

3-4-2020

## CWU Faculty Senate Minutes -03/04/20

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**REGULAR MEETING**  
**Wednesday, March 4, 2020, 3:10 p.m.**  
**BARGE 412**  
Minutes

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

**ROLL CALL All senators, or their alternates were present except:** Yukari Amos, Timothy Beng, Peter Dittmer, Grace Ke, Cynthia Mitchell, Michel O'Brien, and Ke Zhong

**GUESTS:** Gail Mackin, Sydney Thompson, Coco Wu, Rebecca Lubas, Kande Cleary, Kevin Archer, Shawnté Elbert, Dr. Carylin M. Holsey, Tim Englund, Mike Harrod, Gregg Heinselmann, Ediz Kaykayoglu, Scott Robinson, and Jason Berthon-Koch.

**CHANGES TO AND APPROVAL OF AGENDA –** Senator Claridge moved to add a brief presentation about the Corona virus before the Open Education Resource presentation. Senator Brown seconded. Motion was approved.

**MOTION NO. 19-34(Approved): APPROVAL OF MINUTES** of February 5, 2020

**COMMUNICATIONS** - None

**Corona Virus** - Jason Breton-Koch and Shawnté Elbert - Jason Berthon-Koch reported that the incident management team has been meeting to review plans, since the CWU student. There are two things they are taking into consideration with the plan is to continue school and the wellness of students, faculty, and staff. They are developing a comprehensive holistic emergency plan that looks what happens with housing, tuition, classes, and bandwidth to teach online. The team is meeting daily. Public Affairs has a communication plan in place. Forums are being set up to keep the university informed.

Shawnté indicated they are working with faculty members, with expertise on pandemics. Currently there is a waitlist for the medical and counseling center. The medical center is asking that students let them know they are coming in if they are sick so they can prepare. Shawnté asked that faculty not require medical notes when a student is out sick right now as there is limited primary care. They are working to keep the Corona virus website up-to-date. They are working with Dr. Larson and Health Department. He is reviewing the health plan to make sure it will work. Facilities is looking at their stock of sanitizer and wipes. There are backlogs on some of this material, so there will be limitations.

Senator Knepper indicated a concern that has been raised by faculty. Faculty that have 150 students in a course and 15-20 have flu like symptoms, it is not practical to give individual makeups. Paul asked if the course be offered online. Provost Franken indicated this is up to faculty discretion, but let the Provost office know.

President Gaudino indicated there might be some technical challenges depending on how many would choose this option. Individuals would need VPN for some instances and would need to be approved. There could be an equity concern for some students.

Senator Pinkart indicated she would be giving a talk on Friday at 4:00 p.m.. The presentation will be recorded and will be put on YouTube. Still in flu season, people can still get vaccines. The student medical center still has flu vaccine.

**Open Education Resources update – Rebecca Lubas Affordable Course materials.**

Dean Lubas indicated OERs are one strategy of three they are looking at using. He presented the average cost of required course materials for degree completion by university. CWU is second from the bottom for course materials. There are three paths. A textbook reserve program will begin fall 2020 for high-enrollment courses. They are exploring low-cost robust textbook rental programs. Start out buying one copy of textbook and see the need. Will be a limited time checkout. Sydnee Thompson, Associate Dean has experience in this. Washington Council on Education grant was for the first 26 OER cohort. Application for cohort two will be through the Provost strategic investment funds. Fifteen faculty will receive a \$1000 grant for finding and developing resources. Dean Lubas will be presenting more at multi-modal at noon tomorrow. Dimensions and Impacts (see slide). Pathways Advisory Group (see slide). She would like to get faculty for this advisory group. Four sessions over spring quarter. Information will be reported at the end of the quarter from this group.

Senator Welsh asked if there is a way they could be made into course packs or print on demand for students who cannot read on the screens.

The Library will let faculty know what textbooks are on reserve.

Senator Lindsey asked if there is a pathway for faculty to develop OER material and how does that fit into scholarship? The Library can help find platforms that are peer reviewed. Just because it is open access does not mean it is not peer reviewed. There needs to be discussion in departments and look at recognizing vetted open access publishers.

**SENATE CHAIR REPORT:** Chair Szeliga reported President Gaudino announced his plan to retire the end of next year. Walter met with chair and vice chair of BOT to talk about the process. The Board of Trustees value open process and faculty involvement in the process and the BOT will meet in March to talk about the specifics of the search. Walter gave a brief overview of the proposed General Education program structural changes. During fall quarter, it started to become clear there needed to be changes made in the day-to-day operations of General Education. The General Education sub-committees started thinking about a process. A budget does exist in the office of the Provost. The proposal would align day-to-day operation of the GE program within the Provost office. If it were decided to move forward with this proposal, all of the changes would still need to come through Senate. There is no specific timeline for this proposal. This is the beginning of discussion about GE and need feedback.

**FACULTY ISSUES:** Chair Szeliga reported Dean Lubas to Senate today to help address Senator Dormady concerns with the pace of OER use. Invited Dean Lubas to Senate today to discuss this.

Senator Castillo indicated that EDTL is wondering about the university advising model and where this is. Will there be release time or training? Last year, Faculty Senate approved policy language that would allow students who are doing fall internships to participate in

spring commencement. However, students who are student teaching in the fall are receiving emails they will not be included in the program or receive robes or cords. Student teaching is pass/fail, less than 1% of candidates do not pass student teaching. Faculty were in support of these students receiving awards.

Senator McCutcheon indicated that Anthropology department has concerns with the changes to ASCWU Bylaws dated February 11. Article IV defines student senate membership. This definition would limit inclusivity; students have very different needs in different departments. Hard to see how three students could represent the entire college. Students have said their needs would not be met.

**STUDENT REPORT:** No report.

**OLD BUSINESS** – None

## **REPORTS/ACTION ITEMS**

### **SENATE COMMITTEES:**

#### **Executive Committee**

**Motion No. 19-35(Approved):** Ratify Arne Leitert, Computer Science for the COTS vacancy on the Curriculum Committee for the term of 3/4/20 – 6/14/22.

**GE proposal** – Senators can provide feedback at senate@cwu.edu and through a Qualtrics survey as well. Lizzie gave a brief overview of the proposal. This process is in CWUP 5-90-060, which is why the Executive Committee is bringing this proposal forward. The proposed changes would require policy, code and bylaw changes, if this were to move forward. This proposal would bring the General Education Committee back to its original size to help spread out the work. The Faculty Senate office has been overwhelmed with GE process this year. However, there is funding in the Office of the Provost. The concerns brought forward so far are budget and administration. The intent is the GE Director would remain a faculty position. This would not be creating new funding, but better utilization of funding that has already been set aside. This first year has been a discovery process and anticipated making some changes. We are now seeing some of the pressure points.

Senator Goerger asked if the Senate would elect the GE Director. It seems like we would be setting the GE Director up for an odd reporting scenario. What if they are doing a terrible job, would Senate need to vote them out?

Senator Welsh indicated the English department has concerns that part of this proposal would lessen Faculty Senate control over Gen Ed. The budget could that be solved by moving money instead of putting the program under the Provost.

#### **Bylaws and Faculty Code Committee**

**Motion 19-19(Approved):** Recommends amending the Faculty Code, Section IV. E. as outlined in Exhibit A.

**Motion No. 19-36(First Reading):** Recommends reorganization and amendments to the Faculty Code as outlined in Exhibit B.

**Academic Affairs Committee**  
**Motion No. 19-37(Withdrawn)**

**Motion No. 19-38(Approved):** Recommends amending CWUP 5-90-010 Academic Policy as outlined in Exhibit D.

**Curriculum Committee** - Written report

**Evaluation and Assessment Committee - written report**

**Motion No. 19-39(Approved):** Recommends endorsing a statement encouraging colleges and departments to consider quality peer-reviewed open access journals for scholarly contribution as outlined in Exhibit E.

