               iii. For internal searches, each department holds an election to select its chair at a meeting presided over by the appropriate dean. The election of a chair is subject to the approval of the dean, the Provost, the President, and the BOT.
               iv. Only eligible faculty in a department shall vote. Eligible faculty include tenured and tenure-track faculty and non-tenure-track faculty holding the title of assistant professor or senior lecturer as defined by the CBA. All eligible faculty shall be given a minimum of five (5) business days' notice of the meeting date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.
               v. The election result shall be determined by simple majority vote of eligible faculty. Ballots must be cast in person, by certified proxy or by absentee ballot.
               vi. In the case where three or more candidates are running, if no candidate

receives a simple majority, there shall be a runoff vote for the candidates receiving the two highest votes.

vii. If two or fewer candidates are running and no candidate receives a simple majority, the election shall be considered a failed election and paragraph (viii) below shall govern.

viii. In cases where no candidate achieves a majority vote in an election, the dean, in consultation with the Provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.

ix. In consultation with the department faculty (identified in paragraph iv. above) and the Provost, the appropriate dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.

x. Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (e.g., academic year chair and summer term chair). Department policies must specifically address and delineate which one has the responsibilities for department management decisions such as budget, personnel, and curricular matters.

b. Removal or Replacement of Chairs

i. At any time, a simple majority of eligible faculty within a department may petition in writing to the appropriate dean for a review of the chair's effectiveness.

ii. If after the review, the appropriate dean, in consultation with the Provost, determines that a vote to recall and/or remove a department chair is warranted, the dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.

iii. The appropriate dean may remove a chair at any time after consulting with an considering input from the Provost, the chair and the eligible faculty of the department if, in the judgment of the dean, removal is in the best interest of the department or the university.

c. Filling Temporary Chair Vacancies

i. When a chair is to be absent from the campus for a quarter or more, including summer, the department shall elect an acting chair from within its ranks, in accordance with I.B.1 above, if for any reason the department is unable to elect an acting chair, the appropriate dean can appoint an acting chair for no more than one quarter.

ii. An elected acting chair may serve for a period of up to two (2) years.

iii. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair is elected.

2. ~~Emeritus~~ Emerit Faculty Appointments

a. Faculty, who are retiring from the university, may be retired with the honorary title of "~~emeritus~~" "emerit" status ascribed to their highest attained rank or title.

b. i. Faculty with emerit status may refer to themselves as emerit, emeritus, emeriti, emeritum or emerita.

  ii. The ~~emeritus~~ emerit 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.

  iii. The ~~emeritus~~ emerit 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 WLUs as a member of the teaching faculty.

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

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

  vi. The BOT may grant ~~emeritus~~ emerit status to any faculty member at their discretion.

~~c~~ b. Process:

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

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

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

~~e.~~ d. The ~~emeritus~~ emerit status ascribed to the faculty member's highest rank or title provides for the listing of their name in the university catalog, use of the library and other university facilities, and participation in academic, social and other faculty and university functions. In addition, emeritus faculty:

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

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

  iii. shall receive university publications without charge;

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

  v. may be assigned an office, if space permits; as regular faculty;

  vi. may have clerical support, if budget permits

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

~~f.~~ The BOT may grant the status of ~~emeritus~~ emerit faculty posthumously to faculty members deceased during their term of service to the university. See CWUP 2-

[30-240](#) regarding benefits extended to a surviving spouse.

Section II. Faculty Rights and Responsibilities

A. Faculty Rights

All faculty members have the right to:

1. participate in faculty and university shared governance by means of a system of elected faculty representatives on committees and councils at the departmental, college, university and Senate levels;

   a. Among the rights valued by the Senate is the right of any faculty member to speak on issues pertaining to their responsibilities. The Faculty Senate provides a protected environment in which faculty may engage in speech and actions (including voting) without fear of reprisal or admonition by their supervisors or administration. Faculty members who feel their rights under this Code have been violated may file a complaint as outlined in Faculty Code Section III.G.d.

   b. Be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution.

   c. Academic freedom as set forth in the 1940 *Statement of Principles on Academic Freedom and Tenure*, American Association of University Professors (AAUP) and Association of American Colleges, now the Association of American Colleges and Universities (AAC&U), with 1970 *Interpretive Comments* (AAUP), and the CBA.

   d. Access to their official files, in accordance with the CBA.

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

2. College Budget Committees

   Faculty have a right to:

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

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

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

B. Faculty Responsibilities

1. Principal Areas of Collective Faculty Responsibility

   Collectively, the faculty has principal responsibility for academic policies and academic standards for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status (as defined in the CBA), and those aspects of student life which relate to the educational process. Principal

responsibility means that faculty, through the Senate and its committees, make decisions in consultation with the Provost, deans, and other administrators, subject to the approval of the President and the BOT.

These areas include
a. curriculum, including program revision, criteria for addition and deletion of courses, and standards for granting degrees;
b. subject matter and methods of instruction, including education policies, assessment of student learning, and grading standards;
c. governance of the General Education Program at the university;
d. scholarship, including research and creative activity, freedom of scholarly inquiry and standards for evaluation of faculty scholarship;
e. implementation of CBA processes, including development of substantive content regarding faculty status, including faculty ethics, peer review in hiring, tenure, promotion, post-tenure review, and merit;
f. those aspects of student life that relate to the academic experience, including student academic ethics and academic co-curricular policies;
g. criteria for admissions to undergraduate matters;
h. criteria for admissions to graduate programs and selection of graduate students;
i. participation in accreditation and assessment.

2. Areas of Individual Faculty Responsibility
In addition to the collective responsibilities listed above, each faculty member has the responsibility to:
a. fulfill assigned teaching duties, student advising, and other instructional activities benefiting students' academic development;
b. follow policies and guidelines served from those policies by the university, college, and department;
c. perform professional activity for continual updating of course content to reflect current development in the faculty member's academic field;
d. uphold standards of professional ethics outlined in the AAUP Statement on Professional Ethics (see Appendix A of this Code) and the CBA;
e. participate, where appropriate in the operation and governance of the department, college, and university by such means as to:
    i.   assist in the planning, delivery, assessment, improvement, and development of the academic curriculum in the disciplines housed in the department;
    ii. participate in accreditation and program reviews;
    iii. assist in student recruitment and retention;
    iv. participate in the academic appeals procedure in accordance with guidelines established in Academic Affairs policy;
    v.   participate in the recruitment and selection of faculty, staff and administrators;
    vi. participate with administrators in matters of faculty status such as reappointment, tenure, and promotions, per the terms of the CBA;
    vii. participate in the assessment and evaluation of students, faculty, staff and academic administrators;
    viii. participate in university and Senate committees;
    ix. work collaboratively and productively with colleges.

C. Areas Meriting Significant Faculty Consultation
Because all aspects of the university are interconnected, consultation with faculty is essential in areas that significantly affect the academic character and quality of the

university. Consultation occurs through substantive discussions between administrators and appropriate faculty bodies as specified in this document and as required by the collective bargaining process.

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

Areas for faculty consultation include, but are not limited to:

1. university and college mission;
2. undergraduate and graduate admissions, enrollment management, and scholarships;
3. budget;
4. hiring and evaluation of academic administrators;
5. recommendation of candidates for honorary degrees;
6. academic facilities, including instructional technologies;
7. aspects of student life that affect academic climate and quality;
8. policies related to academic calendars; creation, reorganization, or renaming of academic units.

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

2. In cases of creation, reorganization, or renaming of academic units, ~~T~~ the EC will:
   a. Verify the list of faculty bodies that might be impacted.
   b. Propose a procedure for faculty consultation and input, usually consisting of the following mechanisms:
      i. "Committee Review": Send the proposal to a Senate committee or task force for review. Senate committees are responsible for representing faculty and may also, as part of their deliberations, need to solicit broader faculty input, as outlined below.
      ii. Solicit representative faculty input using one or more of the following procedures:

a) "Faculty Input": Solicit input via the system of senator representatives. This may include an oral presentation of the issue in Senate that includes a written communication via the Senate to faculty senators. This communication will include open-ended questions that solicit a range of concerns or ideas that might pertain to the issue. The communication should provide an end date for feedback (no less than 2 weeks). The EC will help compile the ideas in preparation for the next step(s).
b) "Faculty Survey": Administer a survey to the faculty via the Senate office. If the initiators do not have expertise in survey design, they must consult with those with such expertise to ensure a valid survey (e.g., is not leading or pre-determined).
c) "Faculty Vote": Give faculty the opportunity to participate in a confidential vote (online or in paper) over a specified time period (no less than 2 weeks). The faculty vote can precede or follow solicitation of broader faculty input.

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

4. In most cases, no one mechanism, alone, can be considered an adequate opportunity for input. Also, the following in isolation do not constitute valid "consultation with faculty": consultation only with the EC, Senate Chair, or other individual members of a Senate committee; or representation by one or several faculty on a committee. Moreover, consultation with faculty through Senate does not preclude consultation with other units, with which consultation may be required or advised (e.g. UFC or the Academic Department Chairs' Organization (ADCO).

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

Section III. Distinguished Faculty Awards

The Distinguished Faculty Awards are the highest awards attainable at the university and must represent the highest level of performance. The awards are overseen by the Senate (Appendix B is incorporated by reference). There are no honorable mention awards.

A. Annual Distinguished Faculty Awards
   The Senate confers four unique awards annually to recognize outstanding distinguished faculty in the following areas:
   1. Distinguished Teaching Award (there are two (2) awards, 1 for tenured -track/tenured-track (TT/T) and one (1) for non-tenure-track faculty (NTT)). Teaching excellence shall be defined as:

a. a demonstrated breadth and depth of knowledge;
b. clarity in methodology and organization of materials, and effective methods of presentation;
c. continued scholarship and integration of scholarship into course work;
d. assistance to students in understanding the value and relevance of the subject matter and course materials, both within the discipline and in a broader context.

2. Distinguished Service Award
Service shall be defined as endeavors contributing to the welfare of individuals, professional organizations, university groups, the community at large, or the university.

3. Distinguished Faculty of Scholarship/Artistic Accomplishment Award

a. Scholarship shall be defined as scholarly or scientific investigation or inquiry, conducted to advance the state of knowledge of the discipline.

b. Artistic accomplishment shall be defined as the composition, creation, production or other significant and/or innovative contribution to an artistic event. Artistic accomplishment may include, but is not limited to, innovation in music, drama, film, art, dance, poetry or fiction that is a significant contribution to our understanding of the range of human experience and capabilities.

B. Board of Trustees Distinguished Faculty Award
The Board of Trustees Distinguished Faculty Award is bestowed on a faculty member who has demonstrated a long-term combined record of excellence in teaching, scholarship or artistic activities, and service (as defined in Sections III.A.1, III.A.2, and III.A.3) at CWU. The Board of Trustees awards one recipient every other year.

Section IV. Faculty Senate

There shall be a Senate, which is a representative body of the university's faculty as defined in the CBA. The Senate is the primary instrument for shard governance and consultation at CWU. The Senate shall have the responsibility of acting for and on behalf of the faculty in matters that are not mandatory subjects of collective bargaining or that are not in conflict with state, and federal law. The Senate shall conduct business, craft bylaws, and adopt motions under *Robert's Rules of Order.*

A. Powers
The Senate shall have the following powers and duties to:
1. submit recommendations to the BOT through the President;
2. review and approve changes regarding educational policy, curricula, academic programs, and academic regulations and standards;
3. adopt bylaws pertaining to the internal mechanisms of this Senate;
4. initiate action recommending studies and changes relating to educational policy, curricula, academic programs, and academic regulations and standards;
5. make recommendations on matters relating to faculty welfare or morale, student affairs, business and budgetary affairs, and other matters of professional interest to faculty;
6. facilitate communication among and between the faculty and administration.

B. Membership

1. The Senate shall include:
   a. Voting members
      The following voting members are selected from faculty who hold no concurrent exempt appointment.
      i. One senator and an alternate elected by and from ~~tenure Trac track/tenured Faculty~~ (TT/T) faculty from each academic department and the library.
      ii. Additional senators, elected as directed in paragraph I ~~i.~~ above, allocated to departments as specified in the Senate Bylaws (Bylaws).
      iii. One senator-at-large and an alternate from each of the university centers that have at least five full-time faculty. Also one senator-at-large and an alternate for the remaining centers with fewer than five full-time faculty. Senators-at-large and alternates may be full-time ~~faculty~~ (NTT), and are elected by the faculty at the respective center(s).
      iv. Two NTT faculty members and two alternates elected in the spring quarter for the following year by those NTT faculty under contract in the preceding winter quarter. The senators and alternates shall serve for one academic year contingent on continued employment as NTT faculty at CWU. The EC shall oversee the election.

   b. Nonvoting members
      There shall also be the following ex officio, nonvoting members:
      i. the President;
      ii. the Provost;
      iii. three student representatives selected by the Associated Students of CWU (ASCWU) – Board of Directors.

2. Terms of service for voting senators:
   a. Term appointments for TT/T senators and alternates shall run three (3) academic years. No TT/T senator shall serve more than three (3) consecutive terms. A partial term of two (2) academic years or more shall be treated as a full term, while a partial term of less than two (2) academic years shall not be counted.
   b. Term appointments for NTT senators and alternates shall run one (1) term. A partial term shall be treated as a full term.
   c. All terms begin June 16th.

3. Provisions for replacements are contained in the Bylaws.

C. Officers of the Senate
   1. The faculty shall elect members of the EC, with such powers and duties as set forth in this document and transmitted by the Senate. The EC values a broad range of views and diverse knowledge of the university. To this end, membership from some colleges or the library may be limited to avoid over-representation.
   2. Chair-Elect
      a. The Senate shall elect the chair-elect of the EC, with such powers and duties as set forth in this document and transmitted by the Senate. The chair-elect shall serve as a member of the Bylaws and Faculty Code Committee (BFCC) and liaison to all non-senate committees.
      b. The chair-elect performs such duties and provides such advice that may be requested, such as: attend meetings as a resource at the request of the chair, support the ongoing Senate work and support the chair as needed.

3. Chair
    a. The chair shall be the presiding officer at all meetings of the Senate, at any faculty forum, and at general faculty meetings upon request of the President of the university.
    b. The chair shall serve as official representative and spokesperson of the faculty and the Senate in communication with the faculty, the BOT, the administration, the student body, and other groups regarding matters that are not mandatory subjects of bargaining.
        i. In this capacity, the chair or the chair's designee shall have the right to ex officio voting membership on any university committees and councils on which the EC deems that faculty ought to be represented.

4. Past Chair
    a. The past-chair shall serve on the BPC and serve as liaison to the FLR.
    b. Past-Chair shall participate in the leadership transition of the Senate, and serve as a resource as needed to fulfill Senate business. Additionally, the past-chair will serve as timekeeper during Senate meetings.

D. Committees

1. Standing Committees
   The Senate shall maintain six standing committees. They are the General Education Committee (GEC), the Academic Affairs Committee (AAC), the Curriculum Committee (FSCC), the Bylaws and Faculty Code Committee (BFCC), the Evaluation and Assessment Committee (EAC), and the Budget and Planning Committee (BPC).
    a. The GEC shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend courses, programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested or approved by the Executive Committee.
    b. The AAC shall be concerned with the study and improvement of academic standards, academic policies and regulations, and academic organizational structures. The committee shall review and recommend changes to academic policy (section 5-90 of the CWU policies Manual, General Academic Policies). It shall perform other duties as may be requested or approved by the EC.
    c. The FSCC shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy at the university. It shall cooperate with other individuals, groups, or committees at the university in carrying out its duties. The committee shall review and recommend changes to academic policy (section 5-50 of the CWU Policies Manual, Curriculum Policies and Procedure). It shall perform other duties as may be requested or approved by the EC.
    d. The BFCC shall be concerned with the continuing study and improvement of the Bylaws and the Code. It shall receive, review, initiate, and make recommendations or proposals for amendments to both documents to the Senate via the EC, coordinating its efforts with other individuals, groups or committees as necessary or appropriate. It shall prepare drafts of such amendments and present such drafts to the Senate together with the rationale for such amendments, and do such other similar things as charged by the EC.

e. The EAC 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 Senate and EC assessments, and do such other similar things as charged by the EC, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

f. The BPC shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of the university budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the President's Budget Advisory ~~Council~~ Committee (PBAC). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the PBAC. Whenever possible, especially on matters of great importance, the BPC's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. ~~If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the BPC to the PBAC. The BPC shall perform other duties as assigned by the EC.~~

2. Creation of Committees
   The Senate shall have the right to authorize the creation of additional standing committees that are necessary to accomplish the work of the Senate.
   a. The EC may initiate and, with the approval of the Senate, authorize the creation of standing committees. Alternatively, any senator with a written petition signed by a total of ten (10) senators may recommend to the EC the creation of a standing committee. No later than forty-five days after receipt of the petition, the EC shall submit the proposal to the Senate for its consideration.
   b. The chairperson of any standing committee shall have the authority, upon approval of the voting members of the standing committee and of the EC, to create subcommittees.
   c. The EC shall have exclusive authority to create ad hoc committees.

