

**REGULAR MEETING**  
**Wednesday, March 2, 2016, 3:10 p.m.**  
**BARGE 412**  
**AGENDA**

- I. ROLL CALL
- II. CHANGES TO AND APPROVAL OF AGENDA
- III. MOTION NO. 15-25: APPROVAL OF MINUTES of February 3, 2016
- IV. COMMUNICATIONS
- V. FACULTY ISSUES (10 Minutes)
- VI. PRESIDENT: (10 Minutes)
- VII. PROVOST: (10 Minutes)
- VIII. STUDENT REPORT (5 Minutes)
- IX. OLD BUSINESS
- X. REPORTS/ACTION ITEMS

**SENATE COMMITTEES:**

**Executive Committee** (20 Minutes)

**Motion No. 15-26:** Ratify 2015-16 committee vacancies as outlined in Exhibit A.

**Motion No. 15-14(Third reading of three):** Recommends the addition of D. Faculty Consultation to Section I Faculty Rights and Responsibilities of the Faculty Code as outlined in Exhibit B.

**Motion No. 15-27:** Recommends the General Education proposal, Motion No. 15-30, be approved only by a super-majority vote (at least 2/3 yes votes).

**Motion No. 15-28:** Take a "sense of the Senate" vote to access the level of support for the General Education proposal.

**Motion No. 15-29:** Recommends that Motion No. 15-30 is taken as an up or down vote with no modifications.

**General Education Committee** (15 Minutes)

**Motion No. 15-30:** Recommends changes to the General Education program as outlined in Exhibit E.

**Academic Affairs Committee** (10 Minutes)

**Motion No. 15-31:** Recommends changes to CWUP 5-90-040(31) Scholastic Standards as outlined in Exhibit C.

**Motion No. 15-32:** Recommends the addition of CWUP 5-90-060 Reorganization of Academic Units as outlined in Exhibit D.

**Budget & Planning Committee**

**Evaluation & Assessment Committee**

**Faculty Legislative Representative**

**CHAIR:** (5 Minutes)

**CHAIR-ELECT:** (1 Minute)

**XI. NEW BUSINESS**

**XII. ADJOURNMENT**

***\*\*\*NEXT REGULAR SENATE MEETING: April 6, 2016\*\*\****  
***BARGE 412***



# Exhibit B

## Faculty Code Section I Faculty Rights and Responsibilities

### D. Faculty Consultation.

1. When consultation with faculty senate 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. The request initiators 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

Depending on scope, the request may be submitted in the form of electronic or paper communication.

2. The Executive Committee will:

- a) Verify the list of faculty bodies that might be impacted.
- b) Propose a procedure for faculty consultation and input, usually consisting of the following mechanisms:
  - 1) "Committee Review": Send the proposal to a Senate Committee or Task Force for review. NOTE: Senate Committees are responsible for representing faculty and may also, as part of their deliberations, need to solicit broader faculty input, as outlined below.
  - 2) Solicit representative faculty input using one or more of the following procedures:
    - i) "Faculty Input": Solicit input via the system of senator representatives. This may include an oral presentation of the issue in Senate that includes a written communication via the Senate to faculty senators. This communication will include open-ended questions that solicit a range of concerns or ideas that might pertain to the issue. The communication should provide an end date for feedback (no less than 2 weeks). The Executive Committee will help compile the ideas in preparation for the next step(s).
    - ii) "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).
    - iii) "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). NOTE: The faculty vote can precede or follow solicitation of broader faculty input.

NOTE: Faculty input will usually be an iterative process, such that a proposal that builds on the input will be sent back to faculty for fine-tuning and further feedback.

3) Gather data to gain an understanding of the issues pertaining to the topic or initiative in one or both of the following ways:

- i) "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.
- ii) "Faculty forum": Invite all faculty to a forum to convey information and solicit feedback.

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

3. After consultation the initiator:

a) Will submit documentation of the process to the Executive Committee and how the input was incorporated in the decision-making.