**General Education Committee**

**Motion No. 19-40(Approved):** Recommends waiving the First Year Experience 184 course requirement for all transfer students who are entering under the 2020-2021 General Education catalog, who have transferred 45 credits or more.

It was requested that the General Education committee come up with a permanent solution for this before next year.

**Motion No. 19-41(Approved):** Recommends approving course additions to the General Education program for AY 2020-2021 as outlined in Exhibit F.

**Motion No. 19-42(Approved):** Recommends amending CWUP 5-100-030 as outlined in Exhibit G.

**Faculty Legislative Representative** - Written report

**PRESIDENT:** President Gaudino complimented Bret Smith for the good job he has done in Olympia this year. This year the capital request was focused on safety issues. There is funding for these requests in all three budgets, but in differing amounts. The budget will go into caucus to determine the final budget. If the funding is received it would allow for digital locks on buildings, better technology in the blue light towers with broadcast speakers and update and improve lighting around campus where there are dark areas. The common application for the state of Washington institutions has been dramatically modified. Central will be required to join the Common App program, but will receive the money for that. The Provost search committee has an offer in to one of the candidates. They have accepted that offer, but there a couple of negotiations points to still work out. Provost Franken has a contract through end of July and hope to have an overlap with the new Provost.

**PROVOST:** The Provost talked about the corona virus memo that was sent out this morning. There is information about ASL travel and what to do with students. There will be several events around this topic and are using faculty expertise. International travel for students is canceled through spring quarter and will review summer travel. The CDC recommends universities to cancel student travel. The Provost office will continue to monitor and make recommendations as we know more. The Registrar office is working to find solutions for students who are impacted by the travel ban to be able to register late for spring quarter. Ediz indicated they are working with students who are abroad on coming back. These students will be in self-isolation for 14 days. Spring break travel is also being canceled. Faculty travel abroad is also being restricted. Some events are being canceled such as the Wind Festival. The Provost has asked the deans to give her a list of events so they can

make decisions on those events. Provost Franked asked Senators to think of the new Provost and what it is that can be done to keep the momentum alive for trust between faculty and administration.

**CHAIR-ELECT:** Chair-Elect Delgado reported there will be an open Executive Committee next Wednesday from 3:00-4:00 in the Faculty Grupe Center. There will be an open faculty regalia event, March 9 from 10:00-12:00.

**NEW BUSINESS** - None

Meeting was adjourned at 4:46 p.m.

# Exhibit A

## Section IV. FACULTY SENATE

### E. Assigned Time and Workload Units for Senate Offices and Activities

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

#### 2. Senate Chair

a. The Senate chair shall be relieved of thirty-six (36) workload units of teaching for the academic year to perform their duties. The department in which the chair teaches shall receive compensatory funds from the Senate.

b. The chair assumes certain duties and responsibilities in the summer, for which a stipend ~~8-14 WLU (based on need and budget considerations)~~ is are negotiated with the president.

#### 3. Senate Chair-Elect

The Senate chair-elect shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The department in which the chair-elect teaches shall receive compensatory funds from the Senate.

a. The chair-elect assumes certain duties and responsibilities in the summer, for which the Senate Chair assigns 1 WLU.

#### 4. Senate Past Chair

The Senate past chair shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The department in which the past chair teaches shall receive compensatory funds from the Senate.

a. The past chair assumes certain duties and responsibilities in the summer, for which 4-7 WLU (based on need and budget considerations) are negotiated with the president.

#### 5. Executive Committee Member

Executive Committee members who are not the chair, chair-elect or past chair shall receive six (6) service workload units, three (3) of which shall be reimbursed by the Senate.

a. Members of the EC assume certain duties and responsibilities in the summer, for which the Senate Chair assigns 1 WLU.

## Exhibit B

### Summary of changes:

- Reorganized the order of the Faculty Code.
- Added definitions section.
- Added additional information regarding shared governance.
- Added “clinical faculty” to definition of faculty.
- Changed some titles for clarity.
- Deleted the Summer Session section.
- Added clarifying language for the new BOT Distinguished Faculty award.



# Central Washington University

## Faculty Senate

### FACULTY CODE



**5/29/19**

**5/6/2020**

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## PREAMBLE

### DEFINITIONS

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

Consultation: Substantive discussions 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 CWU.

Department: see CWUP 5-60-030

Interdisciplinary Program: see CWUP 5-90-070

President: The President is the Chief Executive Officer of the University, and is appointed by the Board of Trustees, 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.

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:

CWU:	Central Washington University
BOT:	The Board of Trustees of CWU
UFC:	United Faculty of Central
CBA:	The collective bargaining agreement between CWU and the UFC
Provost:	CWU's Provost and Vice-President for (ASL)
Senate:	The Faculty Senate of CWU
Executive Committee (EC):	The Executive Committee of the CWU Faculty Senate
Bylaws:	The Bylaws of the CWU Faculty Senate
Code:	The Faculty Code of the CWU Faculty Senate
AAUP:	American Association of University Professors
ADCO:	Academic Department Chairs 'Organization
PBAC:	President's Budget Advisory Council
AAC&U:	American Association of Colleges & Universities
GEC:	General Education Committee
CWUP:	Central Washington University Policy

CWUR: Central Washington University Procedure

## 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

CWU faculty first created a “Faculty Code of Personnel and Policy” during the 1946-1947 academic year, which was subsequently approved by the faculty, president and BOT. This Code approved an 11-member Faculty Council that in 1962 became the Faculty Senate. With the approval of a CBA in 2006, the BOT approved an Interim Faculty Code and charged a group with equal representation from the Senate and the administration to create a new Faculty Code reflecting the conditions of the post-CBA environment. What follows is the result of that collaboration.

### Shared Governance

Constituents: President, Board of Trustees, students, faculty, staff, alumni, and community members.

Shared governance is both an iterative planning process and a collaborative culture in which relevant constituents of Central Washington Universities commit themselves to being partners in aligning their priorities to accomplish the mission of the University. Shared governance functions through an organizational structure that fosters active collaboration, transparency, accountability, understanding and acceptance of compromise, mutual respect, and trust.

For effective shared governance, we, as a university, must strive to improve our commitment, culture, culture, collaboration, accountability, 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 universities 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 agents, 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 2/2/2007, 11/28/2007, 2/6/2008, 5/28/2008, 3/6/2009, 12/4/09, 6/11/10, 4/6/11,  
5/30/12, 3/6/13, 5/7/14, 6/4/14, 6/3/15, 5/20/16, 11/30/16, 5/31/17, 1/9/2019, 5/29/19**

## FACULTY CODE

### I. FACULTY

#### 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 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 services, and who hold one of the academic ranks or professional designations listed in 1.a above.
2. The word “faculty” as used in this 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 Code unless specific 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 (h) 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 (d) 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 responsibility 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 and 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 be elected.

## **2. Emeritus Faculty Appointments**

- a. Faculty, who are retiring from the university, may be retired with the honorary title of "emeritus" status ascribed to their highest attained rank or title. The emeritus status is recommended for a faculty members who have an excellent teaching, scholarly, and service record consistent with their appointments.
  - i. A normal requirement for appointment to the emeritus faculty is ten (10) years of full-time service as a member of the teaching faculty.

- ii. Any eligible faculty member may be nominated, including self-nomination, for emeritus status to the department chair. Nominations shall include a current vitae and may include letters of support.
  - iii. A simple majority of the eligible faculty in a department as defined in II.A.1.d must approve the recommendation of emeritus status. Departments must adhere to the simple majority vote.
  - iv. The BOT may grant emeritus status to any faculty member at their discretion.
- b. Process:
  - i. The department chair will send the nomination to the college dean with a copy to the nominee. The dean will arrange for a department vote of all eligible faculty.
  - ii. The college dean will then forward the nomination to the Provost with a recommendation of action and the results of the faculty vote. The Provost will then submit the nomination to the Board of Trustees with a recommendation of action and the results of the faculty vote and a copy of the recommendation by the dean.
- c. Emeritus status is a privilege and is subject to state ethics laws and the Washington State Constitution. University-related activities that are not part of any part-time employment at the university as described in the CBA are considered “volunteer hours.” These volunteer hours must be reported to the university payroll office by any emeritus faculty member every quarter for insurance purposes and for Department of Labor and Industries reporting.
- d. The emeritus 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;
  - 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.
- e. The BOT may grant the status of emeritus 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.