3. Authorization of Committees
   The authorizing resolution or motion establishing any standing committee shall include, but is not limited to, language to establish the scope of the committee's charge, the length of time for which the committee will be in service, the number of members on the committee, and the length of term for which members will serve.
   a. The EC with the approval of the Senate, may, at any time, amend the authorizing language of a standing committee.
   b. The maximum length of time a standing committee shall be authorized by the Senate is four years, excepting those committees identified in D.1 above. The Senate may reauthorize a standing committee at the end of its term.
   c. There shall be no limit to the number of times the Senate may reauthorize a standing committee.

4. The EC shall have the right to appoint the members of all Senate standing, sub, and ad hoc committees with Senate approval.

5. Terms of service for committee chairs shall be limited to six (6) consecutive years. A partial year shall be treated as a full year.

6. All changes suggested by any committee must be approved by the Senate before being adopted.

7. The EC shall nominate a faculty legislative representative to the President. Upon approval by the President, this nominee shall then be confirmed by the full Senate.

8. The EC shall forward nominations for faculty positions on university standing committees to the Offices of the President and Provost. The Provost or President shall make the final selections and appointments.
   a. A committee member shall report on at least a quarterly basis to the chair-elect using the form provided by the EC. If there are issues that affect the general faculty, additional contact is required (as outlined in section II.B.2).
   b. The chair-elect will serve as liaison and report to the Senate.

E. Assigned Time and WLU for Senate Offices and Activities

1. WLU associated with Senate offices and activities are based on: thirty (30) hours of time spent in meetings and in preparation for meetings - one (1) WLU. It is acknowledged that units assigned reflect an annual average that faculty may reasonably expect over a three-year term.

2. Faculty Senate Chair
   a. The Faculty Senate Chair shall be relieved of thirty-six (36) WLU of teaching for the academic year to perform their duties. The department in which the chair teaches shall receive compensatory funds from the Faculty Senate.
   b. The chair assumes certain duties and responsibilities in the summer, for which 8-14 WLU (based on need and budget considerations) are negotiated with the President.

3. Faculty Senate Chair-Elect
   a. The Faculty Senate chair-elect shall be relieved of eighteen (18) WLU of teaching for the academic year to perform their duties. The department in which the chair-elect teaches shall receive compensatory funds from the Faculty Senate.
   b. The chair-elect assumes certain duties and responsibilities in the summer, for which the Faculty Senate Chair assigns 1 WLU.

4. Faculty Senate Past Chair
   a. The Senate past chair shall be relieved of eighteen (18) WLU of teaching for the academic year to perform their duties. The department in which the past chair teaches shall receive compensatory funds from the Faculty Senate.
   b. The past chair assumes certain duties and responsibilities in the summer, for which 4-7 WLU (based on need and budget considerations) will be negotiated with the President.

5. EC Member
   a. EC members who are not the chair, chair-elect or past chair shall receive six (6) service WLU, three (3) of which shall be reimbursed by the Senate.

      b.   Members of the EC assumes certain duties and responsibilities in the summer, for which the Faculty Senate Chair assigns 1 WLU.

  6. FLR
      a.   The FLR shall receive release time from teaching as well as a travel allowance, negotiated each year with the President.
      b.   In the event that the FLR is also elected chair of the Council of Faculty Representatives (FLRs of Washington universities), more release time, a higher travel allowance, and a summer stipend shall also be negotiated.
      c.   Past allocations for these items shall be available from the Senate Office.

  7. Senator
      a.   WLUs for senators from academic departments, the library, and university centers (IV.B.1.a.i-iii) are estimated at one (1) per academic year.
      b.   WLUs for NTT senators (IV.B.1.a.iv) shall be allocated each year in consultation with the Provost. Information on past allocations for these positions shall be available from the Senate office.

  8. Senate Committee Chair
      WLUs 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 Faculty Senate Office to determine a specific estimate for the upcoming year.

  9. Senate Committee Member (Non-Chair)
      WLUs 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 Faculty Senate Office to determine a specific estimate for the upcoming year.

F. Internal Senate Procedures for the Protection of Faculty Rights and Responsibilities
  1. Interpretation (Bylaws VII.A)
      A request for formal interpretation of the Code must be submitted by a petitioner or petitioners to the BFCC. That committee shall review the request and make a written recommendation to the Senate, which shall take action on the recommendation. If the recommendation is forwarded to the BOT, the BOT shall take action on the recommendation within sixty (60) days of its receipt from the Senate.

  2. Senate Forum (Bylaws VII.B)
      The Senate forum is an open meeting, called by the Senate chair and/or EC, to which all members of the faculty shall be invited. Its usual purpose is for the Senate to convey information to the faculty and to solicit their feedback. All faculty are strongly encouraged to attend such a forum should a referendum be called.

  3. Referendum (Bylaws VII.C)
      The Senate may decide to refer any question or issue before it to the faculty-at-large for vote. All faculty are strongly encouraged to vote should it be called. Eligible faculty include TT/T faculty, full-time NTT faculty, and Senior Lecturers.

4. Senate Hearing (Bylaws VII.D)
   Any ten (10) eligible faculty (as defined in Section IV.F.3) members may, by written petition filed with the Senate Chair, secure any opportunity, as a body or by selected representatives, to address the Senate in order to convey information, request Senate action, or propose policy changes on any matter over which the Senate has the power to act. The petitioners do not, however, have the power to advance motions (which resides only with members of the Senate) or to compel the Senate to act on any matter that they raise. Anonymity cannot be guaranteed.

5. Review by Faculty (Bylaws VII.E.)
   All actions (motions passed) by the Senate shall be subject to review by the faculty if a written petition for review has been signed by at least ten (10) percent of faculty-at-large (as defined in Section ~~IV.F.3~~ I.A.1.a.) and submitted to the Senate Chair. The petition must be filed no later than fourteen (14) days after the approval of the minutes of the Senate meeting during which the action to be reviewed was taken. If the Senate refused to change its position, a vote of the entire faculty on the Senate action under review shall be conducted by the EC. This vote shall determine whether or not the Senate action is reversed.

6. Amendment Process
   a. Amendments to the Code may be proposed only by members of the Senate.
   b. Copies of all amendments shall normally be sent to all members of the Senate, and must be formally read and incorporated in the minutes of two consecutive Senate meetings. But for an exception, see paragraph e. below.
   c. An amendment may be voted on during the meeting following the meeting in which the proposal was read for a second time. Approval of an amendment requires a two-thirds majority of those present and voting.
   d. Upon final approval of an amendment to the Code, the motion number and date shall be noted in the revised language.
   e. Purely clerical amendments (i.e., to spelling, grammar, structure, or organization) that do not affect content can be an exception to paragraphs b-d above. If the BFCC votes unanimously that an amendment is purely clerical; and if the EC votes unanimously in agreement; then, and only then, the amendment may be presented to the BOT for approval ~~with~~ without being read and voted on by the Senate. If any member of either the BFCC or the EC does not agree that the amendment is purely clerical, the amendment process must proceed as specified in paragraphs b-d above.
   f. All amendments are subject to final approval by the BOT.

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 Code or policies under the 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 Senate purview. A complainant may file a complaint that asserts a violation of the following Code, policies and/or standards:
      a) Code
      b) 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) Professional Ethics (Faculty Code Appendix A)
      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.

   ii. **Exclusions:** Should the Senate receive a complaint involving the following exclusions, the complaint will be returned to the complainant(s).
      a) Civil rights complaints properly addressed under the process provided in CWUP 2-35.
      b) Matters subject to the grievance process contained in the CBA, including allegations of violations of the terms of the CBA.
      c) Matters subject to the complaint process contained in the CBA including substantive academic judgments in matters of workload, reappointment, promotion, tenure, and post-tenure review.

d. Complaint Process
   i. Prior to submitting a formal complaint to the Senate, complainant(s) are strongly encouraged to make a good faith effort to discuss the complaint with

the dean or member of the university administration having direct responsibility for the area of concern. It is acknowledged that the nature of some complaints precludes such a step. If no mutually acceptable resolution of the complaint can be reached, ~~complaint(s)~~ complainant(s) may file a formal written complaint with the Senate for review.

ii. A ~~complaint(s)~~ complainant(s) filing a complaint should first consult Section IV.G.1 Complaint Policy and Procedures, and meet with the Senate Chair. The Chairperson will advise the ~~complaint(s)~~ complainant(s) about the Senate's jurisdiction and the complaint process.

iii. To initiate a formal complaint, complainant(s) must complete, sign, and submit the Complaint Form located on the Senate website, which includes the following mandatory elements.
   a) Concise statement identifying the ~~complaint(s)~~ complainant(s) with contact information.
   b) Concise statement identifying the respondent(s) with contact information.
   c) Basis for seeking a review by the Senate.
   d) Each and every specific section of the Code, policies, and/or standards that was allegedly violated.
   e) Supporting documentation pertinent or referred to in the complaint to substantiate the alleged code, policies, and/or standards violations.
   f) Summary of the complaint with a description of the issue giving rise to the complaint.
   g) Concise statement on how the alleged conduct of the respondent(s) violated the Code, policies, and/or standards.
   h) Concise statement of the negative effect that the alleged violation has had on ~~complaint(s)~~ complainant(s).
   i) Reasonable outcomes that would resolve this situation.
   j) Summary of efforts to resolve this complaint.

iv. The complainant(s) shall submit the completed Complaint Form and supporting documents in both electronic and hard copy forms to the Senate Office addressed to the (EC).

v.   Complaints are not confidential. Elements of this complaint may be released as needed at the discretion of the EC.

vi. The complaint will be delivered to all members of the EC at the next scheduled EC meeting. The EC has the primary responsibility to ensure and to arrange an appropriate review by applicable committees. The EC will conduct an initial review of the complaint within 10 business days during the academic year to determine:
   a) Whether the complaint falls within the Senate's purview. If not, the EC will return the complaint to the complainant(s) with recommendations as to the appropriate avenue for resolution to the complaint.
   b) Whether the complaint package is complete. If incomplete, the EC may request the complainant(s) to revise and resubmit the complaint.

vii. Depending on the basis for complaint, the EC will charge the appropriate Senate standing committee(s) or at its discretion may decide to form an *ad hoc committee* to review the complaint. The assigned committee shall write an opinion specifically addressing the alleged policy and code violations. The

committee(s) will be given specific parameters to work with and shall be required to consider all application of the code and policies.

viii. The EC will determine the membership of the *ad hoc committee*, and will not include members who may have a real or perceived conflict of interest. The *ad hoc* committee shall consist of at least three tenured faculty members. The EC may invite other representatives depending on the nature of the complaint.

ix. The committee(s) charged with the complaint review shall receive a copy of the complaint and start their review at the next regularly scheduled meeting. The committee shall have the right to call and question ~~complaint(s)~~ complainant(s) and respondent(s). The respondent(s) will be given an opportunity to present their written response to the complaint along with evidence. The committee(s) shall make every effort to complete its review, make a determination, and report its findings and recommendations, in writing, to the EC for its consideration and action, within 20 business days. This period may be extended at the discretion of the EC. As a result of their review, the committee(s) shall determine one of the following findings:
   a) No violation
   b) Clear violation
   c) Possible violation

x. The committee's report based on the assigned charges should be specific, and shall include the substantiating basis for each finding and the evidence supporting their recommendation.

xi. The EC will review the committee's opinions along with its findings and recommendations. The EC will prepare a summary statement. If evidence was found there were violations of Code and policies, the EC will determine the consequences, which could be in the form of:
   a) A Motion of Censure
   b) A Motion of Resolution
   c) A Motion to officially enter the action in the Senate records

xii. The EC shall forward the final summary and actions to the member of the university administration having direct responsibility for the area of complaint, along with the Provost, President, and other parties as relevant.

2. Vote of No Confidence
   Academic administrators may be subject to a Vote of No Confidence. Votes of No Confidence require two primary steps. The first step (Section a-c) is an *authorization vote* by the Senate to determine the specific parameters of the Vote of No Confidence (who, what, where, when and why) as well as to charge the Senate (EC) with the authority to conduct the Vote of No Confidence. The second step (Section d) is the *implementation* of the Vote of No Confidence by the EC.

   a. Motions to Authorize a Vote of No Confidence
      i. There are two avenues that can be used to initiate the authorization of a Vote of No Confidence.

a) Any Senator, when accompanied by a written second to the motion from another Senator, may bring a motion to hold a Vote of No Confidence.
b) Any ten (10) eligible faculty members (Section I.A. Faculty Defined) may bring a petition to hold a Vote of No Confidence.

ii. Authorization motions must be submitted to the Senate Chair at least ten (10) working days before the next regular meeting of the Senate when the motion is intended to be introduced. This motion charges the EC to conduct a Vote of No Confidence. The motion must include:
a) name and title of administrator;
b) instructions guiding how the vote is to be conducted (i.e. time/day, voting period, who may vote);
c) the specific ballot language; and
d) reason and justification for the Vote of No Confidence.

iii. Methods of conflict resolution reasonably available (e.g. informal talks, mediation, etc.) should have been exhausted before bringing a motion for a Vote of No Confidence to the Senate.

b. Committee Review of the Motion for a Vote of No Confidence

i. The EC – or an *ad hoc committee* appointed by the EC – will be charged with reviewing the motion for any procedural or factual content before it goes to the floor of the Senate. The reviewing committee may consult with individuals or groups (e.g. originator(s) or subject of the vote) as needed while assessing any claims made in support of the motion.

ii. If the EC or *ad hoc committee* determines that additional time is needed to review any claims or procedural issues, the committee may request an additional delay until the following meeting. However, the motion must be brought to the floor of the Senate at the following meeting (within 2 regularly scheduled Senate meetings since being submitted to the Senate Chair) unless withdrawn by the originator(s).

iii. The EC or *ad hoc committee* may, at its discretion, issue a report to the Senate with any factual or procedural findings for their review of the motion.

iv. The Senate Chair will notify the individual subject to the Vote of No Confidence motion at least five (5) working days after receipt of the motion and invite that person to the Senate meetings where the motion will be introduced.

c. Floor Vote on Motion for a Vote of No Confidence
i. Upon review by the EC or *ad hoc committee*, the authorization motion for the Vote of No Confidence will be introduced at the next Senate meeting. The text of the motion, as well as any reports or additional commentary by reviewing committees will be distributed to Senate.

d. Conducting the Vote of No Confidence
i. Upon being passed by a simple majority vote in the Senate, the EC will carry out the Vote of No Confidence as outlined in the motion. Votes will be conducted by

a confidential paper ballot. The EC will decide any details regarding the implementation of the vote that were not addressed in the motion.

ii. The EC will notify the subject of the vote, in writing, of the results at least (1) day prior to the results being made public. Results of the vote will be made public in the Faculty Senate office and will also be sent to the original petitioner(s) (Section IV.G.2.a), Senators, the President of the University, and BOT.

Appendix A: Statement on Professional Ethics

From the AAUP Policy Documents and Reports (Red Book).
~~The following statement, a revision of a statement originally adopted in 1966, was approved by the Association's Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.~~

Statement on Professional Ethics

The statement that follows was originally adopted in 1966. Revisions were made and approved by the Association's Council in 1987 and 2009.

Introduction
From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure, the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.

The Statement

1) Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2) As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3) As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgement judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4) As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5) As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Appendix B: Distinguished Faculty Awards

Section I. FUNDING for DISTINGUISHED FACULTY

Stipends and release time is generously provided by the Office of the President and the CWU Foundation.

A. The annual Distinguished Faculty Awards in teaching, scholarship, and service will receive a one-time $2,500 stipend.

B. The Board of Trustees Distinguished Faculty Award will receive a $5,000 stipend and one quarter release from teaching (12 WLU for tenured faculty and 15 WLU for Senior Lecturer faculty) the academic year following their award.

Section II. OBLIGATION OF RECIPIENTS

All award recipients are expected to serve on future selection committees at some time during their careers. Recipients of the Board of Trustees Distinguished Faculty Award will use 4 of the released WLU specified in Appendix B: I.B. for the benefit of the University through research or service. These 4 WLU will be utilized in a manner determined through negotiation between the awardee and the Office of the President.

Section III. INITIAL REQUIREMENTS

A. Due Dates

1. Letters of nomination are due to the office of the Senate by December 1, or, if this date falls on a weekend, the first instructional day thereafter.

2. All materials supporting the nomination (i.e., nominees' notebooks) must be received by the office of the Senate by February 1 or, if this date falls on a weekend, the first instructional day thereafter.

B. Eligibility

1. Distinguished Faculty Awards are limited to CWU faculty who have been at CWU a minimum of six (6) years and have worked at least 135 WLU.

2. Board of Trustees Distinguished Faculty Awards are limited to active CWU faculty who have been at CWU a minimum of fifteen (15) years, and have performed the greater part of the activities for which they are nominated in connection with the nominee's employment at CWU. Emeritus, Emerit tenured, and Senior Lecturer faculty are eligible.

C. Nominations and Supporting Materials

1. Nominations may be made by faculty, students, alumni or others in a position to evaluate the achievements of a faculty member in any of the award categories. Self-nominations will not be accepted. Nomination letters and supporting materials must be submitted to the Senate in accordance with Part A above.

2. Nominations are presented by a Nominator. The Nominator writes the letter of nomination, providing a full description of the nominee's work that is deserving of the respective award; a short statement of nomination will not be sufficient. The Nominator shall also help the nominee to compile and order a notebook for the selection committee to substantiate the nomination, incorporating materials required and/or suggested in the accompanying criteria. No materials may be added to the notebook after the due date.