~~b) May formulate their decision as a formal motion to be voted on in Senate.~~

# Exhibit C

## 5-90-040 Academic and General Regulations

### (31) Scholastic Standards

~~(A) Academic standards are established by the faculty. The Dean of Student Success has responsibility for implementing these standards. Academic standards are established by the faculty and ultimately enforced by the dean of student success. In all cases involving low scholastic performance, students must meet with either a major advisor or academic advising. These standards are in place to ensure that students who are consistently earning low grades will examine their objectives carefully before continuing enrollment. In some cases, students will be suspended from the university.~~

~~(B) A student's academic standing appears on the quarterly grade report. Student academic standing is determined at the end of each quarter and is based only on the GPA for the credits attempted at CWU. A student's academic standing appears on the student's unofficial online transcript. Questions regarding academic standing should be directed to the office of the dean of student success. The following are standard designations of academic standing:~~

~~1. Good Standing: A student is in good standing when both the quarterly and cumulative grade point averages (GPA) are 2.0 or higher above.~~

~~2. Academic Warning: A student who has been in good standing will be placed on academic warning when the GPA for the previous quarter is below 2.0. A warning is issued to a first-quarter first year student or a first-quarter transfer student (who has not previously attended CWU) whose grade point average is below 2.0. A warning is also issued to any continuing student who was previously in good academic standing but has a quarterly grade point average below 2.0 and a cumulative grade point average of 2.0 or above. Students placed on academic warning must meet with either a major advisor or academic advising.~~

~~3. Academic Probation: A student who has been on academic warning will be placed on academic probation if either the quarterly or cumulative GPA for the previous quarter is below 2.0. Students will be placed on academic probation if they are currently on academic warning and the quarterly GPA falls below 2.0. Students currently on academic probation will continue on academic probation until their cumulative GPA is 2.0 or higher.~~

~~Students placed on academic probation must meet with either a major advisor or academic advising and are limited to 14 credits per quarter. These students are strongly encouraged to register for UNIV 102, 'Strategies for College Success.'~~

~~A student who begins the quarter on probation must earn at least a quarterly grade point average of 2.0 to avoid academic suspension.~~

~~4. Academic Suspension: A student who has been on academic probation will be placed on academic suspension if the GPA for the previous quarter is below 2.0. A student will be suspended from the university if the student begins a quarter on probation and earns a quarterly grade point average below 2.0.~~

~~A. A student who has been placed on academic suspension may submit a petition to the office of the dean of student success documenting evidence of circumstances beyond the student's control, which adversely affected the student's performance during the preceding quarter(s). The board of academic appeals and academic standing committee will hear the student's case and may decide to allow the student to enroll for one more quarter on academic probation.~~

~~B. If previous quarter GPA is below 2.0 immediately after grade reports are prepared, the Dean of Student Success reviews the academic files of all suspended students. A letter will be sent to the student informing him/her of one of the following three decisions:~~

~~1. The student may be allowed to register for one more quarter with an academic standing of probation.~~

~~2. The student may be allowed to submit a petition presenting evidence of circumstances beyond the student's control which adversely affected the student's performance during the preceding quarter(s). If the petition presents convincing evidence of such extenuating circumstances, the student will be referred to the academic standing committee. The committee will hear the student's case and may decide to allow the student to enroll for one more quarter on academic probation.~~

~~3. The student may be denied enrollment for up to one year, following which a written petition for readmission must be presented to the Dean of Student Success. Readmission is not guaranteed.~~

B. A student who has been suspended once may apply for readmission after two quarters have elapsed (excluding summer quarter). After a second suspension, one academic year must elapse before the student may apply for readmission. After the third suspension, five academic years must elapse before the student may apply for readmission.

C. Reinstatement.

Students who have been academically suspended and want to return to CWU prior to the suspension deadlines above may petition the dean of student success. Many times students who succeed in gaining reinstatement have earned strong grades in coursework taken since dismissal, established strong study skills, overcome personal challenges that previously interfered with their studies and have clearly defined, realistic academic goals.

# Exhibit D

## CWUR 2-90-060 Creation and Reorganization of Academic Units

### (1) Initiation of a proposal to rename or reorganize an academic unit or academic units.

This policy applies to all academic units including colleges, schools, and departments, and includes proposals for the creation of new colleges or schools, reorganization of existing colleges or divisions including the shifting of departments or other academic units from one college to another, from one school to another or from one school to a college; the partial or complete merger of two or more departments; creation of new departments; dissolution of departments; and changes of college, school and department names. The initiator of the proposal, or their designated representative, shall act as the principal advocate for the proposal throughout subsequent discussions and review. Proposals may be withdrawn at any point in the process by the initiator.

### (2) Principles guiding the creation, reorganization or renaming of an academic unit or academic units.

(A) Creation, reorganization or renaming involving academic units must support the mission and strategic plan of the university and of the colleges or departments impacted. The faculty, staff, and administration of Central Washington University are dedicated to shared governance and recognize the necessity of faculty knowledge and participation in academic decision making. All reviews and deliberations should be conducted in a collegial and constructive way. Any proposal should seriously consider disciplinary and interdisciplinary relationships and shall also investigate impacts on stakeholders in non-academic units.