## **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 his or her 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 formal complaint as outlined in Faculty Code Section V 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 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:

1. participate in budget decisions at department, college, and university levels, through the Senate Budget and Planning Committee, representatives on university budget committees and sub-committees, and representatives on college or unit budget committees (see Appendix C).
2. the AAUP (1966) statement on shared governance makes clear that the Board of Trustees, 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.
3. 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 1.B.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 educational 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 admission to undergraduate majors;
- h. criteria for admission 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 derived 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 colleagues.

## 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 the consultation with faculty should be. For example, when planning involves institutional

academic priorities, such as the development and elimination of academic programs or the organization of academic structures and units, consultation with the faculty is especially important. 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:

- a. 1. university and college mission;
- ~~b.~~ 2. undergraduate and graduate admissions, enrollment management, and scholarships;
- ~~c.~~ 3. budget;
- ~~d.~~ 4. hiring and evaluation of academic administrators;
- ~~e.~~ 5. recommendation of candidates for honorary degrees;
- ~~f.~~ 6. academic facilities, including instructional technologies;
- ~~g.~~ 7. aspects of student life that affect academic climate and quality;
- ~~h.~~ 8. policies related to academic calendars;
- ~~i.~~ 9. 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. Depending on 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.

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:
  - 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 Executive Committee 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 Senate Executive Committee, 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 Faculty Senate does not preclude consultation with other units, with which consultation may be required or advised (e.g. UFC or ADCO).
  
5. 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.

### 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 three unique awards annually to recognize outstanding distinguished professors in the following areas:

1. Distinguished Teaching Award (there are 2 awards, 1 for tenured/tenure-track and 1 for non-tenure-track faculty)

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 Professor 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.

### IV. FACULTY SENATE

There shall be a Faculty Senate, which is a representative body of the university's faculty as defined in the CBA. The Faculty Senate is the primary instrument for shared 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 tenured or tenure-track faculty from each academic department and the library.
- ii. Additional senators, elected as directed in paragraph i above, allocated to departments as specified in the Senate 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 non-tenure track, and are elected by the faculty at the respective center(s).

- iv. Two non-tenure track faculty members and two alternates elected in the spring quarter for the following year by those non-tenure track faculty under contract in the preceding winter quarter. The senators and alternates shall serve for one academic year contingent on continued employment as non-tenure track faculty at CWU. The Executive Committee 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 – Board of Directors.

2. Terms of service for voting senators:

- a. Term appointments for tenured or tenure-track senators and alternates shall run three (3) academic years. No tenured or tenure-track 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 non-tenure track senators and alternates shall run one (1) academic year. No non-tenure-track senator shall serve more than nine (9) consecutive terms. A partial term shall be treated as a full term.
- c. All terms begin June 16<sup>th</sup>.

3. Provisions for replacements are contained in the Bylaws.

### C. Officers of the Senate

1. The faculty shall elect members of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The Executive Committee 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 Executive Committee, 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 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 Executive Committee deems that faculty ought to be represented.

#### 4. Past Chair

- a. The past-chair shall serve on the Budget and Planning Committee and serve as liaison to the Faculty Legislative Representative.
- 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, the Academic Affairs Committee, the Curriculum Committee, the Bylaws and Faculty Code Committee, the Evaluation and Assessment Committee, and the Budget and Planning Committee.

- a. The General Education Committee shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend 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 Academic Affairs Committee 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 Executive Committee.
- c. The Curriculum Committee 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 Executive Committee.
- d. The Bylaws and Faculty Code Committee shall be concerned with the continuing study and improvement of the Senate Bylaws and the Faculty Code. It shall receive, review, initiate, and make recommendations or proposals for amendments to both documents to the Senate via the Executive Committee, 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 Executive Committee.
- e. The Evaluation and Assessment Committee shall be concerned with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the biennial Faculty Assessment of Academic Administrators, the biennial Senate and Executive Committee Assessments, and do such other similar things as charged by the Executive Committee,

coordinating its efforts with other individuals, groups or committees as necessary or appropriate.

- f. The Budget and Planning Committee shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of the university budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the 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 Budget and Planning Committee's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the Budget and Planning Committee to the PBAC. In the case where an amendment to the recommendation is approved by the Senate, the committee may propose the amended recommendation to the PBAC. The Budget and Planning Committee shall perform other duties as assigned by the Executive Committee.

## **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 Executive Committee 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 Executive Committee the creation of a standing committee. No later than forty-five days after receipt of the petition, the Executive Committee 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 Executive Committee, to create subcommittees.
- c. The Executive Committee 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 Executive Committee, 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 Executive Committee 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 Executive Committee 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 Executive Committee 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.

#### E. Assigned Time and Workload Units for Senate Offices and Activities

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

#### **2. Senate Chair**

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

#### **3. Senate Chair-Elect**

The Senate chair-elect shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The department in which the chair-elect teaches shall receive compensatory funds from the Senate.

- a. The chair-elect assumes certain duties and responsibilities in the summer, for which the Senate Chair assigns 1 WLU.

#### **4. Senate Past Chair**

The Senate past chair shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The department in which the past chair teaches shall receive compensatory funds from the Senate.

- a. 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. Executive Committee Member**

Executive Committee members who are not the chair, chair-elect or past chair shall receive six (6) service workload units, three (3) of which shall be reimbursed by the Senate.

- a. Members of the EC assume certain duties and responsibilities in the summer, for which the Senate Chair assigns 1 WLU.

#### **6. Faculty Legislative Representative (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. Workload units for senators from academic departments, the library, and university centers (III.B.1.a.i-iii) are estimated at one (1) per academic year.
- b. Workload units for non-tenure track senators (III.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**

Workload units for the position of chair of a Senate committee are estimated at two to four (2-4) per academic year, except for the General Education Program Director and Chair (as detailed in sections III.E.8,a, b, & c). When elected committee chairs configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.

- a. The General Education Program Director and Program Director-Elect shall be relieved of a total of thirty-two (32) WLU of teaching for the academic year, to be divided between them. The General Education Program Director and Direct-Elect will determine the distribution of the 32 WLU based on their specific expertise and interests. Workload distribution decisions will be made as soon as possible following the ratification of the Director-elect, and will be forwarded to the Executive Committee no later than the first Friday in February.
- b. The General Education Program Director will serve as chair of the General Education Committee and Subcommittees. The department(s) in which the program director and program director-elect teach shall receive compensatory funds from the Provost's office.
- c. The program director, or GEC designee, assumes certain duties and responsibilities in the summer, for a total of four (4) WLU. Any additional units will be negotiated with the Provost.

## **9. Senate Committee Member (Non-Chair)**

Workload units for the positions of non-chair members of Senate committees are estimated at one to two (1-2) per academic year, except for General Education Pathway Coordinators (as detailed in section III.E.9.a & b). When ratified committee members configure their workload plans, they should contact with the Senate Office to determine a specific estimate for the upcoming year.

- a. General Education Pathway Coordinators shall be relieved of three (3) WLU of teaching for the academic year to perform their duties.
- b. Pathway Coordinators will be compensated one (1) WLU during the summer from the Provost's office.

## **F. Internal Senate Procedures for the Protection of Faculty Rights and Responsibilities**

### **1. Interpretation (Bylaws VII.A)**

A request for formal interpretation of the Faculty Code must be submitted by a petitioner or petitioners to the Bylaws and Faculty Code Committee. 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. Faculty Senate Forum (Bylaws VII.B)

The Faculty Senate forum is an open meeting, called by the Senate chair and/or Executive Committee, 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 tenured and tenure-track faculty, and full-time non-tenure-track faculty or those who are senior lecturers.