3. The selection committee is not an investigate body. Therefore, it is imperative that supportive material be complete, orderly, and self-explanatory.

4. Nominators may not nominate more than one faculty to share the same award.

5. An individual may receive an award in more than one category, although not in the same year. An individual may not receive an individual award more than once.

6. A nominee may be re-nominated.

7. Material of award recipients shall be retained for three years in the office of the Senate.

8. Neither nominees nor nominators should attempt to contact the committee, the Senate office, or the President's Office about the process or outcome of the committee's deliberations. No information will be given out.

9. After reviewing submitted materials, the committee, at its discretion, may elect not to recommend recipients of one or more awards in a given year.

~~Selection~~ Section IV. SELECTION COMMITTEE

A. Membership

1. Members of the selection committee are approved by the EC.

2. Committee membership is finalized by early February at the latest.

3. The committee will include six volunteer members:
   a. Four must be past Distinguished Faculty Award winners representing each award category selected by the EC.
   b. One must be an alumnus selected by CWU Alumni relations.
   c. One must be an individual selected by the EC from three names forwarded by the CWU Retiree Association to balance out the composition of the committee.

4. ~~Emeritus~~ Emerit Distinguished Professors/Faculty are eligible to serve.

B. Award Selection Process
   1. Nominees shall be considered for Distinguished Faculty Awards based on excellence of work and activities conducted solely while at CWU. Nominees shall only be considered for the category of the award for which they were nominated.

2. The selection committee makes the award choices, and forwards those names and materials to the President with a brief summary statement describing each awardee.

3. The President forwards the awardee file for the Board of Trustees Distinguished Faculty Award to the BOT for approval at their spring meeting.

Section V. NOTIFICATION OF AWARD

A. The President will notify the award winners.

B. After the award winners have been notified by the President, letters will go out to the other candidates informing them the status of their nomination. The committee will not give individual feedback on the merit of applications or the selection process.

C. The Board of Trustees Award will be awarded at the Board of Trustees spring meeting.

Section VI. REQUIRED APPLICATION MATERIALS

A. Materials for Distinguished Teaching Award
    The Distinguished Teaching Award nominee's notebook should contain the following items, organized in the following order:

    1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.

    2. Vitae of nominee, verifying that the nominee is a full-time member of the CWU faculty and has a minimum of six (6) years full-time service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.

    3. Personal statement by nominee of philosophy, goals, and achievements in the area of teaching. This statement must not exceed 1000 words.

    4. Evidence of teaching skills in the area of communication and methodology – exemplified in the clarity of organization and presentation of course materials, and of the challenge to motivation of students – corroborated by:
        a. letters of recommendation, support or corroboration from colleagues, associates, students or relevant others (20 maximum);

        b. a portfolio reflecting the full range of the nominee's teaching assignment, containing summary sheets for student evaluations of instruction for all courses, arranged chronologically, taught during the last five years, including all available written comments;

        c. representative class syllabi;

        d. if a video recording is included in the file, please limit the length to 15 minutes.

  e. Evidence of teaching that has been informed by scholarship, as demonstrated by activities such as:
    i. participation in professional activities such as conferences, symposia, colloquia, exhibitions;
    ii. membership in professional associations;
    iii. peer reviewed scholarship or juried presentation;
    iv. continuing education in one's field or related fields;
    v. efforts in the development of new courses to broaden and update the university curriculum or other relevant evidence of continued scholarship.

  f. Evidence of the extent of participation in student advisement.

B. Materials for Distinguished Service Award
The Distinguished Service Award nominee's notebook should contain the following items organized in the following order:
1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.

2. Vitae of nominee, verifying that the nominee is a full-time member of the CWU faculty and has a minimum of six (6) years full-time service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.

3. Personal statement by nominee of philosophy, goals and achievements in the area of service. This statement must not exceed 1000 words.

4. Evidence of service as exemplified by activities in which the nominee has applied ~~his/her~~ their academic expertise to the welfare of individuals, professional organizations, university groups, the community at large, or the university, with evidence of the magnitude of effort and level of commitment to the community in the service provided, all corroborated by:
  a. letters of recommendation, support or corroboration from colleagues, associates, students, members of the community, or relevant others (20 maximum);
  b. public acknowledgement, such as, newspaper clippings, testimonials, awards, etc;
  c. chronological listing or concise summary of the nominee's service, indicating the recipient group and/or geographical area benefits by the service.

C ~~5.~~ Materials for Distinguished Scholarship/Artistic Accomplishment Award
The Distinguished Scholarship/Artistic Accomplishment Award nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.

~~6.~~ 2. Vitae of nominee. The vitae should verify that the nominee is a full-time member of the CWU faculty and has a minimum of six (6) years full-time service at CWU. The

vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.

3. Personal statement by nominee of philosophy, goals and achievements in the area of service. This statement must not exceed 1000 words.

4. Evidence of scholarship or artistic achievement, corroborated by:

   a. letters of recommendation, support or corroboration from colleagues, associates, students or relevant others emphasizing professional recognition, quality and credibility of research or artistic accomplishment (20 maximum);

   b. for Artistic Accomplishment – reviews, newspaper clippings, programs, reports, awards, acknowledgements, grants funded, etc.;

   c. for Scholarship – reprints of publications and a chronological list of research projects, publications, reports, performances, presentations, program participation, or other professional work; or a summary of a single research program for which nomination has been made.

D. Materials for Board of Trustees Distinguished Faculty Award

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.

2. Vitae of nominee, verifying that the nominee is a member of the CWU faculty and has a minimum of fifteen (15) years of service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.

3. Personal statement by nominee of philosophy, goals, and achievements in the area of teaching. This statement must not exceed 3000 words.

4. The Board of Trustees Distinguished Faculty Award nominee's notebook should contain all materials outlined in the previous sections (A, B, and C) to demonstrate excellence in teaching, service, and scholarship/artistic accomplishment.

   a. letters of recommendation, support or corroboration from colleagues, associates, students or relevant others emphasizing professional recognition, quality and credibility of teaching, service and scholarship/artistic accomplishment (30 maximum).
   b. a portfolio reflecting the full range of the nominee's teaching assignment, containing summary sheets for student evaluations of instruction for all courses, arranged chronologically, taught during the last five (5) years, including all available written comments;
   c. representative class syllabi;
   d. if a video recording is included in the file, please limit the length to fifteen (15) minutes.
   e. Evidence of teaching that has been informed by scholarship, as demonstrated by activities such as:
      i. participation in professional activities such as conferences, symposia, colloquia, exhibitions;

      ii.   membership in professional associations

     iii. peer reviewed scholarship or juried presentation;

     iv. continuing education in one's field or related fields;

      v. efforts in the development of new courses to broaden and update the university curriculum or other relevant evidence of continued scholarship.

f.   Evidence of the extent of participation in student advisement;

g. public acknowledgement, such as, newspaper clippings, testimonials, awards, etc.;

h. chronological listing or concise summary of the nominee's service, indicating the recipient group and/or geographical area benefits by the service;

i.   for Artistic Accomplishment – reviews, newspaper clippings, programs, reports, awards, acknowledgements, grants funded, etc.;

j.   for Scholarship – reprints of publications and a chronological list of research projects, publications, reports, performances, presentations, program participation, or other professional work; or a summary of a single research program for which nomination has been made.

APPENDIX C: College Budget Committees

Section I. DEFINITION

For the purpose of this section, "college budget committee" will also include the library budget committee, and "college" refers to an academic college and the library.

Section II. COLLEGE POLICIES

The principles below are broad guidelines relative to faculty rights and responsibilities on college budget committees. Colleges shall establish their own specific policies and guidelines for their budget committees, which at a minimum, should adhere to the principles and practices below. College budget committee policies shall be approved by a vote of a simple majority of all the faculty in the college.

Section III. COMPOSITION

A. College deans shall ensure that college budget committees:

   1. Are broadly representative of the departments in the college. All faculty are eligible to serve on the committees. All members of the committee must be members of the college. Faculty (including chairs) shall represent at least 2/3 of the voting members of the committee.

   2. Have clearly delineated terms that allow for continuity on the committee.

Section IV. COMMITTEE RESPONSIBILITIES

A. The committees are consultative groups for the deans, and are the minimum required consultation on college and unit budget questions. Larger questions may require broader consultation, as outlined in I.D., Faculty Consultation.

B. The committees shall review and make recommendations about the entirety of the college budget.

C. Committees shall report back on the faculty in their college on a regular basis.

Section V. COMMITTEE MEMBER RESPONSIBILITIES

A. Faculty members of the committee represent the greater good of the college and will make budgetary recommendations based on a broad range of faculty interests and ideas.

B. On issues of broader import, committee members have an obligation to consult with the larger college prior to making a recommendation to the dean.

Exhibit G

Faculty Bylaws

Title of Section: II. Executive Committee, C. Officers, 4. Past-Chair.

New x   Revision

Summary of changes and/or additions:
Section reorganized so that chair-elect positioned before the chair. Additionally, a section outlining the duties of the past chair was added.

Rationale for changes and/or additions:
Section C. lists chair-elect and chair duties but did not list past chair.

Proposed language:

C. Officers

1. Terms of office: Election to the position of chair-elect assumes a three-year commitment to the EC: the first year as chair-elect, the following year as chair, and the third year as immediate past chair. Service to the EC takes priority over any existing terms of office and the chair-elect remains a voting member of Senate for the three-year commitment.

~~3~~ 2. Chair-Elect.

The chair-elect shall serve in the place of the chair in the latter's absence. In the event of a vacancy in the chairship after the beginning of the chair's term of office, the chair-elect shall become the chair and serve as such for the remainder of the chair's term of office, and a new chair-elect shall be elected. The chair-elect shall serve as the liaison between the BFCC ~~Council of Faculty Representatives~~ and the EC and l to all non-senate committees, task forces, and councils.

~~2.~~ 3. Chair.

The chair is the chief executive officer of the Senate. The chair's powers and duties are set out in the Code, Section IV.C.3. The chair's department may elect an interim senator for one year to represent the department during the chair's term of service.

4. Past Chair

The past chair performs duties and provides advice that is requested by the chair or EC and participates in the leadership transition of senate. The past chair will serve as timekeeper during senate meetings, serve as a member of the Budget and Planning Committee (BPC), serve as a member of the Presidential Budget

Advisory Committee (PBAC), and serve as the liaison between the Faculty Legislative Representative (FLR) and the EC.

4. 5. At the last Senate meeting of the academic year, the Senate shall elect a new chair-elect. The current chair shall provide a list of eligible members of the EC and oversee the election process.

Exhibit H

Faculty Bylaws

Title of Section:
 III. Senate Standing Committees, C. Membership, sections 3 and 4

Revision

Summary of changes and/or additions:
Student members of the AAC and FSCC changed to non-voting members.

Rationale for changes and/or additions:
Students are valuable members of Faculty Senate committees. However, over the years student membership has not been able to be consistent sometimes causing problem with committees meeting quorum. A number of years ago it was decided that all student representatives on Senate committees would become non-voting members. This change will update the Faculty Bylaws to reflect this.

Proposed change:

Faculty Senate Bylaws

III. Senate Standing Committees

C. Membership

1. EC Membership on Faculty Senate committees shall be as follows:
    a. An EC 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 EC 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 EC Chair will work with the standing committee chair to mitigate the impact.

2. The membership of the GEC shall consist of:
    i.   two (2) faculty members from each academic college and one(1) faculty member from the library;
    ii. one (1) student selected by Associated Students of Central Washington University (ASCWU), non-voting; and
    iii. Provost designee, ex officio, non-voting.
    iv. Registrar designee, ex officio, non-voting

3.   The membership of the AAC shall consist of:
    a.   two (2) faculty from each college with the exception of the Library,
    b.   one (1) student selected by ASCWU, <u>non-voting</u>
    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 FSCC shall consist of:
    a.   two (2) faculty from each college,
    b.   one (1) faculty from the Library,
    c.   one (1) student selected by ASCWU, <u>non-voting</u>
    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.

Exhibit I

Number (if applicable): 5-50 Curriculum policy

Title of Section:
Curriculum Policy

New ☐   **Revision** ☒

☐

Summary of changes:
Changes were made to update the current name of offices/committees and align with changes in offices that are responsible for curriculum. Some reorganization of policy was made to help with the flow of information. The committee is attempting to try and standardize language, so they are consistent throughout policy and procedure. More work will continue next year.

Justification and Itemization of changes:
The committee has been working through policy and procedure to update so policy and procedure reflect current offices, reorganize information for better flow, standardize term usage. The committee will continue to work through both policy and procedure next year to update areas they were not able to get to this year.

CWUP 5-50-010 Jurisdiction for Curriculum Matters

(1) Faculty. The teaching faculty collectively ~~is the major force governing~~ owns and maintains the curriculum of the university.

(~~1~~2) Academic Departments. Departments have the responsibility to develop specific courses and programs and to initiate course/program changes.

(~~5~~ 3) Faculty Senate. The faculty senate acts on recommendations made by the faculty senate curriculum committee (FSCC) for:

(A) All curriculum policies, including revisions to, CWUP 5-50, and policy recommendations from university committees and offices concerned with the curriculum (e.g., general education committee, anti-racism, diversity, and inclusivity committee (ADI), ~~teacher education executive council~~ school of education executive council, graduate council, career services, office of the registrar, deans', ~~associate provost's~~ and the office of the provost~~'s~~ ~~offices~~).

(B) ~~New programs, new minors, new certificates, or new specializations within existing programs.~~ New courses of study. The term program is defined as the General Education arrangement of course options, majors, minors, certificates, specialization, and AA degree track.

(C) ~~Programs~~ Majors which exceed upper credit limits or changes to existing programs that extend the number of credits required beyond the upper limits previously approved by the faculty senate. However, changes to existing programs that decrease or do not change the number of required credits do not require faculty senate approval. Bachelor of Arts approved for 75 credits. Bachelor of Science approved for 110 credits.

(D) Final approval for general education changes.

(E) Faculty senate is informed of program deletions.

(~~6~~4) FSCC reports and makes recommendations to the faculty senate concerning the following:

(A) The FSCC has supervisory authority to review and make recommendations on all curricular and program proposals presented to it for academic integrity, ~~and~~ intellectual quality, ~~the~~ clarity of course and program descriptions, and the inclusion of student learning outcomes and assessment plan.

(B) The committee screens curriculum proposals to assure their compliance with CWU Policies.

(C) The FSCC screens department/program catalog information to ensure its clarity, accuracy, and compliance with CWU policies.

(D) The FSCC is responsible for keeping CWUP 5-50 up to date. It is approved by the faculty senate and the university policy advisory council (UPAC).

(~~7~~5) General Education Committee (see CWUP 5-100). The general education committee reports to the faculty senate and makes recommendations to the faculty senate on general education requirements.

(6)~~Teacher Education Executive Council~~ School of Education Executive Council. The Teacher Certification Program is administered through CEPS and the school of education executive council. The provost/vice president for academic and student life in collaboration with CEPS dean appoints faculty to serve on the teacher education advisory council (which advises the ~~teacher education executive council~~ school of education executive council on program policies).

(87) Graduate Council. The graduate council reviews all program proposals and revisions for graduate study and the dean for graduate studies reviews all course proposals or changes which are numbered 500 and above.

(8) Board of Trustees. The board approves all new degree program proposals after they have completed internal review.

(9) Governance. Whenever questions of curriculum policy arise from curriculum proposals, the FSCC and the provost or the provost's designee should be consulted. Whenever questions or concerns of an administrative nature arise, the provost or provost's designee or appropriate deans should be consulted.

CWUP 5-50-020 Definition of Curriculum Terms

(1) Certificate - programs are courses of study that normally require less than 25% of the credits required for a degree program at the same level. Certificate programs may not exceed 44 credits. Certificate programs are specialized career programs, often geared for admission to licensing or career entrance tests, and results in a certificate. Certificate programs may also be noncredit.

(2) A c Cross-listed course - is a Course that may be offered by two or more programs or within the same program. Cross-listed courses must bear the identical course outcomes, description, credit, title, and numbering; only the prefix will be different. The following statement must be added to the course description: "(BUS XXX) and (ENG XXX) are cross-listed courses; a student may not receive credit for both." If one of a given cross-listed course is offered in a quarter, the other will also be offered.

(3) Curriculum - Refers to individual courses and academic degree programs offered by the university. An academic degree program is a combination of courses (major, minor) related to a common theme, all of which contribute to a common purpose and lead to a specific goal which results in receiving a degree.

(4) Degree - means a Title or rank awarded by a college or university to a student who has successfully completed a required course of study (e.g., bachelor's or master's or specialist).

(5) Degree program - means A set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Baccalaureate program requirements involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience; professional programs generally prepare individuals for professional fields (e.g., law, medicine).

(6) Degree title - means A full designation of the degree including level (e.g., bachelor, master), type (e.g., arts, applied science, science, education, fine arts), and major (e.g., mathematics, music, history). These distinctions are illustrated below. For the activities outlined in these guidelines, these definitions of a degree title will be used.

(7) New degree program – A proposed arrangement of courses which differ from any other offered by CWU in one or more of the three degree title specifications (CWUP 5-50-020(17)). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval.