(B) Academic administrators and faculty must actively solicit and consider the concerns of affected faculty, staff, and students while developing proposals, and must give these groups adequate notice, information, and time to enable them to evaluate those proposals and make their concerns known. The impacts on budget, personnel, other departments and offices, non-academic units, accreditation, and the curriculum must be in writing and available at all levels of review.

(C) In extreme cases (e.g., financial exigency as defined in the CBA Article 25 or other financial crisis), the President may request a reorganization. In this eventuality, the President should consult with the affected groups to the greatest extent possible following the process outlined in this policy.

### (3) Preparing a proposal for review of a creation, reorganization or renaming plan.

(A) A proposal must include the following items:

1. rationale for the proposed creation, reorganization or renaming
2. goals and objectives of the proposed creation, reorganization or renaming
3. centrality of the unit(s) to the mission of the university, college, and department
4. alignment of the unit(s) to the strategic plan of the university, college, and department
5. a detailed financial cost/benefit analysis of the creation, reorganization or renaming
6. impact on resources (e.g., positions, space, equipment, time, computer systems, facilities)
  - a. cost of positions required;
  - b. cost of remodeling space;
  - c. purchasing furniture and other equipment;
  - d. cost associated with moving;
  - e. cost of new promotional and recruitment materials;
  - f. website design costs and other related costs
  - g. cost of faculty and staff time in working out the creation, reorganization or renaming
7. impact on the curriculum and programs across the university
8. criteria used to select the unit(s) for reorganization
9. before and after organizational chart for all units affected
10. implementation plan and timeline
11. potential impacts on tenure/promotion/review processes
12. impacts on students, faculty, and staff
13. impact on quality of degree programs, student retention, and graduation rates
14. impact of affected unit(s) on other units and programs
15. impact on external constituents
16. impact on accreditation

(B) For renaming proposals, 5-90-060(3)(A) 8 and 9 may be omitted.

### (4) Creation, Reorganization or Renaming proposal review

(A) The review of proposals requesting creation, reorganization or renaming of an academic unit or units will resemble the timing of the curriculum review process. However, at each level of review there must be a recommendation, vote, and comments recorded about the



merits and weaknesses of the proposal. This review and final action will be recorded on the form. Once a proposal has been submitted, an announcement will be made to the campus community to solicit feedback on the proposal and the merits and weaknesses of the proposal.

(B) In the case of a reorganization proposal review being conducted due to a financial emergency as described in 5-90-060(2), the above process should still be followed, however, the timing of each level of review could be expedited. In the event that such a reorganization leads to the termination of employees, the CBA (Article 25) will serve as the guide for policies and procedures to follow.

(C) The timeline for review for each level will be no more than a month, with an overall timeline of not more than six months. (The timeline does not include breaks/holidays, or summer term.) Any changes made will not go into effect until after the next CWU catalog deadline.

**(5) Review Sequence for Requests to Create, Reorganize or Rename Academic Units**

(A) The order will be:

1. person/group submitting proposal
2. all effected faculty within a department/program at the rank of senior lecturer or higher
3. all effected dean(s)
4. faculty senate and ADCO concurrently, Student Academic Senate (SAS) if applicable
5. provost; it is the provost who will give final approval on these proposals

(B) A submission/transmittal form will accompany the proposal.

(C) The reviewer(s) at each stage will have access to the full proposal, as well as all solicited comments and feedback from the campus community. The reviewer(s) must make a recommendation, list the number of votes for/against and record comments about the merits and weaknesses of the proposal. Choosing 'neutral' is also an option, but the number of votes still must be included. The person/group that submitted the proposal has the option to withdraw it at any stage (i.e., after a no vote at a level). Appeals to the provost's decision may be made to the President.

*Responsibility: Faculty Senate; Authority: Stephen Hulbert, Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council XXXX; Cabinet/UPAC; Review/Effective Date: XXXX; Approved by: James L. Gaudino, President]*

# Exhibit E

## General Education Mission

In alignment with Central Washington University's mission, the General Education Program helps to prepare graduates to become responsible citizens, to explore and understand the natural world, and to become independent learners to lead enlightened and productive lives. The responsibility of the General Education Program is to offer students multiple and varied opportunities to engage with, inquire about, and interrogate ideas to liberate and enrich our students' greatest potential as human beings. Through the General Education curriculum, students will be introduced to an intellectual legacy that includes the best ideas, methodologies, and accomplishments in the broad areas of the natural sciences, the social and behavioral sciences, the humanities, and the arts. In addition, students will develop through repeated praxis the habits of mind and modes of expression essential to leading enlightened and productive lives in their local and global communities.