## 4. Faculty Senate Hearing (Bylaws VII.D)

Any ten (10) eligible faculty (as defined in H above) members may, by written petition filed with the Senate chair, secure an 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 the eligible faculty (as defined in H.3 above) 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 refuses to change its position, a vote of the entire faculty on the Senate action under review shall be conducted by the Executive Committee. 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. If the Bylaws and Faculty Code Committee votes unanimously that an amendment is purely clerical; and if the Executive Committee votes unanimously in agreement; then, and only then, the amendment may be presented to the BOT for approval without being read and voted on by the Senate. If any

member of either the Bylaws and Faculty Code Committee or the Executive Committee does not agree that the amendment is purely clerical, the amendment process must proceed as specified in paragraphs b-d.

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 seek 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 formal 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 a complainant(s) that the respondent(s) has violated the faculty code or policies under the Faculty Senate purview.

#### **c. Scope**

- i. Jurisdiction:** The purpose of the complaint policy and procedure is to provide a means by which (a) complainant(s) may pursue a complaint against a respondent(s) for alleged violations of the code and policies that fall under the Faculty Senate purview. A complainant may file a complaint that asserts a violation of the following code, policies, and/or standards:
  - a. )Faculty Code
  - b.) Faculty Senate Bylaws
  - c.)Curriculum Policy and Procedures (CWUP 5-50 and CWUR 2-50)
  - d.) Academic Policies, Standards, and Organizational Structures (CWUP 5-90 and CWUR 2-90)
  - e.) Evaluation and Assessment
  - f.) General Education (CWUP 5-100)
  - g.) Budget and Planning
  - h.) Professionalism
  - i.) Professional Ethics (Faculty Code Appendix A)
  - j.) Scholarly Misconduct



- 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, complainant(s) may file a formal written complaint with the Senate for review.
- ii. A complainant(s) filing a complaint should first consult Section V Complaint Policy and Procedures, and meet with the Faculty Senate Chair. The Chairperson will advise the 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 Faculty Senate website, which includes the following mandatory elements.
  - a). Concise statement identifying the complaint(s) with contact information.
  - b). Concise statement identifying the respondent(s) with contact information.
  - c). Basis for seeking a review by the Faculty 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 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 Faculty Senate Executive Committee (EC).
- v. Complaints are not confidential. Elements of this complaint may be released as needed at the discretion of the Faculty Senate Executive Committee.
- 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 basis nature of the complaint.
- ix. The committees 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 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 entre 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 Faculty Senate to determine the specific parameters of the Vote of No Confidence (Who, what, where, when and why) as well as to charge the Faculty Senate Executive Committee (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 Faculty Senate Chair at least ten (10) working days before the next regular meeting of the Faculty 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;

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 Faculty Senate meetings since being submitted to the Faculty 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 Faculty 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 Faculty 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 Executive Committee will notify the subject of the vote, in writing, of the results at least (1) one 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 petitions (Section VI.A.1.b), Senators, the President of the University, and Board of Trustees.

## 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.

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### ***Statement on Professional Ethics***

#### *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. 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 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

### V. FUNDING for Distinguished Faculty Awards

A. ~~Funding for the awards~~ Stipends and release time is generously provided by the Office of the President and the CWU Foundation.

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

B. ~~Recipients of the~~ The Board of Trustees Distinguished Faculty Award will receive a \$5000 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.

### VI. 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.C. 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.

### VII. 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 material 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 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 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, tenures, 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 progress 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.

## **VIII. SELECTION COMMITTEE**

### **A. Membership**

1. Members of the selection committee are approved by the Executive Committee.
2. Committee membership shall be confidential. 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 Executive Committee.
  - b. One must be an alumnus selected by CWU Alumni relations.
  - c. One must be an individual selected by the Executive Committee from three names forwarded by the CWU Retiree Association to balance out the composition of the committee.
4. Emeritus 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 Board of Trustees for approval at their spring meeting.

## **IX. 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.

## **X. 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 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 and 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 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 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 benefited by the service.

#### C. 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.
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 years full-time service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of notebook by February 1.
3. Personal statement by nominee of philosophy, goals and achievements in the area of research or artistic achievement and invention. 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 achievement (20 maximum).
  - b. for Artistic Accomplishment – reviews, newspaper clippings, programs, reports, awards, acknowledgments, 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 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 research or artistic achievement (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 years, including all available written comments;
  - d. representative class syllabi;
  - e. if a video recording is included in the file, please limit the length to 15 minutes.
  - f. 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.
  - g. Evidence of the extent of participation in student advisement.
  - h. public acknowledgement, such as, newspaper clippings, testimonials, awards, etc.;
  - i. chronological listing or concise summary of the nominee's service, indicating the recipient group and/or geographical area benefited by the service.
  - j. for Artistic Accomplishment – reviews, newspaper clippings, programs, reports, awards, acknowledgments, grants funded, etc.;
  - k. 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 purposes of this section, “college budget committees” 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 to 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 C**

Motion withdrawn by the Academic Affairs Committee.

## Exhibit D

### Policy & Procedure Review

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New       Revision

**Charge:** AAC19–20.09 Develop language outlining the role of the Academic Affairs Committee in interpreting academic policy. **Timeline:** Winter quarter

**Summary:**

**AAC developed the following revision of 5-90-010 in response to the following charge:**

*One of the roles the Academic Affairs Committee implicitly has, is the resolution of conflict regarding, and the interpretation of, the academic policies it passes. Presently, this role is not codified in policy. Using CWUP 5-50-010 as a template, develop language outlining the jurisdiction of the Academic Affairs Committee.*

The committee determined that a relatively simple addition to the existing policy would capture the implicit responsibility current practices regarding the AAC's role in interpreting academic policy.

The addition is number 6. It can be seen as a tracked change in the attached policy.

## **CWUP 5-90-010**

### **Academic Policy**

(1) Academic policy will be established and monitored by the Faculty Senate Academic Affairs Committee (AAC).

(2) 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 (5-90 of the CWU Policies and Procedures manuals). It shall perform other duties as maybe requested by or approved by the Faculty Senate Executive Committee.

(3) All academic policies that change the requirements for degree conferral should follow the catalog deadlines for the next academic year and go in effect the fall quarter following publication of the official electronic catalog.

(4) Policy changes to degree requirement(s) are not retroactive; the student is bound to the catalog the student became matriculated into, and to the catalog the student was admitted to the major program(s).

(5) The AAC works closely with the Dean of Student Success, the Provost Council, Registrar, Director of Admissions, and others as appropriate.

(6) When questions of interpretation of academic policy arise, the AAC will consult with appropriate stakeholders and make recommendations to the Faculty Senate Executive Committee.

## **Exhibit E**

Quality open-access journals allow faculty outlets for highly accessible scholarly contributions. Faculty should be encouraged to publish in peer-reviewed journals, and publication in open-access peer-reviewed journals should not be considered unfavorably in evaluation of scholarship. As with any journal, standing in the discipline and its peer-review process should be considered as part of the evaluation.



## Exhibit F

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# General Education at CWU

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## General Education Program Guiding Philosophy

The General Education program prepares you for success at CWU and as a citizen in our dynamic, diverse, and global society. The program fosters integrated learning, enhancing your ability to make connections across courses and disciplines and to apply a breadth of knowledge to real-world problems. It will help you develop skills in critical thinking, clear communication, creative leadership, ethical decision-making, and complex problem solving. Combined with your major, the General Education program will cultivate curiosity, empower personal development, strengthen understanding of and respect for diverse perspectives, and build a foundation for life-long learning.

### General Education Program-Level Goals

**Explore:** You will explore a breadth of knowledge, methods of inquiry and reasoning, and fundamental questions. That process will cultivate curiosity, facilitate the understanding of diverse perspectives, empower personal development and growth, and build a foundation for life-long learning.