(78) Layered Course - A layered course is one that has different number designations for students at different levels taking the same course.

A layered course may only be offered at the 4XX and 5XX levels. The 5XX level course must have additional learner outcomes and may have different course requirements (e.g. pre-requisites, fingerprints, etc.).

(A) Graduate students in graduate/undergraduate layered courses, must take the course at the 500 level or higher. Such courses provide faculty the opportunity to augment course material with graduate-level content and outcomes in a way that meets the intellectual rigor graduate students need and enhances the teaching of upper-division undergraduates.

(B) In all cases, distinctions expected between these corresponding levels typically focus on differences in content and assessment stemming from each program's specific education objectives. In general these distinctions require a greater depth of student involvement and increased demands on student intellectual or creative capacities than would be expected at the lower level.

The distinctions must be clearly identified in the content and assessment methods outlined in each course syllabus, as well as new course proposal forms. Examples of potential content differences include, but are not limited to: additional readings or additional writing expectations, additional laboratory, field, performance or studio work. Examples of assessment distinctions include, but are not limited to: different grading scales and assessment of additional work.

The following statement must be added to the course description: "(MUS4XX) and (MUS5XX) are layered courses; a student may not receive credit for both."

Both layered courses do not have to be offered at the same time.

(89) Major - The major forms the basis for granting of a baccalaureate degree. It is a coherent, in-depth program of study in a particular discipline or disciplines wherein the student will develop and demonstrate an increasing awareness of both the possibilities and the limits of the major program of study. Majors are designed to provide a mastery of the content, insights, skills and techniques appropriate to an undergraduate education in a particular body of knowledge. Majors will consist of courses that are often sequential, leading to advanced study in the discipline(s). A major will consist of a minimum of 45 credits. A 45 to 59 credit major requires completion of a minor and/or second major, in which case the total credits of the major and minor/2nd major must total at least 60 credits. (Refer to CWUP 5-50-010(5) for upper credit limit.)

(910) Minor - A minor is a coherent program of study in a particular discipline that provides an area that complements or supplements the student's major. A minor will consist of a minimum of 20 credits and a maximum of 44 credits.

(10) New program is a proposed program which differs from any other offered by the proposing department or unit in one or more of the three degree title specifications (level, type, or major). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval.

(11) Shared Core - A shared core is defined as a group of courses shared by all specializations within a major or programs within a department/college. Shared cores consist of no fewer than 25 credits for an undergraduate program or 15 credits for a graduate program.

(12) Specialization - A specialization is a coherent, focused subfield within a degree program. A specialization can be distinguished from a new degree in that the full designation of the degree title – including level, type and major – does not change when a new specialization is added. The courses

constituting the specialization must consist of no fewer than 20 credits for an undergraduate program or 15 credits for a graduate program.

Programs may offer options in satisfying core course requirements as long as they provide evidence that the options have equivalent student learner outcomes.

(13) Variable Topic - Variable prefix courses are identified by the CWU prefix and a single dedicated course number (e.g. CWU 184). Once a course is approved, the prefix may be replaced to represent the department/program offering the course. Only the prefix may change unless it is also a variable topic course.

(14) A variable topic course has a fixed prefix, number, title, description, number of credits, and learner outcomes and assessments (as approved). Discipline-specific content is overlaid, requiring a sub-title and sub-description.

FSCC will review sub-titles and sub-descriptions for General Education courses when proposed. All General Education course sub-titles and sub-descriptions will also be reviewed by the General Education Committee.

(15) ~~First Year Experience~~ PADstone (CWU 184 General Education Program) – PADstone is a variable prefix/variable topic course requiring sub-title and sub-description (up to 35 words) approvals. 184 course offerings may not be required in any degree program under any prefix.

(16) Student Learning Outcomes - are statements of what a learner should be able to know or do, after the successful completion of a program and/or a course. Outcomes focus on the ends rather than means, describe product rather than process, and reflect terminal performance rather than course content. The outcomes are what the department wants each student to achieve each time the course is offered regardless of who the teacher may be. For assessment purposes, learning outcomes ~~should~~ must be stated in observable or measurable terms.

(17) The FSCC and the CWUP manual recognize only the following types of programs:

Majors

Specializations

Minors

Certificates (Types A-D)

Associate of Arts

Graduate course of study

(18) The terms option, emphasis, concentration, endorsement and track are not program distinctions recognized or defined by the CWUP manual and such designations do not appear on ~~transcripts or~~ diplomas.

CWUP 5-50-030 General Principles

(1) Curriculum Approval Effective Date. The electronic catalog is the official compilation for all curriculum. The electronic catalog will become available at the end of spring quarter of each year. New degree programs become effective when they have been approved by the Northwest Commission on Colleges and Universities. Program and general education requirement changes will become effective in the fall quarter following publication in the official electronic catalog. Course

changes, not affecting program requirements, become effective when they have been approved by the FSCC. New specializations, minors, and certificates become effective when approved by the faculty senate. (Reference CWUP 5-50-040).

(2) Curriculum Approval Deadline. The final deadline for inclusion in the catalog will be established by the provost or the provost's designee in consultation with the provost's council and the FSCC. Specific dates for submission and approval will be established jointly by the registrar, the provost's council, the FSCC, and the executive committee of the faculty senate. The curriculum approval deadline will be made public to department chairs. In order for changes to be incorporated into the official electronic catalog for fall, changes must be submitted to the FSCC by the published deadline.

(3) Curriculum Changes. All course and program changes, additions, and deletions are considered in terms of their relation to the academic mission of the university, college, department, program and their adherence to the CWUP policies as outlined in this document. All curriculum changes are evaluated for needless duplication and potentially deleterious effects on other programs. Curriculog proposals are the official process for all curriculum additions, deletions, and changes.

(4) Internal Program Approval Process. Proposals to add new degree programs are subject to review by the faculty senate, the provost/ vice president for academic and student life, and the board of trustees prior to submission for approval to the Northwest Commission on Colleges and Universities. A change in level (e.g., bachelors to masters or masters to bachelors degree) or type of degree (e.g., B.A., B.S., B.F.A.) is defined as a new degree program or a moderate degree change.

(5) Program Change. At least two years prior to any course or other programmatic alterations impacting any of the state-wide transfer and articulation agreements the department proposing the alteration will inform the office of the provost and the Central Washington University's institutional representative to the Joint Transfer Committee (JTC). The representative is responsible for reporting this information to the JTC and Office of the Registrar.

(6) Northwest Commission on Colleges and Universities (NWCCU) Approval Process. NWCCU must be informed in writing of new degree or certificate programs or if an existing program will be offered in a new location. Additional information may be required. The Aassociate Pprovost provides NWCCU with an annual report.

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5-50-060 Curriculum Rules for Implementation

(1) Cooperative Education

Cooperative education (X90) is an individualized contracted field experience where the student is actively engaged in hands-on learning with business, industry, government, or social service agencies. This contractual arrangement involves a student learning plan, cooperating employer supervision, and faculty coordination.

(2) Credit Hour Allocation to Courses

Credit Hour Allocation to Courses - Academic credit provides the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships and other experiential learning, distance, correspondence, and competency-based education.

(A) Traditional, Seat-Time-Based Courses - A minimum of one class work hour (approximately 50-60 minutes of instruction) and an additional two hours of out-of-class student work each week for one credit hour during a 10-week quarter. If the learning experience is offered in a different time frame (e.g., six-week summer session), the student time required to complete the course should reasonably approximate 30 hours of combined direct instruction and student work per credit. If direct instruction is not the principal mode of learning for an academic experience (e.g., laboratory courses, studio work, some on-line courses), the student time required to complete the course should reasonably approximate 30 hours of student work per credit.

(B) Hybrid or Online Courses - The credit hours awarded for a given course or academic experience must be reasonably equivalent to the standard of 3 hours of combined classroom instruction and student work per credit hour for a 10 week quarter. These hours may consist of course activities including, but not limited to:

1. Face-to-face course meetings

2. Virtual course meetings or student-instructor and student-student interactions

3. Time to read/view assigned texts or other assigned materials

4. Experiential learning activities consistent with the learning objectives of the course

5. Synthesis/processing/reflection time and activities (may be used for writing or production of creative work which may take many forms including but not limited to journals, formal papers, projects, blogs, art, music, etc.)

(C) Alternative Outcome-Based Courses - Credit may be awarded for an amount of learning equivalent to learning in a seat-time-based course as documented by student attainment of learning outcomes as verified by assessment of student achievement by the appropriate academic department. Students completing competency-based courses would be awarded the same credit equivalent to learning in the same seat-time-based course.

(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.

(4) Individual Study Courses

Individual study courses (X96) are those that include study of specific topics that are not offered as existing courses. The individual study course may be repeated for credit.

(5) International Study Courses

University-sponsored international courses and programs must meet the same academic criteria as would be required of similar programs on the home campus.

(6) Lower and Upper-Division Courses (initial digit 1XX, 2XX, 3XX, 4XX)

(A) Lower-division courses (1XX and 2XX) are general introductions to a field of study. They are normally open to all students, not just those majoring in the field.

(B) Upper-division courses (3XX and 4XX) are more specific than lower-division courses and may require prerequisites.

(7) Final Graduate Level Culminating Experience

Final culminating experience credits (6XX or 7XX) will have the following catalog description:

DEPT 6XX or 7XX: Final culminating experience title has to be specified as one or more of the following: Master's Thesis, Project Study, Portfolio Review, Examination, Creative or Studio Project, or Internship.

Prerequisite: permission of chair of student's graduate faculty supervisory committee. Designed to credit and record supervised study for the master's thesis, non-thesis project, studio project, public recital, portfolio review, internship, and/or examination. Grade will be S/U. May be repeated for up to six credits for all Master's degrees and may be repeated for up to 12 credits for terminal Master's degrees.

(8) Office of Continuing Education - Credit Offerings

(A) At least one of the following conditions must be met in order for a credit course or program to be offered through the office of continuing education:

1. The course/program must be a test of new and emerging markets which may involve any or all of the following: A new academic course or program; A new location; A new audience of students; A new technology for delivery.

2. An offering which increases access and falls outside the limits of state supported university offerings for the main campus and university centers as determined each year by the provost/vice president for academic and student life.

3. A professional development (500) course as defined in CWUP 5-50-020.

a. The course/program must be taught by a member of the university faculty or a person approved by the appropriate department following the provisions of the faculty code for the appointment of faculty.

b. Students should have available the appropriate library materials, laboratories, special equipment and other facilities the course may require.

(B) The provost/vice president for academic and student life or designee has authority to approve credit courses, programs or certificates offered through the office of continuing education. New courses for credit, new degree programs and new credit bearing certificate programs need to follow established internal and external approval process.

(9) Office of Continuing Education - Noncredit Offerings

(A) As part of the continuing education of the general public, the university offers opportunities for learning which do not carry academic credit. Conferences, workshops, institutes, seminars, symposia, short courses and similar learning activities are offered to individuals for professional development, learning new skills or general information.

(B) The subject matter (content) of noncredit offerings must be consistent with the university mission and should reflect the general nature of the institution. They must not duplicate or compete for enrollment with credit bearing courses. The office of continuing education will collaborate with appropriate colleges, departments and university staff units as needed where potential duplication or competition is identified. Non-credit courses and non-credit certificates offered through the office of continuing education may be provided in-state, out-of-state or out-of-country with approval of the provost or designee.

(C) Prior to scheduling a noncredit offering, an appropriate academic department or faculty member must be consulted for input on appropriateness of the offering, credentials of instructor (if not CWU faculty), suggestions on evaluation and other recommendations to insure overall quality.

(10) Prerequisites, co-requisites, other qualifications

(A) Prerequisites are courses or other requirements that are verifiable in PeopleSoft and required prior to enrollment in a course (such as major status, grade requirement).

(B) Co-requisite courses are those that must be taken at the same time.

(C) Other qualifications may include but are not limited to:

1. Permission of the instructor or department (using permission will override other pre/co-requisites).

2. Fingerprint clearance.

3. Specific age requirements.

(11) Equivalent courses typically carry the same credit load, but may differ in title, catalog number, and/or prefix. The following statement must be added to the course description: MKT 3XX and MKT 3xx are equivalent courses; a student may not receive credit for both. Equivalent courses do not have to be offered the same term.

(12) Professional Development Courses

(A) Professional Development courses will have the following catalog description:

DEPT 500: Professional Development (1-5). Development topics and issues for in-service and continuing education of professionals. Not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university. Usually graded S/U.

(B) The course may be offered for a period of five years. There is no limit on the number of times such a course may be offered during the five year period. After the five year period, the course must be resubmitted. The office of continuing education will notify the appropriate department annually of expiring professional development courses.

(13) Reserve Courses and Programs

(A) Courses are put on reserve when they are not regularly scheduled course offerings or have not been taught for five years. Reasons for placing courses on reserve could include temporary staffing changes, anticipated accreditation changes, etc.

(B) Programs are put on reserve when the curriculum becomes obsolete; student admission to the program has dropped, lack of teaching faculty/staff, or is no longer feasible to teach.

1. Programs will stay on reserve for five years before being permanently deleted.

2. A department may request that a program be taken off reserve within the first three years by submitting a program reactivate form reserve proposal. Changes to the reactivated program should be submitted using the program and/or narrative change proposal in Curriculog.

[02/21]

(14) Course Accessibility

To be in compliance with the Americans With Disabilities Act (ADA) Accommodative Policy, learning outcomes must be explicitly stated and must specify "essential elements" for ADA purposes and specific measures for assessment.

Such elements may be attendance, participation, quizzes, papers, presentations, and projects.   The student learning outcomes specify a body of knowledge that the department wants taught each time a course is offered regardless of who the teacher may be. The educational processes that will be used in evaluating students, which may vary with different instructors, need to be separate from the essential elements.

(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.

CWUP 5-50-070 Rules for Undergraduate and Graduate Degrees

(1) Exceptions to the credit limits for BA and BS degree programs for all undergraduate degrees as defined in CWUP 5-50-010(5) may be granted by the faculty senate upon justification by the proposing department. Justification must include, but not be limited to, documentary evidence of the following:

(A) Standards established by a national accrediting organization for the program. The accreditation process must accredit the program, not the student.

(B) Programs of similar content and size offered at comparable institutions of higher education.

(C) Contemporary employment practices in the involved profession.

(2) General Education Requirements. The general education requirements must be completed by all bachelor's degree recipients. The general education requirements with the exception of the culminating experience must be completed by all associate of arts degree recipients.

(3) New degree types. The description, specifications and requirements of a new degree type and level are to be determined by the FSCC (CWUR 2-50-070)

(~~3~~4) Graduate Degrees

(A) Master of Arts (M.A.). The Master of Arts degree designation is appropriate for those graduate study programs in the arts, humanities and certain social science areas as determined by the graduate council.

(B) Master of Science (M.S.). The Master of Science degree designation is appropriate for those graduate study programs in the sciences, mathematics, certain social sciences and other fields not covered by the Master of Arts or other professional degree designations.

(C) Master of Education (M.Ed.) The Master of Education is used in a professional area with a distinct professional practice emphasis.

(D) Master of Fine Arts (M.F.A.) The Master of Fine Arts is recognized as the terminal degree in the creative arts, such as fine arts/studio art, poetry, creative writing, play/screenwriting, film as well as theatrical acting, design and direction. The M.F.A. degree indicates a high level of professional competence in the discipline and the mastery of a particular medium and/or creative art form. The 90-credit degree program is comprised of concentrated study in a creative discipline, bolstered by advanced study of the discipline's history and criticism, literature, other related electives, and most often culminating in a studio/thesis project.

(E) Master of Music (M.M.). The Master of Music is a professional graduate degree in the musical arts. The course of study is divided into three components. The student must complete a minimum of one-third of study in a specific major in the discipline (ex. composition, performance, music education, conducting, etc.); one-third in supportive courses in music; and one-third of elective studies in supportive areas.

(F) Master of Professional Accountancy (M.P.A.)

(G) Master of Arts for Teachers (M.A.T.)

(~~H~~H) Master of Public Health (M.P.H.) The Master of Public Health (MPH) degree is a professional graduate degree in public health and population health sciences. The course of study is comprised of: (1) foundational and specialized content courses, and (2) applied experiences in public health research or practice.

(~~H~~I) Educational Specialist degree (Ed.S), The Educational Specialist degree is a terminal academic degree providing training above the master's degree level, but below the doctoral level. Specialist programs generally involve two years of coursework and practica followed by an intensive internship. Specialist programs typically require in excess of 90-quarter hours of coursework beyond the bachelor's degree, or approximately 45-quarter hours beyond a masters degree.

