

5-2-2018

CWU Faculty Senate Minutes - 05/02/18

Janet Shields
senate@cwu.edu

Follow this and additional works at: <https://digitalcommons.cwu.edu/fsminutes>

Recommended Citation

Shields, Janet, "CWU Faculty Senate Minutes - 05/02/18" (2018). *Faculty Senate Minutes*. 918.
<https://digitalcommons.cwu.edu/fsminutes/918>

This Meeting Minutes is brought to you for free and open access by the CWU Faculty Senate Archive at ScholarWorks@CWU. It has been accepted for inclusion in Faculty Senate Minutes by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.

REGULAR MEETING
Wednesday, January 10, 2018, 3:10 p.m.
BARGE 412
Minutes

ROLL CALL All senators, or their alternates were present except: Bobby Cummings, Susan Donahoe, Lisa Norris, Emily Rollie,

Guests: Christopher Boone, Carolyn Thurston, Rose Spodobalski-Brower, Lindsey Brown, Andy Richards, Kevin Marcher, Mike Harrod, Bernadette Jungblut

CHANGES TO AND APPROVAL OF AGENDA - #6 campus police update was replaced by a report from Gail Mackin on the state of student enrollment. Agenda was approved as amended.

MOTION NO. 17-17(Approved): APPROVAL OF MINUTES of November 29, 2017

COMMUNICATIONS - Graduate Council communication is available in the Faculty Senate office.

ATMS - Jami Beintema from Academic Technology and Media Services gave a presentation on the plans for classroom technology replacement. They are working on creating a sustainable model to bring classroom technology up to digital and hi-definition standards. There are 241 classrooms on the Ellensburg campus and 19 at the centers. This number does not include the 20 additional classrooms that will be in Samuelson when it opens. ATMS has several routes they can take. Route 1 is a slower route and working on classrooms during breaks. They can only do approximately 8 classrooms a year this way. Route 2 is a hotspot swap and can do approximately 18-20 classrooms a year. A hotspot classroom will be identified within each building, so it limits classroom disruption. They will be starting in Black Hall and have 21 rooms to do. They have already completed 5 so far. They will be starting this process spring quarter using Black 105 as the first hotspot classroom. Faculty will be notified when their classroom will be taken offline, and course moved to a hotspot classroom. This will be for several weeks while they work on the other classroom, then faculty will be able to move back when the classroom is finished. They are working to let faculty know before the end of winter quarter what the schedule will be, so they can include that information on their syllabus. The Science building will begin winter quarter 2019. This will be a pilot program, and they have funding for 20 classrooms per year.

Student Retention and Recovery. Gail Mackin reported that Nicolas Valcik, IE Executive Director has been looking at the retention data. He is working on getting consistent and accurate reporting. The goal is to provide an in-house dashboard with enrollment, retention and graduate rates for students. In 2012, Central had approximately 79% retention rate and we are now down to 72.57%. Transfer students are staying steady or increasing. Nearly 1600 undergraduate students are on academic warning, probation or suspension, which is nearly 14%. A third of these students are transfer students. There was an outreach for non-registered students prior to the quarter starting and encouraged those students to register. There are conversations now about developing a summer bridge program for developmental math for students, requiring placement testing at orientation and requiring developmental courses be taken in their first year. Gail talked about some long-term goals. Developing comprehensive baseline data for all incoming students, a longitudinal study on retention, persistence and graduation, identify patterns of behavior for at-risk students and develop initiatives to provide support where and when necessary. Gail talked about the need to do mid-term grades for students, so they have an opportunity to know where they stand and a chance to see what they can do the last half of the quarter.

Senator Erdman expressed a concern regarding mid-term grades being mandatory. This can be difficult to do depending on how the course is structured. In some cases, most of the work is at the end of the course. Gail suggested instructors look at students who are in the D-F range. It is important that students get feedback, get a reality check and give them an opportunity to recover.