**Engage:** As you engage with new knowledge, people, and perspectives, you will assume responsibility for your learning. In the process, you will develop enhanced communication—written and spoken—and critical thinking skills grounded in logic, reason, analysis, and synthesis. Combining these skills will enable you to employ multiple approaches to complex and real-world problems. As an engaged citizen, you will bring intellectual creativity and curiosity into your personal, civic, and professional life.

**Connect:** You will discover how disciplines, societal challenges, and cultures are interconnected. This process links coursework and community, local and global issues, past and present. Your ability to integrate learning will lead to new ways of thinking, analyzing, and interacting with our dynamic and diverse world.

**Create:** Your knowledge and skills will empower you to ask innovative questions and envision unique projects. This process of creative engagement will enable inquisitiveness and original thinking. It will provide you with agility for success in your career and life.

**Empathize:** Your General Education will facilitate open-mindedness and enable you to better understand and imagine others' experiences. As you become more knowledgeable and curious about the world, you will develop respect for diverse points of view, engage in ethical decision-making, and demand and demonstrate compassionate leadership.

## **Engage: First Year Experience**

Students are required to take in course in each row (First Year Experience, Academic Writing I and Quantitative Reasoning, approximately 13-14 credits) during their first year.

### **First Year Experience**

The first-year experience will help students transition to college by introducing them to a scholarly approach to problem solving and methods of inquiry. Small classes will emphasize mentorship and focus on special topics developed by faculty. These courses will incorporate writing, critical thinking, oral communication, and information literacy.

CWU 184 First Year Experience (4) Students will register for a section of this course under a specific department prefix ABC 184. Each section will be a different topic.

### **Academic Writing I: Critical Reading and Responding**

Academic Writing I prepares students with the skills necessary for critical reading and academic writing, including summarizing, reading sources critically and responding to them, synthesizing multiple perspectives, and using academic writing conventions, including grammar and mechanics.

[DHC 102 Articulating Honors: Research Writing in the Twenty-First Century \(5\)](#)

ENG 101 Composition I: Critical Reading and Responding (5)

PHIL 110 Beyond Belief? Exploring the Fringe and the Paranormal (5)

[PHIL 111 Writing and Power: Authority, Oppression, and Resistance \(5\)](#)

### **Quantitative Reasoning**

Courses in this category focus on quantitative reasoning and its application. Students will explore various quantitative and statistical processes in order to evaluate and interpret data. Students will develop the ability to identify, analyze, and apply different principles and empirical methods to concrete problems.

BIOL 213 Introductory Biostatistics (4)

BUS 221 Introductory Business Statistics (5)

CS 109 Quantitative Reasoning Using Python (4)

ECON 130 Foundations for Business Analytics (5)

FIN 174 Personal Finance (5)

IT 165 Seeing Through the Data (4)

MATH 101 Mathematics in the Modern World (5)

MATH 102 Mathematical Decision Making (5)

[MATH 103 Mathematics for Social Justice \(5\) \(Pending Curriculum Committee approval\)](#)

MATH 130 Finite Mathematics (5)

MATH 153 Pre-Calculus Mathematics I (5)

MATH 154 Pre-Calculus Mathematics II (5)

MATH 155 Applied Precalculus (5)

MATH 164 Foundations of Arithmetic (5)

MATH 172 Calculus I (5)

[MATH 211 Statistical Concepts and Methods \(5\)](#)

PHYS 181 General Physics I w/ Lab (5)

PSY 362 Introductory Statistics (5)

SOC 326 Demography of Contemporary World Populations (5)

### **I. Explore and Connect**

These courses can be taken any year. Students are required to take at least 3 courses in the same pathway. Students can choose to take 5 or more of their courses in the same pathway to earn a certificate. In order to fulfill the Pathway part of the General Education requirement, no more than 2 classes from a single department may be counted toward this requirement. That is, a student may take courses from the same department in no more than 2 knowledge areas. Students must take one courses in each of the Knowledge Areas (Academic Writing II; Physical and Natural World; Science and Technology; Individual and Society; Community, Culture, and Citizenship; Global Dynamics; Creative Expression; and Humanities).

#### **K1: Academic Writing II: Reasoning and Research**

The Academic Writing II courses prepare students with skills in research-based academic argument through assignments involving evaluation, analysis, and synthesis of multiple sources. Individual sections will be linked to specific pathway topics.

ADMG 285 Sustainable Decision Making (4) – P5: Sustainability

ENG 102 Composition II: Reasoning and Research (5) – P4: Social Justice, [Ways of Knowing](#)

ENG 103 Academic Writing II: Reasoning and Research on Health and Current Issues (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues

ENG 104 Academic Writing II: Reasoning and Research on Sustainability and Civic Engagement (5) – P1: Civic & Community Engagement, P5: Sustainability

[ENG 111 Writing in the Sciences \(5\) – P6: Ways of Knowing](#)

HIST 302 Historical Methods (5) – P6: Ways of Knowing

MGT 200 Essential Skills for Business Professionals (5) – P1: Civic and Community Engagement, P2: Health and Well-Being

PHIL 151 Arguments about Life and Death (5) – P3: Perspectives on Current Issues

PHIL 152 Arguments about Healthcare (5) – P2: Health and Well-Being

PHIL 153 Arguments about Social Issues (5) – P1: Civic and Community Engagement

STEP 101 (2), 102 (2), 103 (1)\* Scientific Perspectives and Experimentation I, II, III [All three courses must be taken and receive passing grade to receive credit] – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

## **K2: Community, Culture and Citizenship**

The community, culture, and citizenship perspective engages students with historic and contemporary political, ethical, cultural, socioeconomic, and other emerging issues affecting society. By grappling with the intersection of social concerns, students will learn how societies are created and how to contribute to them as effective citizens.

ABS 210 Intro to the African American Literary Traditions: Expressive Culture from Folktales to Rap (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

AIS 103 Contemporary American Indian Experience (5) – P3: Perspectives on Current, P4: Social Justice Issues, P6: Ways of Knowing

ANTH 137 Race, Power and the American Dream (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice,

ART 333 Art, Design and Popular Culture (4) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

BUS 241 Legal Environment of Business (5) – P6: Ways of Knowing

COM 202 The First Amendment: Rights and Responsibilities (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

[DHC 260 Cultural Studies I \(4\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

ECON 101 Economic Issues (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P4: Social Justice

EDBL 250 Ethnic and Cultural Minorities in American Education: Past and Present (4) – P3: Perspectives on Current Issues, P4: Social Justice

EFC 250 Introduction to Education (4) – P1: Civic and Community Engagement, P4: Social Justice, P6: Ways of Knowing

ENG 243 Talking Back: Power, Diversity, and Social Justice (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

ENST 360 Environmental Justice (5) – P2: Health and Well-Being, P4: Social Justice

FR 200 Introduction to French Culture (5) – P1: Civic and Community Engagement, P4: Social Justice

GEOG 250 Resource Exploitation and Conservation (4) – P1: Civic and Community Engagement, P2: Health and Well-Being, P5: Sustainability

HIST 143 United States History to 1865 (5) – P2: Health and Well-Being, P5: Sustainability

HIST 144 United States History Since 1865 (5) – P3: Perspectives on Current Issues, P4: Social Justice

LAJ 102 Introduction to Law and Justice (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

LAJ 210 Latinos, Law and Justice (4) – P2: Health and Well-Being, P4: Social Justice

LIS 245 Research Methods in the Digital Age (4) – P3: Perspectives on Current Issues, P4: Social Justice

LLAS 102 An Introduction to Latino and Latin American Studies (5) – P3: Perspectives on Current Issues, P4: Social Justice

MKT 360 Principles of Marketing (5) – P5: Sustainability, P6: Ways of Knowing

PHIL 107 Political Philosophy and Social Democracy (5) – P1: Civic and Community Engagement

POSC 210 American Politics (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues

PSY 310 Multicultural Psychology and Social Justice (4) – P4: Social Justice

PUBH 311 Cross Cultural Practices for Health and Medicine (4) – P1: Civic and Community Engagement, P4: Social Justice

PUBH 351 Community Building Strategies for Public Health (4) – P1: Civic and Community Engagement

RUSS 200 The Art of the Protest: Censorship and Resistance in Russian Culture (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

SOC 109 Social Construction of Race (5) – P1: Civic and Community Engagement

SOC 305 American Society (5) – P1: Civic and Community Engagement

WGSS 201 Introduction to Women’s, Gender, and Sexuality Studies (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

### **K3: Creative Expression**

The creative expression perspective allows students to explore aesthetic expression and artistic perspectives on common themes in the literary and fine arts.