~~(I) Master of Public Health (M.P.H.) The Master of Public Health (MPH) degree is a professional graduate degree in public health and population health sciences. The course of study is comprised of: (1) foundational and specialized content courses, and (2) applied experiences in public health research or practice.~~

(~~4~~5) Undergraduate Degrees

~~New undergraduate degrees: The description, specifications, and requirements of a new degree type and level are to be determined by the FSCC in conjunction with the faculty senate academic affairs committee in accordance with CWUP.~~

(A) Bachelor of Arts (B.A.). The Bachelor of Arts degree designation is reserved for those undergraduate programs which consist primarily of liberal arts study. They include approximately one-third study of general education, one-third study in a specialization, and one-third study in free electives. Majors may not exceed 75 quarter credits, unless approved by the faculty senate, and the minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(B) Bachelor of Science (B.S.). The Bachelor of Science degree designation is reserved for those undergraduate programs which emphasize the study of science, or a technical or professional field. They include the general education requirements, a specialization and free elective courses. Majors may not exceed 110 quarter credits unless approved by the faculty senate. Usually the recipient of the B.S. is ready for immediate entrance into a career in the field of specialization. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(C) Bachelor of Arts in Education (B.A.Ed.). The Bachelor of Arts in Education degree designation is reserved for undergraduate programs which are intended to prepare teachers. They include the general education requirements, major/minor, professional education study, and free elective courses. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(D) Bachelor of Music (B.Mus.). The Bachelor of Music degree designation is reserved for those undergraduate programs which are intended to prepare students for professional careers in music. They include the general education requirements, a specialization, and free elective courses. Majors shall be limited according to the policy governing professional degrees. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(E) Bachelor of Fine Arts (B.F.A.). The Bachelor of Fine Arts is the initial professional degree in art and design. It is designed to prepare students for significant roles in society as professional practitioners, educators and designers of visual art and associated media. The B.F.A. also prepares art students for graduate study in visual art and its allied fields of study. The degree is comprised of a general education component, a specialization in graphic design or studio art, and free electives. Students are required to complete 180 credits of course work including 60 credits of upper-division course work.

(F) Bachelor of Applied Science (B.A.S.). The Bachelor of Applied Science degree designation is reserved for those undergraduate programs that emphasize an applied technical or professional field. They include upper division general education requirements, a specialization in a major, and electives. Majors may not exceed 110 quarter credits unless approved by the faculty senate. Usually the recipient of the B.A.S. has an applied technical degree from a community college. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(6) Associate of Arts Degree (A.A.)

(A) The associate of arts degree offers a foundation of general education supplemented with elective or introductory major courses.

1. Students are required to complete 90 credits of course work.

2. Credits from courses taken at the 400-level may not be applied towards completion of the AA degree.

(B) The degree is composed of a general education component, (with the exception of the culminating experience credits), and free elective courses.

(C) No discipline- or interdisciplinary-specific associate of arts programs will be offered.

(56) Listing Program Requirements

(A) All courses required for a ~~degree~~ major, minor, certificate, or graduate course of study, including prerequisites and specific general education courses, must be listed as requirements in the course of study and the credits must be included in the degree program total. Completion of academic writing I, quantitative reasoning, or any knowledge area within the general education program is exempt from this requirement.

(B) All pre-admission course requirements, including specific general education course, are to be listed as requirements in the course of study and the credits must be included in the degree program total. Completion of academic writing I, quantitative reasoning, or any knowledge area within the general education program is exempt from this requirement.

(C) All majors that require a specific minor or certificate are required to list the number of credits for that minor or certificate in their course of study for the major degree program and include them in the credit total.

(D) Majors that require minors or additional credits that are not specified must include catalog information that informs students of the additional requirements and the possible credit impact on their degrees.

(E) All teaching majors are required to list the Professional Education Program, or approved alternative program, credits in the course of study for the major degree program and include them in the credit total.

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CWUP 5-50-090 Certificate Program

UNDERGRADUATE CERTIFICATE PROGRAM

Undergraduate certificate programs are courses of study that normally require less than one-quarter of the credits required during a degree program at a similar level. Certificate programs may not exceed 44 credits. They are usually highly specialized career programs and are occasionally geared for admission to licensing or career entrance tests.

Certificate programs are prescribed courses of study designed (a) to provide a specialty within an academic program or (b) to build competency in an applied field of study. Because many students and employers place high value on such programs that do not necessarily constitute or require a four-year academic program, Central Washington University has developed three types of undergraduate professional certificate programs.

GRADUATE STUDIES CERTIFICATE PROGRAM

Graduate certificate programs are courses of study that require equal to half or less than half of the credits required during a degree program at a similar level. Certificate programs may not exceed 44 credits. They are usually limited in scope relative to a graduate degree program but provide an opportunity for advanced study with a particular focus. Subject to the regulations that govern a specific program, a graduate certificate can often serve as an intermediate accomplishment for a student whose ultimate goal is a graduate degree.

Teacher certification programs differ from graduate certificate programs. CWUP 5-50-080 defines the administration of the teacher certification programs. The school of graduate studies and research does not administer teacher certification programs.

TYPES OF CERTIFICATE PROGRAMS

Four types of programs are described and the characteristics listed that determine the placement of a program into one of the four categories. The primary characteristics that determine the classification of the certificate program are (a) the primary target audience and (b) the type of courses offered within certificate requirements. The type of certificate program offered determines the unit of primary responsibility for the program and the review process required for implementation and/or revision. It also determines the type of credit that can be awarded and determines the unit charged with the responsibility of maintaining ongoing records.

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

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

(3) Type C. Continuing Education Certificate Programs: Programs that target primarily non-matriculating students and offer a set of instructional experiences developed independent of CWU's colleges but with input as appropriate from faculty are classified as "continuing education certificate programs." These programs are developed, delivered, and administered by the office of continuing education in consultation with faculty, academic departments, and/or college dean, as appropriate.

(4) Type D. Graduate School Certificate Programs: Programs that only admit students who meet the criteria to be accepted into the School of Graduate Studies and Research and offer a set of courses which appear in the CWU catalog. Certificates are administered by CWU Colleges and are classified as "Graduate School Certificate Programs". These programs are developed, taught, and offered by academic departments housed in colleges at CWU.

Number (if applicable): 2-50 Curriculum procedure

Title of Section:
Curriculum procedure

New ☐   **Revision** ☒

☐

Summary of changes:
Changes were made to update the current name of offices/committees and align with changes in offices that are responsible for curriculum. Some reorganization of procedure was made to help with the flow of information. The committee is attempting to try and standardize language, so they are consistent throughout policy and procedure. More work will continue next year.

Justification and Itemization of changes:
The committee has been working through policy and procedure to update so policy and procedure reflect current offices, reorganize information for better flow, standardize term usage. The committee will continue to work through both policy and procedure next year to update areas they were not able to get to this year.

2-50-070 Rules for Undergraduate and Graduate Degrees is a new section to provide some procedures for the corresponding policy.

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CWUR 2-50-040 Curriculum Change

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

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

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

(2) Timeline.

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

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

(3) Review Process. The process must include checks for (a) consistency of course/program with department goals, (b) academic integrity, (c) clarity of student learning outcomes and assessment plans and (d) availability of sufficient funds. New degree programs are forwarded to the associate provost for review of completeness according to NWCCU requirements. If additional information is required, the proposal will be returned to the dean. If the proposal is complete and ready to submit, the department will launch the new program through Curriculog and will follow appropriate approval steps. All curriculum proposals are forwarded to ~~registrar services~~ office of the registrar. The proposals are checked for availability of course number, clarity and accuracy of course description, title, credits, cross listings, and arithmetic. If errors have been identified the proposals are returned to the originator to make corrections or additions. When appropriate, ~~registrar services~~ office of the registrar send the proposal to ~~teacher education executive~~ school of education executive council and/or to the graduate office. Upon approval by the graduate office and/or ~~teacher education executive~~ school of education executive council, the proposal is sent to the ~~associate provost's~~ office of the provost. The ~~associate provost's~~ office undergraduate studies prepares a curriculum summary log and/or an agenda for review by the FSCC. Once reviewed, the log/agenda is distributed

electronically to the academic community before action by the FSCC and/or the faculty senate. New degree program proposals are reviewed by the board of trustees. Rejected proposals will be returned to the originator with an explanation.

(4) Creation of new prefixes. A new prefix must be approved by the FSCC and the faculty senate before any course using that prefix can be used.

(5) Any member of the academic community can request a hold on FSCC action by submitting a completed hold petition form.

The hold petition form requires a justification for the hold, a list of the affected department(s), and written, dated proof of notification of the affected department(s) and dean(s). The form must be submitted to the academic planning office by the Monday prior to the next FSCC meeting.

The party originating the hold must notify the affected department(s) of the justification for the hold. A memo of resolution must be submitted to the FSCC within two weeks after the hold has been recorded. If a resolution has not taken place, a representative for the department(s) involved will appear before the FSCC for a decision at the next scheduled FSCC meeting.

(6) Curriculum summary logs/agendas, which are compiled in the ~~associate provost's~~ office of undergraduate studies, will be used to notify the academic community.

(7) Items appearing on the curriculum summary log (except those requiring approval by the faculty senate) will be approved automatically on the proposed approval date unless a completed hold petition has been received according to 2-50-040(4). The proposed approval date, assigned in the ~~provost's~~ office of undergraduate studies, is the date of the FSCC meeting immediately following the day the committee first reviews the log (notification date on the log). The time between the notification date and the proposed approval date will be at least two weeks. If concerns are raised, approval may be delayed while the curriculum committee contacts the originator of the proposal and concerned departments.

(8) Emergency Approval Process. A curriculum proposal received during the summer that has been reviewed by the appropriate steps in Curriculog (e.g., ~~teacher education executive~~ school of education executive council, graduate studies, international studies, etc.) AND has an explanation of the need for an emergency approval, will be considered by the FSCC. If the FSCC chair determines that emergency review is appropriate, the members of the FSCC will receive an email notification from the faculty senate office and the Curriculog proposal. Available committee members will review the proposal and return a vote to approve or disapprove to the faculty senate office. A minimum of three votes must be received. If the proposal is approved notification will be sent to the department and the office of the registrar ~~services~~.

Emergency approvals are temporary and will expire at the conclusion of the academic year.

(9) Implementation. Curriculum changes will be implemented by the office of the registrar ~~services~~ as follows:

1. New programs will be implemented upon approval by the BOT and NWCCU.

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

3. Changes to the general education program will be implemented in the fall quarter following publication in the official electronic catalog. Courses added to the program may be used by students

regardless of the student's program year, as long as the student takes the course after it is added to the general education program. Courses moved between general education components will be applied to the student's academic requirements report based on student's program year.

4. Individual course changes will be implemented upon approval. Once registration has begun, course changes involving prefix, number, title, credit, pre-requisites, and/or grade options will be activated the subsequent quarter unless a later period is specified.

5. New courses will be implemented upon approval by the FSCC.

6. New specializations, minors, certificates, and prefixes will be implemented upon approval by the faculty senate.

7. Curriculum policy changes shall not be applied retroactively.

8. Changes to curriculum policy and procedures shall take effect the following catalog year. The faculty senate may grant exceptions to this policy when the faculty senate determines that immediate implementation of a policy change is warranted.

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CWUR 2-50-070 Rules for Undergraduate and Graduate Degrees

(3) New Degree Types

(A) Originator needs to submit to the curriculum committee:

1. Degree type

2. Degree type description

3. Justification for the new degree type

(B) New graduate degree types must go through graduate council prior to being submitted to FSCC.

(C) Degree types must be approved by faculty senate.

REPORTS

Academic Affairs Committee

2022-2023 ACADEMIC YEAR
Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Academic Affairs

Committee Chair
 Andy Piacsek – COTS

Committee Representation
- Members:
  - Andy Piacsek – COTS
  - Bob Hickey – COTS
  - Eric Foch – CEPS
  - Tennecia Dacasse – CB
  - Melody Madlem - CEPS
  - Taralynn Petrites – CAH
  - Josh Welsh - CAH
  - Wendy Cook - CB

- Ex Officio Members
  - Julia Stringfellow – Faculty Senate EC (Fall, Winter)
  - Peter Klosterman – Faculty Senate EC (Spring)
  - Jason Knirck – Provosts Office
  - Rose Spodobalski-Brower – Registrar
  - Cody Stoddard – ADCO

- Student Representative
  - Vacant

- Guests
  - Glen Petrites (ASL interpreter)
  - Tiffany Ramseyer (ASL interpreter)
  - Michael Gimlin (FSEC) 10/27, 4/13
  - Anne Cubilié (Douglas Honors College) 10/13, 3/30
  - Christina Denison (Douglas Honors College) 12/1
  - Adrian Navarro (Registrar) 12/1
  - Gail Mackin (Provost Office) 1/12, 3/9
  - Dan Martin (English dept.) 1/12
  - Amber Darting (Advising) 1/26, 4/13
  - Maura Valentino (Gen Ed committee) 2/9
  - Ediz Kaykayoglu (Dean, EGE) 2/9, 2/23

- Michael Goerger (Curriculum Committee) 2/23
- Joey Bryant (Student Success) 3/9
- Lily Vuong (ADI ad hoc committee)
- Erica Holley (ADI ad hoc committee)

Committee Charges

The following table summarizes the work of the AAC committee over the past academic year. Please note that some motions (labeled Pending below) will be on the Faculty Senate agenda for the 5/31 meeting.

Charge #	Charge Description	FS Motion No.	Status
AAC22-23.01	Review the draft policy on departmental honors at CWU. Consider any further changes and/or moving forward as a motion to Senate.		Tabled by EC
AAC22-23.02	Consider clarifying the policy and/or procedure on the reorganization and renaming of units (CWUP 5-90-60) to require documented evidence of consultative steps.	Motion 22-11	Approved 11/30/22
AAC22-23.03	Consider developing a policy and/or procedure for placing, communicating, and managing holds on student accounts.		Tabled
AAC22-23.04	Continue working on the language for policy CWUP 5-90-80 regarding Disruptive Behavior in academic settings.		Submitted for 5/31 FS meeting
AAC22-23.05	Review current practices of placements for Academic Writing I and Math courses and consider modifications of CWUP 5-90-040(43).	Motion 22-16	Approved 2/1/23
AAC22-23.06	Review recommended language from the General Education Committee regarding transfer students and Gen Ed requirements when university closures occur, and students are in need of immediate transfer.		AAC recommends no action.
AAC22-23.07	Explore the benefits and drawbacks of an expanded academic forgiveness policy (CWUP 5-90-38) or an "academic bankruptcy" policy at CWU. Make recommendations as appropriate.		Submitted for 5/31 FS meeting
AAC22-23.08	Continue working with the ADI ad-hoc committee as needed on policy language regarding implementation of the ADI graduation requirement for undergraduate students.		Tabled
AAC22-23.09	Review committee procedures manual and update as required.		No updates this year
AAC22-23.10	Review CWUP 5-90-040(21) regarding Satisfactory/Unsatisfactory Courses and compare with current practice.		Submitted for 5/31 FS meeting
AAC Unnumbered Charge	Review proposed policy describing new Associate of Arts degree.		Reviewed by AAC; feedback sent to CC 3/1

Report on the Activities of the Committee

Meeting Dates and Times
   All meetings fully remote (on Zoom) from 3:10 – 5:00 p.m.

   Fall Quarter
   - September 29
   - October 13
   - October 27
   - November 10
   - December 1

   Winter Quarter
   - January 12
   - January 26
   - February 9
   - February 23
   - March 9

   Spring Quarter
   - March 30
   - April 13
   - April 27
   - May 11
   - May 25

Minutes
   Available at https://www.cwu.edu/faculty-senate/2022-2023-committee-minutes

Items of Interest
   General comment: Many of the charges presented to the AAC this year were especially challenging and did not result in motions that were approved by FS.

   - Charges #1 and #4 involved new policy that has generated significant concern from important stakeholders. Multiple meetings and attempts to revise policy have not resolved all the issues.

   - Charge #3 has been tabled pending the outcome of an ongoing nationwide study that CWU is participating in regarding the effect of academic holds on student success.

   - Charge #8 involves writing new policy that will require review by Curriculum Committee. We decided to Table the charge until next year, when the newly formed permanent ADI committee can be involved.

   - An unnumbered charge to provide consultative feedback to Curriculum Committee regarding new policy on a proposed Associate of Arts degree generated significant amount of discussion, taking up the better part of two meetings. Initially, the AAC misunderstood the consultative role and believed that we needed to revise and approve policy.

Successes
   - Two motions were approved as of May 18
   - Additional motions may be approved at the May 31 Faculty Senate meeting

Concerns
   With reference to the Items of Interest (above), we note the following:

- It is challenging, as well as inefficient, for AAC to draft new policy from scratch. We strongly recommend that drafts of new policy be provided by stakeholders as part of the charge so that AAC has a clear understanding of the goals and intended mechanisms. The role of AAC is then to clarify the language and ensure consistency with other University policy and standard practice.

- It is unproductive for AAC to receive charges related to motions that previously unsuccessful or rejected at levels beyond FS without clear and detailed description of how the policy needs to be revised.

Recommendations for next year's committee

With reference to the Concerns (above), we make the following recommendations related to charges that were table for this year:

- We recommend that the new ADI committee develop draft policy regarding graduation requirements for consideration by AAC.

- We recommend that the Registrar's Office and Academic Advising jointly develop draft policy on academic holds that is informed by the nationwide study that CWU is currently participating in.

Recommendations for future charges
- Amber Darting suggested a future charge to revise 5-90-40(35) Academic Standing to clarify the status of students who have high gpa (>2.0) but two consecutive quarters below 2.0.