SENATE CHAIR REPORT – Chair Cody Stoddard introduced Francesco Somaini as new Executive Committee (EC) member representing the College of Arts and Humanities. Cody talked about President Gaudino’s recent memo and news regarding sexual violence. This type of behavior undermines what we stand for and our university mission. It undermines our vision, dynamic and creative learning environment. Faculty Senate would like to formulate a task force to empower faculty. If individuals would like to talk more about this, it will be a topic of discussion at the open Executive Committee meeting next week. Chair Stoddard thanked faculty who participated in the forum yesterday regarding the University Libraries/School of Graduate Studies and Research consolidation. There will be an additional forum on January 22 at 5:00 as well as a feedback survey. Faculty Senate will also discuss this issue at the February 7. The General Education program change will be submitted tomorrow to the Curriculum Committee. The General Education Committee hopes to bring the proposal to the Faculty Senate on February 7 with February 21 being set aside for continued discussion, if needed.

FACULTY ISSUES – Chair Stoddard reported on some of the previous faculty issues. The EC is looking into larger rooms for the Faculty Senate meeting or getting additional chairs in Barge 412. The extra credit for SEOs message was taken down immediately after the previous Senate meeting. The EC is reminding groups that advertising for SEOs needs to be reviewed by the Evaluation and Assessment Committee as well as the EC. The Evaluation and Assessment committee is looking into developing policy around this. Cody reported that he has spoken with the Registrar and they are adhering to federal and state laws regarding hardship withdrawals. For-profit internships are being handled correctly for students and a recommendation to make the form indicate this information is being considered by Cooperative Extension.

Senator Bisgard reported that while he was advising this week MyCWU and Advisor Center were down and wouldn’t let him in. Faculty are encouraged to call x-2001 so this can be recorded.

Senator Harper reported on a situation that happened at the beginning of the quarter. On January 3, an email was sent to faculty from the CAH dean that they were getting more students in some of their classes, unless they responded by 2:00 p.m. that day. This created issues with students who were on the waitlist. Students who were apparently in a class that was canceled, and students were placed in other courses in Introduction to Literature or Humanities. These courses met the same General Education requirement, but students and faculty didn’t have a choice. Lila indicated there should be a policy what are the sort of emergency issues that can be addressed. There were instructors that could have handled the canceled course. Provost Frank reported that this was an illness of a faculty member. There was an effort to find a replacement for these courses. This also included discussion with students. This is not how we want to handle this, but they wanted to make sure that students are less effected. 30 students were placed in one of the effected courses with a that class with a different instructor. Students from the second course that was canceled were placed in other courses. The dean waited as long as they could so that students could show up the second day of class. Chair Stoddard indicated this issue will be referred to the Academic Affairs Committee.

PRESIDENT – President Gaudino reported that the legislative session has started. Linda Schactler will put a summary of the bills on the web site. The Governor at the State Address talked about prioritizing K-12 and apprenticeship to career and technical colleges.

PROVOST – Provost Frank introduced the intern dean for Student Success Bill Schafer, who started on Monday. The Budget Summits for non-college units will present on February 5, 6, 12 and 13. Information will be available on the website. Reaffirmation of accreditation information went out in an email to campus. The information on the website will continue to grow as work toward the visit in October. The Baccalaureate Task Force is moving forward. Upcoming former EPA Director will be on campus February 6 in SURC Ballroom at 6 pm.

STUDENT REPORT - Written report.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No: 17-22 (Approved):

WHEREAS, the mission of Central Washington University is to prepare students for an enlightened, responsible, and productive life,

WHEREAS, the vision of Central Washington University is to be a dynamic, creative, and an inclusive environment that promotes engaged learning and scholarship,

WHEREAS, the values of Central Washington University include student success, access, engagement, inclusiveness, and safety,

WHEREAS, Central Washington University values the diversity of people, cultures, and ideas and sees them as essential to learning, discovery, and creative expression,

WHEREAS, Central Washington University values safety by providing a working and learning environment that is both physically and emotionally non-threatening,

WHEREAS, Central Washington University is dedicated to the principles of academic freedom, it promotes reasoned, civil, and enlightened discourse and creative expression without fear of reprisal, ridicule, or exclusion,