ART 103 Art Appreciation (4) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

[DHC 150 Aesthetic Experience I \(5\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

[DHC 151 Aesthetic Experience II \(5\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

DNCE 161 Cultural History of Dance (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

EDLT 219 Storytelling Across Disciplines (4) – P1: Civic and Community Engagement, P4: Social Justice, P6: Ways of Knowing

ENG 264 Introduction to Creative Writing and the Environment (5) – P1: Civic and Community Engagement, P5: Sustainability, P6: Ways of Knowing

ENG 265 Introduction to Creative Writing as “Mindfulness, Health and Well-Being” (5) – P2: Health and Well-Being

FILM 150 Film Appreciation (5) – P2: Health and Well-Being, P4: Social Justice, P6: Ways of Knowing

FR 201 Appreciation of French Cuisine (5) – P2: Health and Well-Being

MUS 101 History of Jazz (5) – P3: Perspectives on Current Issues, P4: Social Justice

MUS 102 Introduction to Music (5) – P6: Ways of Knowing

MUS 103 History of Rock and Roll (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

TH 101 Appreciation of Theatre and Film (4) – P6: Ways of Knowing

TH 107 Introduction to Theatre (4) – P6: Ways of Knowing

#### **K4: Global Dynamics**

The global dynamics perspective focuses on how individuals, groups, communities, and nations function in a global society. Students will gain a cultural awareness and sensitivity that prepares them for citizenship in a diverse, global society by developing an understanding of how culture shapes human experience, an appreciation for diverse worldviews, and an awareness of the complexity of the interactions among local, regional, national, and global systems.

[ACCT 284 Global Tax Environments \(5\) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability](#)

ANTH 130 Cultural Worlds (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

AST 102 Introduction to Asian Studies (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

COM 302 Intercultural Communication (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

[DHC 261 Cultural Studies II \(4\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

ECON 102 World Economic Issues (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P4: Social Justice

ECON 202 Principles of Economics Macro (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

EDLT 217 Global and International Children’s/Adolescent Literature (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

ENG 347 Global Perspectives in Literature (5) – P3: Perspectives on Current Issues, P4: Social Justice

ENST 310 Energy and Society (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

GEOG 101 World Regional Geography (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

HIST 101 World History to 1500 (5) – P2: Health and Well-Being, P6: Ways of Knowing

HIST 103 World History Since 1815 (5) – P3: Perspectives on Current Issues, P4: Social Justice

IDS 343 Origins and Results of Food Technology: The Gluttonous Human (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues

IEM 330 Introduction to Energy and Science Inquiry (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

MGT 384 Introduction to International Business (5) – P3: Perspectives on Current Issues, P5: Sustainability

MUS 105 Introduction to World Music (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

PHIL 106 Asian Philosophy (5) – P2: Health and Well-Being, P5: Sustainability

POSC 270 International Relations (5) – P3: Perspectives on Current Issues, P4: Social Justice

PUBH 317 Global Health Issues and Solutions (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues

RELS 103 World Mythologies (5) – P6: Ways of Knowing

WGSS 340 Gender and Sexuality in a Global Context (5) – P3: Perspectives on Current Issues, P4: Social Justice

WLC 311 Popular Cultures of the World (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

## **K5: Humanities**

The humanities perspective focuses on helping students interpret their world, culture, and perspectives through the study of philosophical, literary, and historical forms.

ABS 110 Expressive Black Culture: African American Literary Traditions from Folklore to Rap (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

AIS 102 American Indians in the Contact Period (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

[DHC 140 Humanistic Understanding I \(5\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

[DHC 141 Humanistic Understanding II \(5\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

ENG 105 –The Literary Imagination: An Introduction to Literature (5) – P6: Ways of Knowing

ENG 106 Literature and The Environment (5) – P1: Civic and Community Engagement, P5: Sustainability

ENG 107 Literature, Health, and Well-Being (5) – P2: Health and Well-Being

ENG 108 Literature and Social Justice (5) – Social Justice

ENG 109 Science Fiction vs Science Fact: Literature, Science, and Technology (5) – P3: Perspectives on Current Issues

HIST 102 World History: 1500-1815 (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

HIST 301 Pacific Northwest History (5) – P3: Perspectives on Current Issues, P5: Sustainability

HUM 101 Exploring Cultures in the Ancient World (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

HUM 102 Exploring Cultures from 16<sup>th</sup> through 19<sup>th</sup> Centuries (5) – P3: Perspectives on Current Issues, Social Justice

HUM 103 Exploring Cultures in Modern and Contemporary Societies (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

LAJ 215 Law in American History (4) – P1: Civic and Community Engagement, P6: Ways of Knowing

[LLAS 388 Mexican Cultural Studies \(5\) – P3: Perspectives on Current Issues](#)

MGT 395 Leadership in Business Organizations (5) – P2: Health and Well-Being, P4: Social Justice

PHIL 101 Philosophical Inquiry (5) – P6: Ways of Knowing

PHIL 103 What is Enlightenment? (5) – P4: Social Justice



PHIL 104 Moral Controversies (5) – P3: Perspectives on Current Issues, P4: Social Justice

PHIL 105 The Meaning of Life (5) – P2: Health and Well-Being

POSC 280 Introduction to Western Political Thought (5) – P4: Social Justice

RELS 101 World Religions (5) – P6: Ways of Knowing

RELS 102 Food, Sex and the Other: Everyday Religion and Morality (5) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

SPAN 456 The Spanish and Latin American Short Story (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

[TH 382 Diverse Experiences in American Drama \(4\) - P1: Civic & Community Engagement, P4: Social Justice](#)

WLC 250 Language and Power (5) – P1: Civic and Community Engagement, P2: Health and Well-Being,

WLC 341 Spells of Enchantment: Re-Interpreting the Fairy Tale (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

### **K6: Individual and Society**

The individual and society perspective focuses on the relationship between people and their socialization. Students will be exposed to connections between behaviors, perspectives, psychology, and influences affecting everyday life.