Bylaws and Faculty Code

FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT

2022–2023 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Bylaws and Faculty Code (BFCC)

Committee Chair
- Mary Radeke (COTS)

Committee Representation
- Members:
    - Melissa Shiel (CAH)
    - Nathan White (CEPS)
    - Andrea Eklund (Chair Elect, EC liaison)
- Guests:
    - Mark Samples (EC Chair, 10/17/22),

Committee Charges

Charge #	Charge Description	FS Motion No.	Status
BFCC22–23.01	Continue working and moving forward language for the CWUP policy language that strengthens the code and shared governance and that would protect the Senate. **Timeline**: Fall Quarter. • Refer to the BFCC 21–22 year-end report for a description of last year's progress. Review draft language in regard to the role of the BOT in the process.	N/A	Final adjustments made to the language to be included in CWUP. See below (Successes) for more information.
BFCC22–23.02	Consider changes to Bylaws, Section I.C.1 regarding senate representation for departments. **Timeline**: Fall Quarter. • Work with the Provost Office to clarify the definition of "department" at CWU. • Clarify minimum FTE required for the definition of department based on the Provost Office definition.	N/A	This charge is on "hold" until definition of 'department' is provided.

Charge #	Charge Description	FS Motion No.	Status
BFCC22–23.03	Review the Code and Bylaws for "gendered" language (his/her, etc.) and make recommendations for revisions as appropriate. **Timeline**: By the end of Winter Quarter. • Gendered language must be correct throughout Code and Bylaws (e.g. His/her and emeritus as recommended in 2021-2022).	Motion No. 22-33	Third reading of three scheduled for May 31, 2023, Senate meeting.
BFCC22–23.04	Compare CBA and Code language regarding department chair elections and make recommendations for bringing them into alignment. **Timeline**: By the end of Winter Quarter. • Faculty Code language must align with CBA.	Motion No. 22-22	Passed May 3, 2023
BFCC22–23.05	Review the process for departments to conduct elections for senators and make recommendations for updates as appropriate. **Timeline**: By the end of Winter Quarter. • Review and clarify who is eligible to vote for department senators/alternates. • Review procedure for department senators and clarify if needed.	Motion No. 22-23	Passed May 3, 2023
BFCC22–23.06	Review feedback and recommendations from the Distinguished Faculty Selection Committee, and consider changes to Code as appropriate. **Timeline**: Winter Quarter.	N/A	Charge canceled by EC
BFCC22–23.07	Consider revising the Budget and Planning Committee description in Code to improve clarity. **Timeline**: Winter quarter. • Communicate with BPC chair to clarify the committee description. Specifically, the following, *"If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the Budget and Planning Committee to the PBAC."*	Motion No. 22-14	Passed March 1, 2023

Charge #	Charge Description	FS Motion No.	Status
BFCC22–23.08	Recommend revisions to Code and Bylaws to improve clarity and fix typos and errors. **Timeline**: Ongoing. • Review Code and Bylaws for wording issues discovered when reviewing Code during AY21–22.	N/A	All errors considered clerical by BFCC and EC.
BFCC22–23.09	Review committee procedures manual and update as required. **Timeline:** Approve updated procedures manual by last committee meeting of year.	N/A	Procedures manual reviewed; no changes made.
*BFCC22-23.10	Addition of past chair section of Bylaws II. Executive Committee, C. Officers	Motion No. 22-44	Second of two readings scheduled for May 31, 2023.
*BFCC22-23.11	Amend Faculty Senate Bylaws Section III.C.8 to add the Anti-racism, Diversity, and Inclusivity Committee. Committee eligibility criteria.	Motion No. 22-31	Passed May 3, 2023
*BFCC22-23.12	Amend Faculty Code Section IV.D.1.g to add the Anti-racism, Diversity, and Inclusivity Committee. Committee description added.	Motion No. 22-32	Third of three readings scheduled for May 31, 2023.
*BFCC22-23.13	Amend Faculty Senate Bylaws Section III.C. 3 & 4 to reflect student members as not voting members.	Motion No. 22-45	Second reading of two scheduled for May 31, 2023.
*Indicates the charge was not included with the original charge list. These charges were added April 2023			

Report on the Activities of the Committee

Meeting Dates:

Fall Quarter 2022:
- October 3rd, 10th, 17th, and 24th; November 7th, 14th, 21st, December 5th (3:30 pm – 5:30 pm)

Winter Quarter 2023
- January 9th, 30th, February 6th, March 6th, March 13th (4:00 pm – 5:30 pm)

Spring Quarter 2023
- April 3rd, April 17th, April 24th (4:00 pm – 5:30 pm)

Minutes

https://www.cwu.edu/faculty-senate/2022-2023-committee-minutes

Items of Interest

- BFCC22–23.01   Continue working and moving forward language for the CWUP policy language that strengthens the code and shared governance and that would protect the Senate. **Timeline**: Fall Quarter.

  The BFCC, in conjunction with the EC and CWU president, successfully revised and put into place a new section (CWUP 2-80) titled, "Shared Governance". Beginning in 2018-2019, the BFCC was charged with designing language to be included in the Faculty Code that defined shared governance and outlined the responsible parties and the importance of Faculty Senate in this process. This language was approved by Senate in 2020 and subsequently added to the Code. In addition to the Shared Governance section in the Faculty Code, the BFCC designed correlating language to be included in CWUP. This language was intended to reinforce the role of Faculty Senate in shared governance and outlined procedures for violations of the code and requirements for dissolution of the Faculty Code. This language was modified after consultation with EC in 2021 and finally in 2022. After nearly four years of work on these two sections (Code and CWUP), multiple revisions and input from Presidents Gaudino and Wohlpart and three Executive Committees, BFCC was successfully added to CWUP.

- All charges assigned in September 2022 were addressed within the deadlines assigned for the charges. Additionally, four charges were added during Spring quarter. The BFCC was able to quickly respond to these charges and all were added to the Senate agenda in a timely manner.

Concerns

- The BFCC does not have any concerns at this time.

Recommendations for next year's committee

- The BFCC has no recommendations for next year's committee at this time.

Recommendations for future charges:

1) BFCC22–23.02   Consider changes to Bylaws, Section I.C.1 regarding senate representation for departments. **Timeline**: Fall Quarter.
   - Work with the Provost's Office to clarify the definition of "department" at CWU.
   - Clarify the minimum FTE required for the definition of department based on the Provost Office definition.

The BFCC was not able to resolve this charge during the 2023-2024 AY. We are hopeful that this charge will be carried over to the 2023-2024 AY and with the definition of 'department' provided by the Provost's Office, we will be able to address this charge.

2) BFCC22–23.06   Review feedback and recommendations from the Distinguished Faculty Selection Committee, and consider changes to Code as appropriate. **Timeline**: Winter

The BFCC reviewed the feedback from the DFSC and determined that no changes to the Faculty Code were needed at this time. However, the BFCC felt that many of the issues brought forth could be clarified with more explicit instructions for nominating faculty and for submission of the candidate's materials.

The BFCC is hopeful that the Distinguished Faculty Selection Committee (DFSC) and EC will work to create more explicit instructions for the Distinguished Faculty Teaching, Scholarship/Creative Works, and Service awards. In addition to assisting the DFCS and EC in this endeavor, the BFCC proposes to clarify Code Appendix B. Section VI. REQUIRED APPLICATION MATERIALS. A. Materials for Distinguished Teaching Award. Specifically, the BFCC wonders if there should there be separate section for NTT teaching award since NTT are not expected to engage in "(e.) Evidence of teaching that has been informed by scholarship, as demonstrated by activities such as:" and (f) Evidence of the extent of participation in student advisement.

3) The BFCC proposes clarifying Bylaws – Section VII D. Senate Hearing, 1. (corresponds to Code IV.H).

4) The BFCC proposes reworking Code – Section II. 2. College Budget Committees. We suggest that this section be reviewed for consistency with the new budget model. Specifically, what is the role of the BPC with the new model? (Section IV. D. 1. f. – BPC duties).

5) Review of Bylaws for all committee titles and abbreviations. The BFCC identified a few committee abbreviations not included at the beginning of Bylaws as well as a few outdated committees/titles.

Report prepared by M. Radeke for BFCC.

Budget and Planning Committee

FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT

2022–2023 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: Budget and Planning Committee

Committee Chair

- Johnson, Jim, Biological Sciences, College of the Sciences

Committee Representation

- Members:
  - Dowd, Duane, Family & Consumer Sciences, College of Education and Professional Studies
  - Easley, Roxanne, History, College of the Arts and Humanities
  - Fabry-Asztalos, Levente, Chemistry, College of the Sciences
  - Johnson, Jim, Biological Sciences, College of the Sciences
  - Johnson, Michael, World Languages, College of the Arts and Humanities
  - Long, Thomas, Aviation, College of Education and Professional Studies
  - Rust, Maureen, Library Representative
  - Stein, Stephen, Mathematics, Non-Tenure Track Faculty Representative
  - Thompson, James, Accounting, College of Business
  - Wassell, Chad, Economics, College of Business

- Ex Officio Members
  - Lyman, Greg, Engineering technologies, Safety, and Construction, Faculty Senate past Chair
  - McMullin-Messier, Pamela, ADCO Chair
  - Samples, Mark, Music, Faculty Senate Chair
  - Somaini, Francesco, ADCO Chair Elect

- Student Representative
  - NONE

- Guests
  - Joel Klucking, VP Finance & Administration
  - Michelle DenBeste, Provost/VP Academic & Student Life
  - Walter Szeliga, Budget Development Committee
  - Elizabeth Brown, Library, Mission and Vision Steering Committee

Committee Charges

BPC22–23.01   Continue monitoring the budgetary implications of the University mission and vision, as well as the development of the University strategic plan. Provide recommendations as appropriate. **Timeline:** Ongoing

The University mission and vision were established during this academic year. The Budget and Planning committee followed and contributed to this discussion throughout the year. We met with Elizabeth Brown, a member of the Mission

and Vision Steering Committee to provide feedback and discuss the budget implications of different drafts of the mission and vision statements.

BPC22–23.02   Continue to take an active role in the budget governance process and push for greater clarity in the various roles in that process.

See below under concerns.

BPC22–23.03   Provide recommendations for a transparent budget process for the ASL non-college budget. **Timeline:** Provide suggestions to representatives on PBAC and/or PBAC subcommittees by the end of fall quarter.

See below under concerns.

BPC22–23.04   Develop regular communication processes with college budget committees.

As part of this charge, we have requested meetings with representatives of the college budget committees to begin to develop lines of communication and determine how the college budget committees are functioning. We have met with representatives of nearly all the college committees and have found that the college committees are:

- Very different in membership and function. Some the committees consist of the department chairs in the college. Other committees include faculty and staff representation other than the chairs of departments.
- In general, the committees feel that they have little to do because college budgets have little discretionary spending.
- The college budget committees were created to function within the RCM/ABB environment and it's not clear what the role of the committees should be in the new budget model.

BPC22–23.05   Continue monitoring implementation of the budget model at Central by collecting and analyzing data regarding impacts to programs, departments, and colleges. Work with stakeholders for developing accurate and accessible budget data. Disseminate results to administrators and faculty as appropriate.

See below under concerns.

BPC22–23.06   Consider providing recommendations about tuition waiver policies. **Timeline:** Provide suggestions to representatives on PBAC and/or PBAC subcommittees by the end of fall quarter, if possible.
CWUP - http://www.cwu.edu/resources-reports/cwup-2-20-090-waiver-tuition-and-fees
CWUR - https://www.cwu.edu/resources-reports/cwur-5-10-010-waiver-tuition-and-fees

We reviewed the FW22 Tuition Waiver Budget, FY 21 Tuition Waiver Report, CWUP-2-20-90, CWUR-5-10-010 governing tuition waiver policy. Waivers cover a wide range of different programs and purposes at CWU, some of which are elective and some of which are provided by Washington statute. Together the tuition waivers represent a significant impact to the budget because of the revenue lost when granting waivers but based on the information available to the committee there is little oversight of the overall program's effectiveness and impacts on the larger budget situation. We would recommend the formation of a standing committee either as a subcommittee of the President's Budget Advisory Committee (PBAC) or as a University Standing Committee that is broadly representative of the campus community to oversee the tuition waiver program, policies, and procedures. This committee should be tasked to collect data on the effectiveness for student recruitment and retention of tuition waiver programs and on the overall budgetary impact to the campus.

BPC22–23.07   Explore budgetary implications of CWU organizational changes and make recommendations as appropriate. **Timeline**: Winter Quarter.

Major organizational changes have been put on hold for the academic year. Other organizational changes so far have been made by changing organizational structure, but not increasing administrative or other positions and have been budget neutral. We continue to monitor and discuss proposed organizational changes with Provost DenBeste and VP Finance & Administration Klucking.

BPC22-23.08   Review committee procedures manual and update as required. **Timeline:** Approve updated procedures manual by last committee meeting of year.

No changes recommend at this time.

Report on the Activities of the Committee

Meeting Dates The committee typically meets the 1st and 3rd Wednesdays from 10:00 - 12:00

Minutes

https://www.cwu.edu/faculty-senate/2022-2023-committee-minutes

Items of Interest

Concerns & Recommendations for next year's committee

Central Washington University is facing an "adaptive challenge" as we are required to respond to a projected budget shortfall of approximately $4.5 M due to reductions in student enrollments because of the pandemic and changes in the population of students potentially coming to college in Washington. Because of the nature of the budget and the proportion of the budget that is salary and benefits (regardless of budget model), budget reductions often result in the loss of positions among faculty, staff, and administration. During this process the University should strive to make decisions that are compatible with the vision of making the University a model learning community of equity and belonging.

Because the budget shortfall and reductions will inevitably lead to the reductions in the workforce at CWU, we feel that effective consultation among the stakeholders is critical to building the sense of community and shared sacrifice necessary to overcome this challenge. We also need to as much as possible ensure that our institution and academic programs remain as healthy as possible during this adjustment.

A summary of this situation was presented by Joel Klucking, VP Finance & Administration, to the committee on April 20, 2023, and the same presentation was provided to the senators or other concerned Faculty on May 10, 2023. We will complete a set of both short- and longer-term recommendations for the current budget situation by the end of the academic year.

In addition to the current budget shortfall, we are in the second year of the value-based budget model that replaced the RCM/ABB model at CWU. The committee recommends:

- The value-based budgeting model needs to be clearly articulated beyond the current focus teaching and class size.
- The roles of the President's Budget Advisory Committee and the other budget-related committees across campus need clarification and codification in policy and procedure.
- The meaning of shared governance in terms of the budget needs clarification and the roles of the various budget-related committees across campus need clarification. We advocate for shared governance of the budget and the need for clear lines of communication and formal opportunity for feedback on budgetary priorities and decisions.
- Establish a set of clear definitions and data to evaluate the budget and the impacts of enrollment and other factors on budget. We badly need a common language of budget terms, position types, and other data that is informed by the experience of all the stakeholders.
- Establish a timetable of budget projections and decisions and make information available to the University Community on the established dates.
- Budget shortfalls have been common throughout the last 10 years, we need to establish clear sets of priorities and procedures with respect to the mission and strategic plan for future budget changes including the potential for future cuts or investments.

Curriculum Committee

2022–2023 ACADEMIC YEAR

Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: XXX

Committee Chair
- Jeffrey Dippmann

Committee Representation

- Members:
    - Paul Ballard-CEPS
    - Elizabeth Brown-LIB
    - Jeffrey Dippmann-CAH
    - Jason Dormady-CAH
    - Clem Ehoff-COB
    - Sayantani Mukherjee-COB
    - Tim Sorey-COTS
    - Hideki Takei-CEPS
    - Benjamin White-COTS

- Ex Officio Members
    - Mike Gimlin-Registrar's Office
    - Mike Harrod-Associate Dean COTS
    - Ediz Kaykayoglu-Extended and Global Education
    - Kurt Kirstein-Associate Dean CEPS
    - Kathryn Martell-FSEC Liaison
    - Mark Meister-Associate Dean CAH
    - Yoshiko Takahashi-Provost's Office
    - Sydney Thompson-Associate Dean LIB
    - Coco Wu-Associate Dean COB

- Student Representative
    - Cosette Bilskit

- Guests
    - Arturo Torres-Registrar's Office
    - Joy Fuqua-Multi-Modal Learning
    - Ian Quitadamo-Multi-Modal Learning
    - Susan Merrill-Provost's Office
    - Joey Thornton-Registrar's Office
    - Duane Dowd-CEPS
    - Pat McCutcheon-Resource Management/Anthropology
    - Ian Loverro- Curriculum, Supervision & Educational Leadership

- o Lily Vuong-ADI Committee
- o Erica Holley-ADI Committee

Committee Charges

Charge #	Charge Description	FS Motion No.	Status
CC22-23.01	Clarifying Curriculog form approval process	N/A	In progress
CC22-23.02	ADI collaboration	N/A	Met with committee co-chairs to clarify forms, processes, etc. May 2023
CC22-23.03	Curriculog issues	N/A	No significant issues; tweaked some procedural items
CC22-23.04	Correct policy to reflect new PADstone designation for CWU 184 courses	N/A	Completed
CC22-23.05	Revise Learner Outcomes taxonomy	N/A	Completed and posted on the FSCC website May 2023
CC22-23.06	AA Degree	22-41 22-42	Completed and passed FS
CC22-23.07	MAS Degree type	In progress	Awaiting Provost's approval
CC22-23.08	Approve calendar deadlines for curricular proposals	N/A	Approved and posted January 2023
CC22-23.09	Clarifying policy on prerequisites for minors and certificates	N/A	Completed
CC22-23.10	Ensuring review process is consistent among reviewers	N/A	Fall workshop established Greater emphasis on evaluating justifications for proposals Greater attention to consensus among reviewers Established more equitable distribution of reviewer workloads
CC22-23.11	Review procedures manual	N/A	In progress in tandem with revisions to policy, especially as they relate to definitions of "program"

Report on the Activities of the Committee

Meeting Dates (Thursdays 3:10-5:00 PM.)