WHEREAS, sexual violence, sexual harassment, and gender discrimination adversely affect the performance and work of an individual by creating a hostile work and learning environment,

WHEREAS, sexual violence, sexual harassment, and gender discrimination directly contradict each and every aforementioned mission, value, and belief of Central Washington University,

WHEREAS, sexual violence, sexual harassment, and gender discrimination will not be tolerated at Central Washington University,

THEREFORE, BE IT RESOLVED, that the Faculty Senate of Central Washington University strongly condemns all acts of sexual violence, sexual harassment, assault, intimidation, and gender discrimination. The Senate does not condone or tolerate language or actions that create hostile, oppressive, or otherwise harmful environments that negatively affect the work and learning experience of Central Washington University students, faculty, and staff. The Senate supports actions to ensure safety, well-being, and appropriate protections and will work closely with faculty, staff, students, administration, alumni, and the community to prevent sexual violence, sexual harassment, and gender discrimination at Central Washington University.

Academic Affairs Committee

Motion No. 17-18(Approved): Recommend changes to CWUP 5-90-020 Undergraduate Admission as outlined in Exhibit A.

Motion No. 17-19(Approved, 1 abstention): Recommend adding CWUP 5-90-070 Interdisciplinary Programs as outlined in Exhibit B.

Motion No 17-19a (Failed): Senator Hickey moved to replace three years with seven years in (B). Motion was seconded.

Motion No. 17-20(Approved): Recommend adding CWUP 5-90-040 Final Examinations as outlined in Exhibit C.

Motion No. 17-21(Approved, 1 nay): Recommend adding CWUP 5-90-050 Graduation Requirements for Bachelor's Degrees as outlined in Exhibit D.

Curriculum Committee - Teri Walker reported that the Curriculum Committee reviewed 244 curriculum proposals fall quarter. The committee has reviewed 53 so far in January. The committee is working on some revisions to policy that will be coming to Senate soon. Teri reported that with the retirement of Linda Hoff the committee is working on some changes.

Evaluation & Assessment Committee –Jim Bisgard reported that the committee received 280 responses to the SEOI survey. The committee is working on a summary of the written responses. The first two questions were requested from student success. The committee will be looking at comments to see if there can be improvements.

General Education Committee – Becky Pearson reported that the draft populated framework has been sent out to campus and the Curriculum Committee. Holds on General Education courses are due this Friday. Hearings for those holds will be on January 22. There will be an opportunity for campus to give input on the 187 topics.

General Education Implementation Task Force - Eric Cheney reported that the task force has voted is recommending that the proposed General Education program be implemented in 2019-2020. This will give an opportunity to departments to submit program changes if needed. Course caps need to be looked at those closer and how those impact departments. The task force is looking at resource implications. One of those are how many sections of 187 courses will be needed and if they should be distributed amongst the colleges. Eric indicated it is hard to know what the demand from students will be until we start the program. Once the populated framework is approved, then they can start looking at how to come up with a cross-walk to match our program for those students who transfer in with some credits and not a direct transfer agreement.

Faculty Legislative Representative - Bret Smith reported that the legislature is two and a half days into the short session. Bret will be in Olympia tomorrow and the Council of Faculty Representatives (CFR) will be going over their agenda for the session. Bret provided a written report that is with the agenda packet that includes additional details.

Bylaws & Faculty Code Committee - Lila Harper reported that the committee was charged to look at the Distinguished Faculty awards. The committee is look at an idea of a new award for a distinguished faculty of excellence in two or more areas. A survey has been designed and will be sent out to get additional faculty feedback. Linda indicated the committee would like to have some input and asked senators to please talk with departments.

CHAIR-ELECT: Chair-Elect Claridge reported that there is a new consultation web form on the Faculty Senate website. The Assessable Technology survey feedback has been forwarded to Andreas Bohman. He will report back to Senate how that feedback was used. The Senate office will send out a feedback opportunity on the presentation by Gail Mackin. There will be a Board of Trustee's meeting (BOT) on February 9 on the westside 9:00 a.m.-12:00. The agenda will be posted on the BOT website. The next Open Executive Committee meeting will be January 17 in the Grupe Faculty Center at 3:10 p.m.