AIS 101 American Indian Culture Before European Contact (5) – P5: Sustainability

ANTH 107 Being Human: Past and Present (5) – P2: Health and Well-Being, P5: Sustainability

ANTH 180 Language and Culture (5) Language and Culture (5) – P1: Civic and Community Engagement

ASP 305 Accessibility and User Experience (4) – P2: Health and Well-Being, P4: Social Justice

ATM 281 Socio-Cultural Aspects of Apparel (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

BUS 389 Sustainable Business (5) – P5: Sustainability

COM 222 Media Literacy in the Digital Age (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

[DHC 250 Social and Behavior Dynamics I \(4\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

[DHC 251 Social and Behavior Dynamics II \(4\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

ECON 201 Principles of Economics Micro (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

ENTP 287 Applied Product Development (5) – P1: Civic and Community Engagement

FCL 101 Skills for Marriage and Intimate Relationships (4) – P2: Health and Well-Being, P6: Ways of Knowing

FCL 234 Contemporary Families (4) – P3: Perspectives on Current Issues, P4: Social Justice

[FCL 237 Human Sexuality \(4\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

[FCL 310 Family Issues in the 21<sup>st</sup> Century \(4\) - P3: Perspectives on Current Issues](#)

GEOG 208 Our- Human World (5) – P4: Social Justice, P6: Ways of Knowing

GEOG 273 Geography of Rivers (5) – P1: Civic and Community Engagement, P2: Health and Well-Being, P5: Sustainability

HED 101 Essentials for Health Living (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P5: Sustainability

HRM 381 Management of Human Resources (5) – P2: Health and Well-Being, P4: Social Justice

IDS 357 Race, Drugs, Law and Policy: What makes drug use criminal? (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P4: Social Justice

[LAJ 202 Policing in Contemporary Society \(5\) – P3: Perspectives on Current Issues](#)

LAJ 216 Race, Gender and Justice (4) – P3: Perspectives on Current Issues, P4: Social Justice

MATH 120 Mathematics as a Mirror: Cultural and Historical Approaches (4) – P6: Ways of Knowing

MGT 380 Organizational Management (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing

MGT 386 Organizational Management (5) – P4: Social Justice

MGT 389 Business and Society (5) – P3: Perspectives on Current Issues

POSC 101 Introduction to Politics (5) – P2: Health and Well-Being, P4: Social Justice, P6: Ways of Knowing

POSC 260 Comparative Politics (5) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues

PSY 101 General Psychology (5) – P2: Health and Well-Being, P6: Ways of Knowing

PSY 205 Psychology of Adjustment (5) – P2: Health and Well-Being, P6: Ways of Knowing

PSY 242 Psychology of Video Games (4) – P3: Perspectives on Current Issues

PSY 333 Social Justice: The Psychology of Stereotyping, Prejudice, and Discrimination (4) – P4: Social Justice

PUBH 209 Consumer Health (4) – P2: Health & Well-being, P3: Perspectives on Current Issues, P4: Social Justice

SCED 305 The Story of Science (5) – P5: Sustainability, P6: Ways of Knowing

SOC 101 Social Problems (5) – P3: Perspectives on Current Issues, P4: Social Justice

SOC 107 Principle of Sociology (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

SOC 307 Individual and Society (5) – P6: Ways of Knowing

SOC 322 Sociology of Food (5) – P5: Sustainability

SOC 327 Health and Society (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

TH 377 Staging Gender (5) – P1: Civic & Community Engagement, P4: Social Justice

WGSS 250 Introduction to Queer Studies (5) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

YESS 101, 102, 103 YESS Social Science Perspectives and Research I, II, III (2) (2), (1) – P1: Civic and Community Engagement, P3: Perspectives on Current Issues, P6: Ways of Knowing\* [All three courses must be taken and receive passing grade to receive credit]

### **K7: Physical and Natural World**

This Physical and Natural World perspective introduces the core practice of science: generating testable explanations. Students will be introduced to fundamental scientific concepts and will engage in scientific practices.

ANTH 110 Bones, Apes, and Genes: Exploring Biological Anthropology (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

ANTH 314 Human Variation (5) – P1: Civic & Community Engagement, P2: Health & Well-being, P4: Social Justice

BIOL 101 Fundamentals of Biology (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

BIOL 200 Plants in the Modern World (5) – P1: Civic and Community Engagement, P4: Social Justice, P5: Sustainability

CHEM 111/111Lab Introduction to Chemistry (4) and Introductory Chemistry Laboratory (1) – P6: Ways of Knowing

CHEM 113/113Lab Introduction to Biochemistry (4) and Introduction Biochemistry Laboratory (1) – P2: Health and Well-Being

CHEM 181/181Lab General Chemistry I (4) and General Chemistry I Laboratory (1) – P6: Ways of Knowing

DHC 180 Physical and Biological Systems I (4) – P6: Ways of Knowing (Pending Curriculum Committee approval)

ENST 201 Earth as an Ecosystem (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

EXSC 154 Science of Healthy Living (5) – P2: Health and Well-Being

GEOG 107 Our Dynamic Earth (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

GEOL 101/101Lab Introduction to Geology (4) and Introductory of Geology Laboratory (1) – P6: Ways of Knowing

GEOL 103/101Lab Geology of Washington (4) and Introductory of Geology Laboratory (1) – P6: Ways of Knowing

GEOL 107 Earth's Changing Surface (4) – P3: Perspectives on Current Issues, P4: Social Justice P5: Sustainability

GEOL 303 Water: Science and Society (5) – P2: Health and Well-Being, P4: Social Justice, P5: Sustainability

IEM 103 Introduction to Energy and Science Inquiry (5) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

PHYS 101 Introductory Astronomy I (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

PHYS 103 Physics of Musical Sound (5) – P6: Ways of Knowing

PHYS 106 Physics Inquiry (5) – P1: Civic and Community Engagement, P6: Ways of Knowing

[PHYS 109 Physics of Dance \(4\) – P2: Health and Well-Being](#)

SCED 101 Integrated Life Science (5) – P1: Civic and Community Engagement, P5: Sustainability

SCED 102 Integrated Earth and Space Science (5) – P3: Perspectives on Current Issues, P5: Sustainability

### **K8: Science and Technology**

The science and technology perspective focuses on scientific inquiry, intersections with technology, mathematical applications, and connections to the world around us

ACCT 301 Accounting Skills for Non-Business Majors (5) – P2: Health and Well-Being, P6: Ways of Knowing

ANTH 120 Archaeology: Science of the Past (5) – P2: Health and Well-Being, P5: Sustainability, P6: Ways of Knowing

BIOL 201 Human Physiology (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P4: Social Justice

BIOL 204 The Science and Practice of Growing Plants (5) – P1: Civic and Community Engagement, P5: Sustainability

BIOL 205 Microbes and Mankind (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

BIOL 300 Introduction to Evolution (5) – P1: Civic and Community Engagement, P6: Ways of Knowing

BIOL 302 Sustainability and Environmental Changes (5) – P4: Social Justice, P5: Sustainability

CHEM 101 Chemistry and Planet Earth (5) – P5: Sustainability

CS 102 Health and Technology (4) – P2: Health and Well-Being

CS 105 The Logical Basis of Computing (4) – P6: Ways of Knowing

CS 107 Make a Game with Computer Science (4) – P3: Perspectives on Current Issues

[DHC 280 Physical and Biological Systems II \(4\) – P6: Ways of Knowing \(Pending Curriculum Committee approval\)](#)

EET 101 Everyday Electronics (4) – P4: Social Justice, P6: Ways of Knowing

ENST 202 Environment and Society (5) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

ETSC 101 Modern Technology and Energy (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

FIN 101 Financial Literacy (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

GEOG 111 The Power of Maps (4) – P3: Perspectives on Current Issues, P4: Social Justice, P6: Ways of Knowing

GEOL 108 Earth and Energy Resources (4) – P3: Perspectives on Current Issues, P4: Social Justice, P5: Sustainability

GEOL 302 Oceans and Atmosphere (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

IEM 302 Energy, Environment and Climate Changes (4) – P3: Perspectives on Current Issues, P5: Sustainability, P6: Ways of Knowing

IT 105 Protecting Your Online Identity (4) – P2: Health and Well-Being, P3: Perspectives on Current Issues

IT 111 Your Digital Footprint and the Web (4) – P3: Perspectives on Current Issues, P6: Ways of Knowing

IT 202 Change Ready: Technology Skills for Civic & Community Leaders (4) – P1: Civic & Community Engagement

MATH 210 Statistics, Society and Decisions (5) – P3: Perspectives on Current Issues, P6: Ways of Knowing

NUTR 101 Introduction to Human Nutrition (5) – P2: Health and Well-Being, P3: Perspectives on Current Issues, P6: Ways of Knowing

PHYS 304 Astrobiology: Origins and Search for Life in the Universe (4) – P3: Perspectives on Current Issues

PUBH 320 Environmental Health (4) – P5: Sustainability

SCED 103 Integrated Physical Science (5) – P1: Civic & Community Engagement, P5: Sustainability

SHM 102 Occupational Health (5) – P2: Health and Well-Being, P5: Sustainability

STP 201 Inquiry Approaches to Teaching (2) and STP 202 Inquiry Based Lesson Design (2) – P1: Civic and Community Engagement, P4: Social Justice \* [Both courses must be taken and receive passing grade to receive credit]

### **III. Connect, Create, and Empathize: Culminating Experience**

Students will be required to complete one of the culminating experience options during their junior or senior year. Culminating experiences may be part of students' major requirements.