Fall Quarter:
- 9/22
- 10/6
- 10/20
- 11/3
- 11/17
- 12/1
- 12/15 email vote

Winter Quarter
- 1/5
- 1/12
- 1/19
- 1/26
- 2/2
- 2/9
- 2/16
- 2/23
- 3/2
- 3/9
- 3/16
- 3/30 email vote

Spring Quarter
- 4/6
- 4/20
- 5/4
- 5/11
- 5/18
- 6/1

Minutes

https://www.cwu.edu/faculty-senate/2022-2023-committee-minutes

Items of Interest

Successes
- Put forth 20 motions at FS, with 19 approved and one postponed
- Successfully updated and posted Learner Outcomes Taxonomy, going into effect for the 2023 curriculum cycle
- Revised the reviewer assignment process so that one or two members were not reviewing 100 proposals while others had 15
- Consultation with FSAAC on departmental honors policy
- Revised calendar instructions on process for submitting proposals for greater clarity
- New members effectively onboarded and active throughout year, with two being nominated as chair elect for 2023-24

- Student representative joined in January and was actively involved in nearly every subsequent meeting. Most active participation from student rep in recent memory

Concerns
- Sharp drop in participation from ADs (essentially only two of five attended throughout the year). Our concerns were shared with the Provost May 2023.
- While the current student representative served well and was very engaged, there is concern that they are once again a voting member. As noted, past experience is that student members rarely attend, and as voting members, their absence can jeopardize quorum and the functioning of the committee. FS should reconsider the role of student representatives. Having a vote is likely an incentive for student participation but may lead to the loss of quorum if we don't have such dedicated representatives.

Recommendations for next year's committee
- Complete work on defining "program" in policy and uniform implementation across campus; i.e. does "program" refer only to majors, or is it applied to minors, certificates, etc.
- Continue work with Provost's office to establish procedure for reviewing "program" proposals prior to FSCC approval

- Clarify role of Provost's office in relation to FSCC

- As much as possible given the review workload, establish regular times for policy and procedure discussions to ensure continuous progress

- Rearrange policy document from alphabetical to progressive order of importance and hierarchy. I.e. define program, then majors, minors, certificates…rather than starting with definition of certificate program….

- Consider returning to in-person meetings, especially when discussing and revising policy and procedure. Virtual meetings are fine for curriculum log review, but editing and writing policy/procedure in that mode is inefficient

Recommendations for future charges
- See above

Evaluation and Assessment Committee

FACULTY SENATE
ANNUAL
STANDING COMMITTEE REPORT

2022–2023 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 Blackson	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
Hope Amason	Anthropology & Museum Studies	COTS	Ex-Officio Member, Executive Comm. Member

Committee Charges

Charge #	Charge Description	Progress	Status
EAC22–23.01	*Continue developing a consistent process for addressing faculty inquiries regarding SEOIs.*	Process was discussed and put forward to EC with questions on the process. Issues still remain to identify whether IS has power to remove SEOIs and tracking/auditing them. EC will need to provide direction as to whether IS and EAC has the authority to respond to inquiries from faculty regarding SEOIs and developing a procedure moving forward.	Pending
EAC22–23.02	*Consider ways to shorten the SEOI evaluation response forms and make recommendations as appropriate.*	EAC needed more clarification on purpose of the charge from EC and the number of questions asked and low student response rates, these assumptions were based on unproven information in the creation of the charge. The EAC reviewed and discussed all	Complete

		forms of the SEOIs and their length with respect to the charge. Therefore, EAC created a survey to be sent to students via text messaging to address this and provide more information on how to move forward with reformatting the SEOIs. The survey was sent to students on 3/1/2023 and a short report will be presented at the last FS meeting. The findings of the report provided no evidence that the current format of the SEOIs are too long and ask too many questions resulting in low response rates. Therefore, the number of questions asked within the SEOIs seems to be appropriate and there is no need to shorten the SEOI. The EAC has identified that the SEOI forms provide useful information and shortening the forms will likely reduce the quality of information. See additional information in charge EAC22-23.03.	
EAC22–23.03	*Investigate if pop-up notifications for students have an effect on response rates and make recommendations as appropriate.*	EAC is investigated on the information related to pop-ups from Lidia Anderson, will have to discuss how to get information to make decisions on the effect of response rates. Since there is no data to support the effect of pop-up notifications on response rates the EAC cannot make further recommendations. A survey was created addressing this issue and a report was given at the last Senate meeting. Results of the survey concluded that removing pop-up notifications is unlikely to increase SEOI response rates and data suggested that students are more likely to complete SEOIs when prompted by pop-ups. It should be noted that pop-ups have been in place since the electronic SEOI system was initiated from the paper version and there is no information as to whether the pop-ups affect response rates. Data from the survey suggested	Complete

		that students are more likely to complete SEOIs when prompted by a pop-up.	
EAC22–23.04	*Consider additional policy and procedure to determine who has access to SEOIs.*	Access to SEOIs has been discussed: There is still some question as to where this policy would reside within the University system.	Pending
EAC22–23.05	*Identify best practices for avoiding bias in student evaluations and make recommendations as appropriate.*	More information is needed from the Diversity, Equity, and Inclusion (DEI) committee before information can be assembled to address diversity of course environment and content to develop best practices. This charge is closely related to EAC22-23.10 and could be addressed with this charge.	Pending
EAC22–23.06	*Explore whether or not faculty peer evaluations should be addressed in policy.*	EAC is reviewing this charge, members from the committee brought forward their dept. handbooks to identify how faculty peer evaluations are handled within the department and standards associated with peer evaluations.	In Progress
EAC22–23.07	*Conduct annual assessment of Faculty Senate and Faculty Senate Executive Committee.*	Survey questionnaires have been reviewed and edited.

Questionnaires have been sent to EC. | In Progress |
| EAC22–23.08 | *Conduct biennial assessment of administrators as described in Faculty Code.* | Survey questionnaires have been reviewed and edited.

Questionnaires have been sent to EC. | In Progress |
| EAC22–23.09 | *Consider developing an SEOI form for hybrid courses and make recommendations as appropriate.* | Hybrid form H was developed by combining some questions from existing online form to the Main form A. Suggested changes to the form were made and are in for review by the committee. EAC also discussed the process to add an additional form with Lidia Anderson and discovered that there are additional procedures and decisions that are needed to add more forms to the existing options. It was also discussed that a more general set of questions could be created focusing on learning instead of instructor qualities for a more formative assessment. This charge will be moved to the next year for follow-up and identify the issues for creating new forms or reducing the total numbers of forms and the challenges with this process. | In Progress |

EAC22–23.10	*Review best practices for SEOI questions that address inclusivity and diversity of course environment and content and make recommendations as appropriate.*	More information is needed from the Diversity, Equity, and Inclusion (DEI) committee before information can be assembled to address diversity of course environment and content to develop best practices.	On Hold
EAC22–23.11	*Review committee procedures manual and update as required.*	Procedures were presented for review. The EAC will review and edit at the last meeting.	Working
Added Charge: EAC22-23.12	*Analyze results from the AY21-22 survey regarding faculty perception of how the pandemic impacted SEOIs, and summarize findings for Faculty Senate.*	Survey data has been acquired and is being reviewed and a report will be provided at the last Senate meeting	Pending
No Charge	*Associate Dean Reviews*	EAC discussed the addition of reviewing Associate Deans: Further information is needed to get clarification on whether Associate Deans may be reviewed. An amendment to the current policy will be made during the AY23/24.	In-Process - EC
No Charge	*Removal of SEOI from PSY 101 Course*	EAC discussed request to remove an SEOI from faculty members course due to academic dishonesty. The EAC requested the faculty member to follow policy on acquiring appropriated approvals from different levels to remove SEOI. Faculty member requested not to pursue the matter due to the lengthy process required to remove SEOI from course. Result – need to review process for the removal of SEOIs due to academic dishonesty so there is a process that can be completed in an efficient manner to remove SEOIs where a faculty member has identified academic dishonesty. The EAC recommended to the EC that the policy language indicating that students found to have committed academic dishonesty are prevented from completing SEOIs for the course in which they were found to have committed	Closed

		academic dishonesty be removed form CWUP 5-90-040(25)(C) because the language may not be translated into practice. Additionally, the removal of the SEOI could compromise anonymity and confidentiality.	
No Charge	*View of F180 Files*	The issue that all F180 files can be viewed by other faculty within a department beyond the select reviewers. EAC is pursuing this to get more information on whom can review or view F180 files. This issue has been identified in faculty senate and EAC will follow after more information has come out from FS and EC. EAC will wait for a charge FS.	This has been proposed by an individual faculty and will consider the concern within the UFC bargaining unit during their session. Pending

Report on the Activities of the Committee

10/7/2022   Discussed charges and set priorities.

10/14/2022   No meeting, meeting moved to 10/28/2022

10/28/2022   Discussed charges, most of the discussion centered on academic dishonesty issue and removal of student SEOI from overall course SEOI.

11/04/2022   Discussed listed charges, an issue was brought to the EAC attention about who can view F180 files. EAC discussed the assessment of Associate Deans related to why they are not assessed and to identify a survey to review Associate Deans.

11/18/2022   EAC did not reach quorum. All agenda items will be moved to the next planned meeting. Communication was made from the EC representative to the EAC on outstanding issues.

12/2/2022   Discussed listed charges. Most of the discussion was centered on SEOIs and response rates falling due to pandemic.

1/13/2023   Discussed the availability of faculty F180 files to be reviewed by others, associated dean assessment timeline, addressing pop-ups with SEOIs, and inquiries on removing SEOIs for student misconduct.

1/27/2023   Discussed F180 files and ethical issues surrounding open files, associate dean review, updated on SEOI pop-ups, peer evaluations,

2/3/2023   Discussed shortening SEOI evaluation process, forms, and general management of SEOIs. Created SEOI survey language to get a sense from the students on SEOIs and the management of SEOIs.

2/24/2023	Discussed SEOI survey response rates, approved and edited SEOI survey to students, and updated on F18 files with UFC.
3/10/2023	Discuss review of 2014 teaching document as a charge for next year.
4/7/2023	Reviewed remaining charges and status of them. Discussed issue identified by Gary Bartlett with Withdrawn students. Continue to address issues with F180 file accessibility.
4/21/2023	Reviewed and edited assessment tools for administrators to include President, Vice Provost, Library Dean, Dean of Graduate Studies, EC and FS. Analyzed data and developed report for addressing SEOI forms and SEOI pop-up reminders.
5/05/2023	Updated committee on actions to be taken by EAC. EAC Chair is scheduled to present findings from SEOI survey and SEOI pandemic study on 5/31 at faculty senate meeting. Discussed administrator, EC, FAS, survey duration time period. EAC procedures provided to committee to review. Access to SEOIs was discussed and to suggest policy on access to SEOIs. SEOI form created for Hybrid course and will be proposed to EC. Suggestion made to incorporate EAC chair into creation of EAC charges.

Minutes

See EAC Teams file.

Items of Interest – See comments in report above and recommendations below.

Recommendations for next year's committee

- This committee will be losing two members, the committee needs to recruit additional members.
- When developing charges for the next committee, include the chair of the committee to help frame the charges.
- The committee should continue to focus on efforts to improve course feedback tools for instructors and use of the feedback during reviews.

Recommendations for future charges

- Consider the use of SEOIs in the review process by reviewers for tenure, promotion, and post-tenure review. Develop policy to eliminate the use of SEOIs during the review and to focus more on instructors' approach to addressing SEOIs and feedback from students.
- Continue work on identifying who should have access to SEOIs and define where this would live within policy.
- Continue work and discussion on best practices with respect to avoiding bias in student evaluations. Work with DEIB committees to understand the issues on bias associated with instruction.
- Review peer evaluation process and consider where peer evaluations would live in policy.
- Review the number and types of SEOIs and consider reducing the types of SEOIs to a standard format for all classes. Then identify a standard set of questions that could be incorporated as additional questions for in-depth feedback on a specific course instruction.
- Identify ways in which different course modalities can be addressed within a standard SEOI form. Explore the potential to reduce the number of SEOI forms to a more general form that focuses on student learning instead of instructor qualities.

General Education Committee

2022–2023 ACADEMIC YEAR
Prepared for the Central Washington University Faculty Senate

Faculty Senate Committee: General Education Committee

Committee Chair
- Maura Valentino

Committee Representation

- Members:
  - Teresa Walker - CEPS
  - John Choi – CEPS
  - Michael Braunstein – COTS
  - Elaine Glenn – COTS
  - Tim Hargrave – CB
  - Peter Gray – CB
  - A.I. Ross – CAH
  - John Neurohr - CAH

- Ex Officio Members
  - Vacant – Provost's office

- Student Representative
  - Vacant

- Guests
  - Michael Goerger – Executive Committee
  - Mike Gimlin – Registrar
  - Yoshiko Takahashi – Dean of Undergraduate Studies
  - Scott Carlton and Amber Darting – Advising
  - Katherine Martell – AA degree plan (1 meeting)

Committee Charges

Charge Number	Timeline for Charges	General Education Committee Charges	Results
6	Fall	Review and approve proposals to add courses to or remove courses from the General Education program.	We finished reviewing all courses, and they now move onto curriculum committee.

2	Ongoing	Communicate with the Dean of Undergraduate Studies regarding administration of the General Education Program and its operation as an independent unit.	Dean Takahashi has been attending our meetings and has met with the Chair of the Gen Ed committee and an open line of communication has been established.
	Ongoing	Review student petitions to courses from the General Education Program. Timeline: Ongoing	No student petitions.
9	Ongoing	Monitor the mapping of paths within the existing General Education Program framework for online-only students to be able to complete Gen Ed requirements	Thanks to the new Dean of Undergraduate Studies, Yoshiko Takahashi we have data on past online enrollment, and we will analyze this data.
3	Fall	Review, seek broad input, and make decisions about any proposed General Education Program framework and rules changes.	We have updated the rules to clarify and reflect actual practice. This now moves on to the curriculum committee.
4	Winter	Collaborate with the Dean of Undergraduate Studies on collecting data for the General Education assessment plan. Communicate an assessment product with stakeholder appropriate reporting.	Thanks to the new Dean of Undergraduate Studies, Yoshiko Takahashi we already have data on past enrollment by quarter and we will analyze this data to inform future discussion and decisions. We have discussed assessment options and worked with the administration to formulate a sustainable plan.
10	Ongoing	Monitor how General Education course changes affect students' Academic Requirements reports and the issues that arise	We have discussed issues with the AR reports in the DHC.
11	Ongoing	Continue working with the ADI ad-hoc committee as needed on work related to the implementation of the ADI requirement.	We have discussed how the ADI requirement fits into Gen Ed.
12	Spring	Review committee procedures manual and update as required	We updated the procedures manual.
5	Winter	Consider ways to assist faculty in the process of submitting General Education assessments.	We formulated a sustainable plan for Gen Ed assessment. The Faculty Senate approved the plan. An assessment committee

			will perform the assessment and the Gen Ed committee will analyze the results and recommend changes to the program as appropriate.
7	Winter	Continue exploring options on how General Education Program milestones are displayed on students' transcripts.	Will be working with Multimodal to discuss badging options because milestones cannot be displayed on transcripts by rule.
8	Winter	Consider revisions to the General Education Rules policy	We have revised the rules and the Faculty Senate approved.
9	Spring	Review common core classes and make Gen Ed recommendations.	In progress
10	Spring	Write program level outcomes for review by Faculty	In progress

Report on the Activities of the Committee

Meeting Dates (Day, Time.)
    Fall Quarter:
- September 26
- October 3
- October 10
- October 17
- October 24
- October 31
- November 7
- November 14
- November 21
- November 28
- December 5

    Winter Quarter
- January 9
- January 23
- January 30
- February 6
- February 13
- February 27
- March 6

    Spring Quarter
- April 3
- April 10

- April 17
- April 24
- May 1
- May 8
- May 22

Minutes

[2022-2023 Committee Minutes | Central Washington University (cwu.edu)](#)

Items of Interest

Successes

- Changed the Assessment strategy to be sustainable no matter the makeup of the committee.
- Obtained data on course availability from the Dean of Undergraduate Studies and analyzed it

Concerns

Recommendations for next year's committee

- Elect a chair-elect early in the year

Recommendations for future charges

- Create component-based program level outcomes and get faculty feedback
- Eliminate Ableist language from the Gen Ed program

Anti-racism, Diversity, and Inclusivity (ADI) Committee

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Antiracism, Inclusivity, and Diversity Task Force
2022-2023 End of Year Report

</div>

The following report summarizes the work of the ADI Task Force over the 2022-2023 academic year. The requested charges provided to our committee from the Executive Committee are listed in **bold**, and our responses are listed in *italics*. Members of this committee include Lily Vuong (co-chair), Erica Holley (co-chair), Christina Torres Garcia, Astrid Vidalon Shields, Cynthia Pengilly, Natasha Lindsey, and Janet Shields.