NEW BUSINESS - None

Meeting adjourned at 5:23 p.m.

Exhibit A

CWUP 5-90-020 Undergraduate Admission

(5) International Students

(A) International students must meet the following minimum requirements for admission purposes:

1. Evidence of completion of the academic course work and national examinations that would qualify them to apply to colleges and universities in their native country.

~~2. Normally, if English is not the first language, competency in English demonstrated in one of the following ways:~~

2. Evidence of English language competency for students from a non-English speaking country, demonstrated by submitting official results from one of the following:

a. Completion of CWU's University English as a Second Language (UESL) program

b. TOEFL (Test of English as a Foreign Language) exam minimum score 71 iBT or 525 paper based

~~a. Test of English as a Foreign Language (TOEFL) minimum score of 525 paper based, 195 computer based and 71 internet based~~

~~b. c. International English Language Testing System (IELTS) minimum score of 6.0~~

d. PTE Academic Pearson Test of English exam minimum score 50

e. Cambridge English: Advanced (CAE) minimum grade of C

f. Cambridge English: Proficiency (CPE) minimum grade of C

g. Cambridge IGCSE/GCE/GCSE or A level result First Language English minimum grade of C

h. SAT Evidence-Based Reading and Writing minimum score of 530 for admissions. For placement into ENG 101, SAT Reading score of 27 or Writing and Language score of 26

i. ACT reading score of 19

j. International Baccalaureate (IB) Higher Level English grade of 5 or better

~~e. k. Completing two English department approved composition courses each with minimum grade of 3.0~~ 2.0 or equivalent rating from a regionally accredited U.S. college, university or an approved university partner.

l. Transfer from an approved university partner language program; or

m. Completion of school outside the US where the language of instruction was English. Official letter from school stating English was the language of instruction to be provided.

Students can petition for acceptance of English language proficiency through coursework taken at secondary level in their home country. These students must demonstrate high achievement in English language courses through submission of official high school transcripts. These cases will be evaluated and approved by CWU's English language department in consultation with the Office of International Studies and Programs.

SAT/ACT* Students graduating from a foreign high school are not required to submit SAT/ACT exam scores for admissions purposes.

You are exempt from this requirement if you are a citizen of, or have received a bachelor's degree from Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Botswana, Canada (except Quebec), Cayman Islands, Dominica, Gambia, Ghana, Grenada, Guyana, Ireland, Jamaica, Kenya, Kiribati, Liberia, Malawi, Micronesia, Namibia, New Zealand, Palau, Papua New Guinea, Sierra Leone, Singapore, Solomon Islands, South Africa, St Kitts & Nevis, St Lucia, St Vincent & the Grenadines, Trinidad & Tobago, Turks & Caicos Islands, Uganda, United Kingdom, Zambia, Zimbabwe.

3. If English is the first language, the foreign language requirement for the Bachelor of Arts degree can be fulfilled by completing the basic skills foreign language requirement, passing the CLEP®, passing a foreign language course challenge exam, or obtaining approval from the Chair of World Languages.

4. Applicants transferring from U.S. institutions must have a minimum grade point average in transferable courses as established by the Academic Affairs Committee or DTA associate degree from an accredited Washington State community college (or approved out-of-state associate degree).

5. Adequate financial support for the student's intended studies. Financial support will be judged based on applicant's confidential financial statement and a current bank letter or guaranteed source of funding.

6. If all of the above conditions are met, the student is recommended for admissions by the international admissions counselors, and the Office of International Studies and Programs may issue the INS certificate of eligibility for F-1 status (Form 1-20).

(B) Exceptions to the above admissions requirements must be approved by the admissions review committee in consultation with the Assistant Vice President of International Studies and Programs.

Rationale: These changes allow for more types of English tests to be accepted for International students. The Chair of the English Department, George Drake, also approves of these changes.