**Basic Skills Requirements.** All students must satisfy the following requirements in basic academic and intellectual skills:

**Academic Advising Seminar:** Only required of students who enter Central with fewer than 45 credits.

UNIV 101 (1) Academic Advising Seminar

**Academic Writing:** (a minimum grade of C- is required in Academic Writing before taking Academic Writing and the Research Paper or any Writing intensive (W) course)

English 101 (4) Composition I: Critical Reading and Responding

**Academic Writing and the Research Paper:** A grade of C- or higher is required in ENG 101 before ENG 102 may be taken.

English 102 (4) Composition II: Academic Writing and the Research Paper

**Computer Fundamentals:**

Select from the following:

BUS 102 (4) Business Computer Skills

CS 101 (4) Computer Basics

IT 101 (3) Computer Applications

**Foreign Language Requirement:** Required—2 years of one high school foreign language or 1 year of college. (One year of college or university study of a single foreign language or two years of high school study of a single foreign language.)

**Basic Quantitative Skills:** Students must pass a Basic Quantitative Skills course or achieve a minimum established score on a Quantitative Literacy Assessment Exam to fulfill the Basic Quantitative Skills requirement.

Select from the following:

ADMG 271 (4) Business Math Applications

ECON 130 (5) Foundations for Business Analytics

FIN 174 (5) Personal Finance

MATH 101 (5) Mathematics in the Modern World

**Quantitative Literacy course requirement:** Note: Students are urged to take a quantitative literacy (Q) class that is also a breadth requirement course or a quantitative literacy (Q) course in their selected major.

**Critical Thinking course requirement:**

Select from the following:

CS 105 (4) Logical Basis of Computer

CS 112 (4) Foundations of Computer Science

MATH 102 (5) Mathematical Decision Making

PHIL 150 (5) Critical Thinking

All students must have these basic education requirements by the end of the quarter in which they complete 75 credits. (This does not include the foreign language basic skills requirement, which may require more time to complete.) Students who do not meet this standard will have a hold placed on further course registration. To remove the hold, the student must meet with an advisor and submit a program of study to plan successful completion of this requirement. The student's progress will then be monitored by an assigned academic advisor.

Students in the William O. Douglas Honors program should check with their advisor regarding the General Education requirements.

**Three (3) of the courses taken to fulfill the breadth requirement must have the writing designation (W) in the list below. A grade of C- or better is required in ENG 101 before taking any of the courses in this category.**

**BREADTH AREAS**

**ARTS AND HUMANITIES GENERAL EDUCATION – Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.**

**Literature and the Humanities.** A grade of C- or better is required in ENG 101 before taking any of the courses in this category.

ENG 105 (5) (W) The Literary Imagination: An Introduction to Literature

ENG 247 (5) (W) Multicultural Literature

ENG 347 (5) (W) Global Perspectives in Literature

HUM 101 (5) (W) Exploring Cultures in the Ancient World

HUM 102 (5) (W) Exploring Cultures from 16-19<sup>th</sup> Centuries

HUM 103 (5) (W) Exploring Cultures in Modern and Contemporary Societies

**The Aesthetic Experience.**

ART 103 (4) Art Appreciation

FVS 250 (5) Introduction to Film & Video Studies

MUS 101 (5) History of Jazz

MUS 102 (5) Introduction to Music

MUS 103 (5) History of Rock

PED 161 (4) Cultural History of Dance

TH 101 (4) Appreciation of Theatre & Film

TH 107 (4) Introduction to Theatre

**Religions and Philosophies of the World.**

ART 333 (4) Art & Popular Culture

PHIL 101 (5) (W) Introduction to Philosophy

PHIL 102 (5) (W) Knowledge, Mind & Reality

PHIL 103 (5) (W) What is Enlightenment?

PHIL 104 (5) (W) Moral Controversies  
PHIL 105 (5) (W) The Meaning of Life  
PHIL 106 (5) (W) Asian Philosophy  
RELS 101 (5) (W) World Religions  
RELS 102 (5) (W) Religion and Morality  
WL 200 (4) World Cultures & Globalization

**SOCIAL AND BEHAVIORAL SCIENCES GENERAL EDUCATION** – Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

**Perspectives on the Cultures and Experiences of the United States.**

ABS 110 (5) Expressive African American Culture  
COM 202 (5) Communication Ethics & The First Amendment  
ECON 101 (5) Economic Issues  
ECON 201 (5) Principles of Economics, Micro  
EDEL 120 (4) Educating America  
ETS 101 (5) (W) Ethnic Awareness  
HED 209 (3) Consumer Health  
HED 210 (3) Drugs and Health  
HIST 143 (5) (W) US History to 1865  
HIST 144 (5) (W) US History since 1865  
LAJ 102 (5) Introduction to Law & Justice  
POSC 210 (5) (W) American Politics  
SHM 101 (4) Evolution of Workplace Safety and Health  
SOC 101 (5) (W) Social Problems  
SOC 305 (5) (W) American Society  
WGS 201 (5) (W) Introduction to Women's & Gender Studies  
WGS 250 (5) (W) Intro to Queer Studies