The Executive Committee requests that you consider the following items this year (ordered by highest priority/ most immediate need):

ADI22–23.01 Review and revise the timeline for implementation of the ADI graduation requirement.

The ADI Taskforce has shifted the timeline for implementation for incoming students to Fall 2024. Students enrolled at CWU prior to Fall 2024 will not be required to complete the ADI requirement.   It will take significant time and resources for CWU to build up enough approved courses and qualified faculty to meet student demand.

*Please refer to our work on charge **ADI22–23.03** for more information as to why we believe it will take time to build up a sufficient supply of approved ADI courses taught by ADI qualified faculty.*

ADI22–23.02 Explore the best structure for administering the ADI graduation requirement moving forward and make recommendations as appropriate.

The ADI Taskforce has facilitated the creation of the Anti-racism, Diversity, and Inclusivity (ADI) Faculty Senate Standing Committee. This will be a permanent Faculty Senate Committee starting Fall 2023. See attached ADI committee application form at the end of this document.

The ADI Task Force recommends the following ongoing duties for the ADI Faculty Senate Standing Committee.

1) *Review of ADI course proposals quarterly (Fall, Winter, Spring)*
2) *Develop a hold and revision process for rejected course proposals (as requested in charge ADI22–23.04)*
3) *Review of student petitions to determine if the 5 ADI Course Learner Outcomes have been satisfied by something besides a CWU ADI approved 4-credit course. Students may petition that they have met these 5 learner outcomes through the successful completion of a transfer course, projects, performances, or thesis, etc.*
4) *Field faculty/staff questions about course proposals as well as ADI faculty member qualifications*
5) *Review and approve faculty applying for ADI faculty status, as well as maintaining a list of qualified ADI faculty*
6) *Use the ADI website to provide updates, news, templates for interested faculty, staff, and students as well as ADI definitions and concepts*
7) *Consult and advise the DEI office as they provide ADI training for faculty*
8) *Partner with academic advising to communicate the new graduation requirement to incoming students (potentially through informational packets as well as advising)*

9) *Collaborate with teacher education to determine how high schools and CWU can help students fulfill this graduation requirement either through running start or early college courses within high schools that may fulfill the ADI learning outcomes*

10) *Be aware of existing equivalencies across higher education institutions (especially within General Education courses), and the impact of those equivalencies on ADI courses (specifically work to see if Curriculog can be programmed to alert the committee to courses that have existing equivalencies)*

11) *Determine whether the ADI graduation requirement will apply to post baccalaureate students that return to CWU*

ADI22–23.03 Develop a process for course submissions for the ADI graduation requirement.

Learner Outcomes were developed by the 2021-2022 ADI committee. Please consider avenues for departments and programs to submit course proposals that align with the learner outcomes (all outcomes must be included on every course, but instructors can include additional outcomes). All departments and programs should be given an opportunity to develop ADI course proposals. Discuss consideration of instructor expertise with regard to course content.

Our Recommendations for Instructor Qualifications:

1) *One of the major concerns communicated to our committee was how to ensure faculty teaching these courses have the necessary education and experience to teach the learning outcomes required by these ADI courses*

2) *We recommend that CWU invest, via the DEI office, in professional development for interested instructors. It is worth noting that our faculty survey results suggest that many faculty are interested in teaching ADI courses, but they would feel much more comfortable if they received additional training in this area*

3) *In order to be considered qualified ADI faculty, we recommend that instructors have a least one criteria from "Section 1 Experience and Education Criteria" AND/OR 3 criteria from of "Section 2 Experience and Education Criteria"*

See below for a complete list of Section 1 and Section 2 Experience and Education Criteria.

> *Section 1 Experience and Education Criteria:*

1) **Ph.D. Or Masters in Anti-racist, Diversity, and Inclusion related Degree(s)**
2) **Educational Background in which anti-racism, oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, diversity, or inclusion were a focus of the graduate program**
3) **At least a third of the graduate coursework taken was on issues of anti-racism, oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)justice, (in)equity, (in)equality, power, diversity, or inclusion**

> *Section 2 Experience and Education Criteria:*

1) *Have taught for a year in the following topics: anti-racism, oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, diversity, inclusion*
2) *Have completed five or more Anti-racist, Diversity, and Inclusion related graduate courses*

3) *Participated in Anti-racist, Diversity, and Inclusion themed research, creative works, or performances*
4) *Have completed at least one Anti-racist, Diversity, and Inclusion-related scholarly training or workshop in the last five years*
5) *Have implemented Anti-racist, Diversity, and Inclusion-related material in courses taught for academic credit-bearing courses or certificate programs using pedagogical practices that support ADI*
6) *Are currently engaged in sustained Anti-racist, Diversity, and Inclusion related professional, campus, or community service*

Recommendations for Course Proposals:

1) *Courses will be reviewed and approved Fall, Winter, and Spring quarters (proposals approved during spring quarter will be for the next academic year)*
2) *Proposal deadlines would be the first Friday of the quarter*
3) *ADI courses may be considered for fulfilling a General Education requirement. However, the General Education course proposal must be submitted in addition to the ADI course proposal by the General Education deadline as these are separate processes*
4) *Faculty must fill out the ADI course proposal form in Curriculog by the ADI deadlines*

Findings Regarding Faculty Interest & Qualifications:

1) *The results from our ADI Faculty Survey suggest CWU has a moderate number of faculty (100) that meet at least one of Section 1 criteria and/or at least 3 criteria from Section 2 (see table below). As expected, there was an overlap between the two criteria categories, as a large number of faculty (56) were qualified under both Sections 1 and 2, while 17 were qualified under only Section 1, and 27 were qualified under only Section 2. Those numbers do not take into account faculty qualified but NOT interested in teaching (i.e., they responded "no" or "maybe" to whether or not they were interested). To summarize, there were a total of 56 faculty qualified to teach under these criteria AND also expressed interest ("yes") in teaching*
2) *Student demand for ADI classes will likely be higher than the number of qualified faculty at CWU that are interested in proposing and teaching an ADI course. Again, we recommend that Faculty Senate work with the DEI office to create a pathway for faculty that are interested in developing the necessary skills to teach ADI courses*
3) *ADI task force, with the support of the Provost's Office and MML, will be holding two synchronous and interactive workshops on the ADI course proposal process. The first workshop will take place at the beginning of summer (July 20, 2023), and the second at the end of summer (Sept 7, 2023).*

ADI22–23.05 Consult with the administration (e.g., Registrar, enrollment management, Provost Office, and others as necessary) to ensure students have the opportunity to fulfill this graduation requirement without adding time or cost to graduation. Timeline: Fall or Winter Quarter.

The ADI Taskforce has initiated conversations regarding the implementation process with the following CWU faculty/staff to hear comments and concerns from various stakeholders throughout the university.
1) *Office of the Registrar*
2) *Multimodal Learning*
3) *Academic Affairs*
4) *Curriculum Committee*
5) *Gen Ed Committee*
6) *Transfer Center*

7) *Office of the Provost*
8) *DEI office*
9) *Undergraduate Studies*
10) *Academic Advising*

Summary of Activities and Recommendations:
- *Advised the Academic Affairs Committee on their ADI statement for faculty*
- *Consulted with the Curriculum Committee on the specific procedure (order of review) for course proposals being submitted and determine sequence of assessment: First to Curriculum, Second to ADI, and Third to General Education (if course proposal would like to be considered for both programs)*
- *Consulted with the Curriculum Committee on the need for some departments and programs to review course credits for final capstone courses, projects, performances, etc., if they want their final projects to be eligible for reviewed as a petition*
- *Discussed with the General Education Committee about altering Pathway 4: Social Justice to align with ADI Learner Outcomes so students can double dip with their course requirements and prevent added time and expenses to graduation*
- *Multimodal will be aiding in the ADI Summer Workshops (see **ADI22–23.03** above)*
- *The Office of the Provost will be sponsoring the ADI Summer Workshops (see **ADI22–23.03** above)*
- *Discussed with Transfer Center about challenges of implementing the ADI requirement for our transfer students while also making sure students are exposed to the approved learning outcomes in their fulfillment of the ADI graduation requirement. The advantages and disadvantages of relying on reciprocity agreements, etc. with community colleges versus transfer students taking their ADI course at CWU were considered. The committee believes that in order to not dilute the value of this graduation requirement, students must take an ADI course that covers the 5 approved learning outcomes.*
- *The DEI office will collaborate with the ADI committee on ADI Faculty Training in the academic year 2023-2024*

ADI22–23.06 Develop a communication plan to faculty and administration for the ADI course submission and delivery process.
The ADI Taskforce Committee established a webpage on the Faculty Senate website, which provides information on the ADI Course Approval Process and ADI Instructor Qualifications. We recommend that the webpage be used by the ADI Faculty Senate Standing Committee in the Fall to keep the following information updated:

1) *A list of ADI qualified faculty members and recommended qualifications*
2) *Learning Outcomes for ADI courses that will meet the CWU requirements*
3) *Petitions for Students that fulfilled the course learning outcomes through transfer courses, projects, or performances*
4) *Instructions on how to propose an ADI course with screenshots and templates on Curriculog*
5) *Sample ADI courses*

ANTIRACISM, DIVERSITY & INCLUSIVITY COMMITTEE FORM

NAME:

DEPARTMENT: COLLEGE:

RANK: Are you Tenured?

EMAIL: PHONE:

☐ Current CV attached.

Section 1. Do you meet at least one of the following (please select all that apply):

PhD. Or Masters in Antiracist, Diversity, and Inclusion related degree(s).

☐ Educational background in which oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, antiracism, diversity, or inclusion were a focus of the graduate program.

☐ At least a third of the graduate coursework taken was on issues of oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, antiracism, diversity, or inclusion were a focus of the graduate program.

OR

Section 2. Do you have at least three from the following (please select all that apply):

☐ Have taught for a year in the following topics: oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, antiracism, diversity, or inclusion were a focus of the graduate program.

☐ Have completed five or more antiracist, diversity, and inclusion related graduate courses.

☐ Participated in an antiracist, diversity, and inclusion themed research, creative works, or performances.

☐ Have completed at least one antiracist, diversity, and inclusion-related scholarly training or workshop in the last five years.

☐ Have implemented antiracist, diversity, and inclusion-related material in courses taught for academic credit-bearing courses or certificate programs using pedagogical practices that support ADI.

☐ Are currently engaged in sustained antiracist, diversity, and inclusion-related professional, campus or community service.

AND/OR If you feel you may not meet the above recommendations, provide a brief narrative on what you feel you would contribute to this committee. Why do you want to be on this committee? What other qualifications do you have that would make a good candidate for this committee?

MEMORANDUM

TO: Faculty Senate
FROM: Bernadette M.E. Jungblut, Ph.D.
DATE: 31 May 2023
RE: Faculty Legislative Representative Update

Below, please find a summary of the Washington State operating and capital budget items pertaining to Central Washington University and a summary of new laws affecting CWU. All links have been updated to reflect session law. If there are any questions, I hope you will not hesitate to contact me.

The faculty legislative representatives have continued to meet since the end of the legislative session – and will continue to do so throughout the summer. I will share updates from those meetings with the Faculty Senate Executive Committee. Thank you again for this opportunity to serve the faculty of Central Washington University.

[Engrossed Substitute Senate Bill 5187 – Making 2023-2025 Fiscal Biennium Operating Appropriations](#)

Below, please find two tables listing some of the funding for CWU from the Workforce Education Investment Account and from the General Fund—State Appropriation.

Table A: Funding from the Workforce Education Investment Account

Item	Appropriation
Funding for institutional operating costs (including compensation & central services) due to reduced undergraduate enrollment & tuition revenue as per RCW.28B.15.067	$2,236, 000
Maintain mental health counseling positions	$736,000
Increase the number of certified K-12 teachers	$1,050,000
Expand cybersecurity capacity by adding faculty resources in the Department of Computer Science	$240,000
Peer mentoring program for students	$586,000
Extended orientation program to promote retention of underserved students	$286,000
Discipline-specific tutoring, peer-assisted learning, & academic success coaching	$1,406,000
"Grow your own" teacher residency programs in elementary, bilingual, special education, & English language learner education	$967,000
Dual language expansion programs in Yakima & Des Moines	$844,000
Implementation of Second Substitute House Bill 1559 Postsecondary Student Needs	$126,000
Implementation of Second Substitute Senate Bill 5048 Eliminating College in the High School Fees	$8,060,000

Table B: Funding from the General Fund—State Appropriation

Item	Fiscal Year 2024 Appropriation	Fiscal Year 2025 Appropriation
Inflation adjustment for the continued implementation of the college affordability program as per RCW 28B.15.066	$14,186,000	$14,498,000
Two counselor positions to increase access to mental health counseling for traditionally underrepresented students	$240,000	$240,000
One full-time mental health outreach & service coordination position knowledgeable about veterans' issues	$52,000	$52,000
Cost of Criminal Justice Training Center's use of Lynnwood University Center office & classroom space	$12,000	$12,000
Compensation support	$592,000	$1,090,000
Implementation of Substitute Senate Bill 5238 Expanding Collective Bargaining for Employees Enrolled in Academic Programs at Public Institutions of Higher Education	$18,000	$18,000
Implementation of Second Substitute House Bill 1028 Supporting Crime Victims & Witnesses by Promoting Victim-Centered, Trauma-Informed Responses in the Legal System ($25,000)		
Implementation of Second Substitute House Bill 1390 District Energy Systems ($57,000)		

Engrossed Substitute Senate Bill 5200 – Concerning the Capital Budget

On the next page, please find Table C listing funding for CWU capital projects and the project descriptions as shown in the Biennial Capital Budget Project Detail Reports. For additional details, please use that website to access three drop-down menus. First, use the "Version" drop-down menu to access "As Passed Legislature (04/22/2023)." Second, use the "Agency" drop-down menu to access "Central Washington University." Finally, use the "Project" drop-down menu to access CWU projects as listed in Table C below.

Table C: Capital Funding for CWU

Item	New Appropriations
Arts Education ■ Funding for pre-design of a new 45,000 Gross Square Foot (GSF) Arts, Education, & Family & Consumer Science Programs facility.	$300,000
House Bill 1390 District Energy Systems ■ Funding for decarbonization planning.	$800,000
Humanities & Social Science Complex ■ Funding for: (a) the demolition of the Farrell Hall and Language and Literature buildings; (b) construction of a new 106,000 GSF Humanities & Social Science Complex/North Academic Building; and (c) drilling and infrastructure for a new geothermal open-loop ground source heat pump system drawing from the Ellensburg Aquifer. This system will be used to heat and cool this new building and at least two potential future buildings in this area of campus. The complex will serve as a hub for disciplines such as philosophy, political science, criminal justice, and sociology. Reappropriation of prior biennium funding for design is also provided.	$92,600,000
Multicultural Center ■ Funding for the demolition of the International Center (constructed in 1948) and the construction of a replacement Multicultural Center (19,560 GSF).	$6,000,000
Minor Works Preservation (2023-2025) ■ Funding for minor capital projects to preserve and extend the life of existing campus facilities and supporting infrastructure systems.	$8,629,000
Minor Works Program (2023-2025) ■ Funding for minor capital programmatic work to modernize and renew existing space to improve functionality and program delivery.	$1,000,000
Preventative Facility Maintenance & Building System Repairs ■ Funding for preventive facility maintenance and building system repairs.	$2,422,000

For additional information about state funding for CWU, please see the CWU Public Affairs article, "CWU Seeks to Build a Strong Future for Washington with State Support."

In addition to the above, this legislative session the Washington State Legislature passed and the Governor signed the following laws relevant to CWU:

- House Bill 1030 – Concerning Applied Doctorate Degree-granting Authority
    - Eastern Washington University, Western Washington University, and Central Washington University will have the authority to offer applied doctoral degrees without having to obtain additional approval from the legislature or governor.

- Second Substitute House Bill 1316 – Expanding Access to Dual Credit Programs
    - Students will have increased access to Running Start courses.

- Second Substitute House Bill 1522 – Addressing Sexual Misconduct at Scholarly or Professional Associations
    - Applicants for positions at public higher education institutions in Washington State will be required to report findings of sexual misconduct by professional associations.

- Substitute House Bill 1559 – Establishing the Student Basic Needs at Public Postsecondary Institutions Act
    - Students will have increased access to support services to address food and housing insecurity and other resource challenges.

- Second Substitute Senate Bill 5048 – Eliminating College in the High School Fees
    - Students will have increased access to College in the High School courses.

- Senate Bill 5079 – Concerning the Date by which Tuition Operating Fees are Established
    - Higher education institutions will know the amount by which tuition can be increased for the upcoming academic year by 1 October of the current academic year. This is approximately six months earlier than previous. This enables colleges and universities to provide information about tuition costs earlier – and enables students and their family members to plan for financing college costs earlier as well.

- Second Substitute Senate Bill 5593 – Improving Equity in the Transfer of Student Data Between K-12 Schools and Institutions of Higher Education
    - Washington State institutions of higher education and the Office of the Superintendent of Public Instruction (OSPI) will establish data-sharing agreements to provide high school student directory information to postsecondary institutions.