Exhibit B

CWUP 5-90-070 Interdisciplinary Programs

Interdisciplinary programs are typically created to provide varying perspectives on an area of study, combining expertise across departmental and/or college boundaries. These programs provide benefits to students and faculty that include, but are not limited to:

1. Allowing students and faculty to explore, create, and integrate knowledge that extends the traditional disciplinary boundaries.
2. Responding to student interests and learning needs demonstrated through repeated individual studies or general studies curricula.
3. Creating programs that respond to areas of societal need.
4. Unifying related areas of academic excellence and/or faculty interest.
5. Fostering communication, collaboration and problem solving across departments.

(1) Governance structure

Program Charter

(A) Each program will establish a charter. The charter will:

1. Define the mission and objectives of the program.
2. Establish residence of the program according to the program residence policy (5-50-100(3)).
3. Address issues particular to the administration of each program in the context of this policy, as needed.
4. Create procedure for electing program leadership.
5. Define the duties of the program leadership and the number of workload units for overseeing the program.
6. Define the criteria for program faculty and affiliate faculty.

(B) The charter will be reviewed for currency every three years or more frequently as needed by the program faculty and dean of the college of program residence.

(2) Program Leadership

Eligibility, selection, and term of service.

(A) The leadership must be a member of the program faculty.

(B) The election is approved, and the leadership appointed by the dean of the college of residence.

(C) The program leadership will get workload units overseeing the program. The number of units will be determined and approved in consultation with the Dean of the college of residence.

(3) Line of authority - The dean of the college in which the program resides is the chief budgetary and oversight officer for the program. Program leadership report to the dean of the college of program residence.

[XX/XX; Responsibility: Faculty Senate; Authority: Katherine Frank, Provost/VP for Academic & Student Life;

Reviewed/Endorsed by Provost's Council xx/xx/xxxx; Cabinet/UPAC; Review/Effective Date: xx/xx/xxxx; Approved by:

James L. Gaudino, President]

Rationale: This charge is from 2015-16 when we were asked to discuss where in code and policy we should address specifications for 'interdisciplinary' programs and degrees. As a starting point, we found some guidelines that were created about 15 years ago but were never brought forward. We began working that down as it was quite broad, and met twice with directors of Interdisciplinary Studies Programs to gather their suggestions/input/feedback on the guidelines. These guidelines are quite general, and more specific details will be included in each program individual charter.

Exhibit C

CWUP 5-90-040 (36)

(36) Final Examinations

(A) Currently, the final examination week for each term spans four days from the ~~Monday through the Thursday~~ Tuesday through the Friday immediately following the last week of instruction. The Monday following the last week of instruction is designated as a study day for students and no exams may be scheduled on that day.

Examinations on the Ellensburg Campus are established according to class schedules in order to avoid, where possible, conflicts resulting from simultaneous examination periods. Examinations at the University Centers are scheduled by the University Centers typically at the time the class has been taught. Final exam schedules are posted to the student SAFARI MyCWU schedules by the 30th day of the quarter.

1. Final Exam Weeks are a part of the academic year/university calendar days, as established in the catalog.
2. During Final Exam Week, a final examination or culminating experience (i.e., an “authentic assessment” which could be, but is not limited to, formal presentations, poster sessions, writing tasks, or portfolio reviews) is expected for each course taught as dictated by the nature of the course material and/or learner outcomes.
3. Faculty and students are required to conform to the final examination schedules published by Registrar Services on the Ellensburg Campus or determined by the University Centers unless:
 - a. a faculty member's responsibilities require an alternative examination date and time.
 - b. on the Ellensburg Campus, in the event that a student can demonstrate that he/she has more than two examinations scheduled on the same day or two examinations scheduled at the same time, any one of his/her instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the student during an alternative time during Finals Week. In cases in which alternative arrangements cannot be made, students shall refer the matter to the department chairs in consultation with the appropriate instructor.
 - c. at the University Centers, in the event that a student has two examinations scheduled at the same time, any one of their instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the student during an alternative time during Finals Week, including Monday of Finals Week. In cases of difficulty in arriving at a solution, students shall refer the matter to the department chairs in consultation with the appropriate instructor.
4. If a faculty member is required to be away from campus due to a faculty development opportunity or leave as delineated by the Central Washington University and UFC Agreement, changes to an instructor's exam date and time must be made at the earliest possible date and approved by the department chair. Moreover, it is the responsibility of that faculty, with approval from the chair, to arrange a suitable alternative that will accommodate all students.
5. Faculty must have grades ~~posted on SAFARI~~ by submitted no later than 10:00 p.m. on the Tuesday after Final Examination Week.