**Perspectives on World Cultures.**

ANTH 130 (5) (W) Introduction to Cultural Anthropology  
AST 102 (3) Introduction to Asian Studies  
ATM 351 (4) Socio-Cultural Aspects of Apparel  
COM 302 (4) (W) Intercultural Communication  
ECON 102 (5) World Economic Issues  
GEOG 101 (5) World Regional Geography  
HED 317 (3) Global Health  
HIST 101 (5) (W) World Civilization to 1500  
HIST 102 (5) (W) World Civilization 1500-1815  
HIST 103 (5) (W) World Civilizations since 1815  
HIST 323 (5) (W) Food & Drink in Global History  
POSC 270 (5) Introduction to International Relations  
PSY 310 (4) Multicultural Issues in Psychology

**Foundations of Human Adaptations and Behavior.**

ADMG 372 (4) Leadership and Supervision  
ANTH 107 (5) General Anthropology  
ANTH 120 (5) Introduction to Archaeology  
EDEL 130 (4) Relationship Development Across the Lifespan  
FS 337 (4) Human Sexuality  
GEOG 108 (5) Introduction to Human Geography  
HED 230 (3) Foundations of Public Health

POSC 101 (5) Introduction to Politics  
PSY 101 (5) General Psychology  
PSY 205 (5) Psychology of Adjustment  
PSY 346 (4) Social Psychology  
SCED 305 (5) (W) The Story of Science

**NATURAL SCIENCES GENERAL EDUCATION** – Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

### **Fundamental Disciplines of Physical and Biological Sciences**

BIOL 101 (5) Fundamentals of Biology  
CHEM 111 (5) (Q) Introduction to Chemistry/Lab  
CHEM 181 (5) (Q) General Chemistry/Lab  
GEOL 101/101Lab (5) Physical Geology  
GEOL 103/101Lab (5) Geology of Washington  
PHYS 106 (5) (Q) Physics Inquiry  
PHYS 111/Lab (5) (Q) Introductory Physics

### **Patterns and Connections in the Natural World**

ANTH 110 (5) Introduction to Biological Anthropology  
BIOL 200 (5) (W) Plants in the Modern World  
BIOL 201 (5) Human Physiology  
BIOL 300 (5) Introduction to Evolution  
ENST 201 (5) Earth as an Ecosystem  
GEOG 107 (5) Our Dynamic Earth  
GEOL 106 (5) Earth Science Inquiry  
GEOL 107 (5) Volcanoes, Earthquakes, and Civilizations  
GEOL 302 (4) Oceans and Atmosphere  
HED 320 (3) Environmental Health  
PHYS 101 (5) Introductory Astronomy I  
PHYS 102 (4) Introductory Astronomy II

### **Application to Natural Sciences**

ANTH 314 (4) Human Variation and Adaptation in Living Populations  
BIOL 106 (5) Life Science Inquiry  
BIOL 302 (5) Human Ecology  
CHEM 101 (5) Contemporary Chemistry/Lab  
CHEM 106 (5) (Q) Chemistry Inquiry  
ENST 202 (5) Environment & Society  
ENST 310 (5) Energy & Society  
GEOG 273 (5) Geography of Rivers  
GEOL 108 (5) Introduction to Environmental Geology  
NUTR 101 (5) Introduction to Human Nutrition  
PHYS 103 (5) (Q) Physics of Musical Sound  
\*STEP 101 (2) (W) (Q) Science Seminar I  
\*STEP 102 (2) (W) (Q) Science Seminar II  
\*STEP 103 (1) (W) (Q) Science Seminar III

\*NOTE: Only open to freshman students enrolled in STEP program, and all three courses must be completed with passing grade to receive credit for Application of natural Science breadth, the (W) and (Q).

Courses not in General Education but meets the writing (W) or quantitative literacy (Q) requirement.

Quantitative Literacy (Q)

GEOL 305 (4) (Q) Quantitative Reasoning for Geoscientists

MATH 130 (5) (Q) Finite Mathematics

MATH 311 (5) (Q) Statistical Concepts and Methods

MATH 314 (5) (Q) Probability and Statistics

Writing Requirement (W)

GEOL 306 (4) (W) Communicating Geoscience

GEOL 384 (4) (W) Ocean, Atmosphere and Climate Interactions