Rationale: These changes in this policy reflect current practice/procedure. Final exam week was changed back to Tuesday-Friday, after having been Monday-Thursday for a few years. The study day was also brought back, so that also needs to be mentioned. And we no longer use SAFARI, so the change to MyCWU is also included.

Exhibit D

CWUP 5-90-050 Graduation Requirements for Bachelor's Degrees

Students are eligible for award of a bachelor's degree if they fulfill the following requirements established by the faculty:

(1) Credits

(A) A minimum of 180 quarter credits is required. Students who have accumulated more than 210 credits will be notified prior to registration that they must submit graduation applications or develop graduation plans or a hold will be placed on their registration. Students must develop graduation plans working with an academic advisor. Individual plans must be approved both by the advisor and the major department chair and submitted to Registrar Services before this hold can be removed.

(B) A minimum of 60 credits of upper division study (courses numbered 300 and 400) is required. Students must be enrolled at CWU for at least three quarters and earn a minimum of 45 credits.

(C) Credits earned through industrial or military experience or through prior learning assessment or course challenge may not be used to meet residency requirements.

(D) Transfer students must earn from CWU a minimum of 10 credits in the major and, if a minor is declared, 10 credits in the minor.

(E) Students who have accumulated 210 or more credits and intend to complete a double major or double degree, and have not yet completed either program, must meet with both department advisors and submit one graduation plan signed by both department chairs and both major advisors to Registrar Services. This also applies to double majors in different colleges. If one major has been completed, only the advisor and the department chair for the uncompleted major need to review and sign the petition.

(F) Students who have accumulated 210 or more credits and intend to include one or more minors in their academic plan are required to obtain the approvals of their major and minor advisor.

(G) Up to 45 credits may be counted from course challenge or other prior learning assessments.

(2) Scholastic Requirements for Graduation

(A) Graduation and graduation with honors are based on cumulative credits and grade-point averages earned at the time the degree is awarded.

(B) In order to graduate, students must have achieved a cumulative grade-point average of at least 2.0 (C) in courses taken at Central Washington University.

(C) Students must also have achieved a cumulative grade point average of at least 2.25 in the major and 2.00 in the minor field of study. All courses fulfilling the major and minor requirements, including courses accepted in transfer, are used in computing the major and minor grade point average.

Specific degree and professional certification programs may have more stringent degree requirements than those specified above.

(3) Degree Components

(A) The general education program must be completed as defined in the university catalog.

(B) Students transferring from Washington State community colleges holding the appropriate academic transfer associate degree will have met the general education program requirements.

(C) Completion of all requirements for a major as specified by the appropriate department is required.

(D) Exceptions in majors, minors, and teacher preparation programs must be approved by the appropriate department chair and school dean or designee.

(E) Completion of a minor is required when the major contains fewer than 60 credits. In that case the total credits of major and

minor must total to at least 60 credits.

(F) Successful demonstration of writing and computational skills is required for graduation.

(G) Students who enter Central Washington University with 45 or fewer credits must complete UNIV 101 Student Success Seminar. Students ~~should~~ must enroll in UNIV 101 during their first quarter at CWU.

[Responsibility: Faculty Senate; Authority: Provost/VP for Academic & Student Life; Reviewed/Endorsed by Provost's Council 04/29/2014; Cabinet/UPAC; Review/Effective Date: 06/04/2014; Approved by: James L. Gaudino, President]

Rationale: AAC was charged with determining what should happen to UNIV 101, as it is not part of the new General Education program. After much discussion and feedback from various individuals, we feel that this class should be required for students entering CWU with less than 45 credits.