[ADMG 424 Administrative Management Policy \(4\)](#)

ADMG 471 Leading Change (4)

[ADMG 479 Project Management Maturity \(4\)](#)

ANTH 458 Anthropology Senior Comprehensive Survey (4)

ART 495 Studio Project (2)

ASP 485 Accessibility Studies Capstone (2-3)

AST 401 AST/Pacific Studies Capstone (2)

[ATM 487 Fashion Merchandising Exit Assessment \(1\)](#)

BIOL 499S Senior Seminar (2)

[CAH 400 Arts and Humanities Capstone \(2\)](#)

[CAH 489 Senior Portfolio Capstone \(1\)](#)

CHEM 488 Colloquium (1)

CMGT 481 Construction Management Capstone (4), CMGT 495A Construction Management Competition Preparation – Fall (2), CMGT 495B Construction Management Competition Preparation – Winter (2) - \* [All courses must be taken and receive passing grade to receive credit]

COM 489 Portfolio Assessment (1)

CWU 400 Culminating Experience – This is a non-major specific course to allow students who do not have a culminating experience course in their major to be able to fulfill their General Education requirements.

[DHC 310 Honors Seminar: Elements of Research \(3\) \(Pending Curriculum Committee approval\)](#)

ECON 406 Business Analytics (5)

[EDEC 432 Theories in Child Development \(3\)](#)

EET 487/487Lab Senior Project Management and Lab (2+2), EET 488/488 Lab Senior Project Quality and Lab (2+2), EET 489 Senior Technical Presentations (2) \* [All courses must be taken and receive passing grade to receive credit]

EFC 460 Pedagogy Capstone (2)

[ELEM 471 Elementary Education Capstone \(2\)](#)

ENG 489 Senior Colloquium (2)

ENST 487 End-of-Major Capstone (1)

[ENTP 489 Entrepreneurship and Business Development \(4\)](#)

[ETSC 485 Industrial Engineering Technology Capstone \(4\)](#)

[ETSC 490 Cooperative Education \(4\)](#)

[FCL 419 Research in Family and Child Life \(5\)](#)

[FCS 405 FCS Exist Assessment \(1\)](#)

FILM 489 Film Career Seminar (1)

GEOG 489 Geography Capstone (2)

GEOL 489 Geologic Field Methods (6-12)

GEOL 493 Field Methods in Environmental Geology (4)

HIST 481 Senior Thesis (4)

[HTE 419 Applied Research and Evaluation \(3\)](#)

IT 470 Database and the Web Capstone (4)

IT 482 Cybersecurity Capstone (4)

[IT 483 Applied Predictive Analytics for IT Managers \(4\)](#)

[IT 486 Critical Issues in Information Technology \(4\)](#)

[IT 487 Networking Capstone \(4\)](#)

LAJ 489 Senior Seminar in Law and Justice (4)

[MATH 306 Middle-level Mathematics Capstone \(3\)](#)

[MATH 321 Mathematics BA Capstone \(3\)](#)

[MATH 489A Actuarial Senior Seminar: Predictive Analytics and Actuarial Modeling \(3\)](#)

[MATH 499S Senior Seminar \(2\)](#)

MET 489A Senior Project I (4), MET 489B Senior Project II (4), MET 489C Senior Project III (4)

\* [All courses must be taken and receive passing grade to receive credit]

MGT 489 Strategic Management (5)

MUS 300 Recital Performance (1), MUS 400 Recital Performance (1)\* [All courses must be taken and receive passing grade to receive credit]

MUS 420 Composition 4 (3)

MUS 495 Senior Project (2)

[NUTR 445 Experimental Food Research \(1\)](#)

PESH 401 International Service Learning: Civic Engagement and Youth Development (4)

[PFP 480 Financial Planning Capstone \(5\)](#)

PHIL 495 Undergraduate Thesis (3)

PHIL 497 Honors Thesis (3)

[PHYS 495 Undergraduate Research \(1-2\)](#)

PSY 489 Senior Assessment Capstone (2)

[PUBH 488 Culminating Experience in Public Health \(3\)](#)

RELS 495 Undergraduate Thesis (3)

RELS 497 Honors Thesis (3)

[RMT 467 Retail Management \(4\)](#)

[SCED 422 Advanced Teaching Strategies in K-8 Science \(4\)](#)

[SCM 480 Supply Chain Strategy \(5\)](#)

SHM 485 Safety and Health Management Capstone (3)

[SHM 490 Cooperative Education \(6\)](#)

SOC 489 Senior Seminar (1)

[WLC 487 Culminating Experience \(2\)](#)



## Exhibit G

### Policy & Procedure Review

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New       Revision

#### **CWUP 5-100-030**

**Summary:** General Education Curriculum and Assessment is amending the GE policy to add language from the GE rules document into policy surrounding course caps. While Faculty Senate approved the course cap rules for the GE program, the committee would like to add the language into policy to clarify their importance.

## **CWUP 5-100-030 General Principles for General Education**

### **(1) General Education Approval Effective Date**

The electronic catalog is the official compilation for all curriculum. The electronic catalog will become available by the end of spring quarter of each year. General education requirement changes will become effective in the fall quarter following publication in the official electronic catalog.

### **(2) General Education Deadlines**

The GEC, in consultation with the Faculty Senate Executive Committee, will establish annual deadlines for general education course submissions. Once a year, GEC will review submissions and prepare a program change proposal, which must be submitted to the FSCC by the established curriculum deadlines ([CWUP 5-50-030\(2\)](#)).

### **(3) General Education Course Caps**

**(A) Enrollment in the First Year Experience courses (184) shall be restricted to a maximum of twenty (20) students per section.**

**(B) Enrollment in the Quantitative Reasoning (QR) courses shall be restricted to a maximum of thirty-five (35) students per section.**

**(C) Enrollment in the Academic Writing I and II courses shall be restricted to twenty-five (25) students.**

# Reports

## Executive Committee

### Restructure Proposal for General Education

#### *1. Description of the recommended change.*

##### *Executive Summary*

We recommend the creation of an Office of General Education within the Office of the Associate Provosts, headed by the Director of the General Education Program (see Appendix A). This office will actualize the will of the Faculty Senate with regard to the General Education Program as communicated through the Faculty Senate General Education Committee and will oversee day-to-day operations of the General Education Program. The Director of the Office of General Education will become an ex officio member of the Faculty Senate General Education Committee and will provide feedback to the committee on issues that arise in the operation of the General Education Program. The General Education Pathway Coordinators will maintain their present duties and continue to report to the General Education Program Director. The Faculty Senate General Education Committee will elect a committee chair from within their membership and continue to operate as usual. Placement of the program within the Academic and Student Life (ASL) division will properly situate general education alongside other university-wide academic programs (e.g., Douglas Honors College, Office of Undergraduate Research) and will allow for the creation of an office and personnel infrastructure that will oversee day-to-day operations of General Education.

##### *Description of the Current Situation*

Currently, General Education at CWU is a program headed by an elected Director for a three-year term. It is the largest cross-disciplinary academic program at the university and exists outside any college or department. Specifically, General Education is not a “college” or a “school,” and, as yet, has no permanent physical office, or ongoing funding for its director or clerical support.

##### *Description of Current GECA and GECM structure*

Currently, the Director of General Education serves as Chair of the Faculty Senate General Education Committee (GEC). The GEC was restructured during the Faculty Senate approval of the implementation of the new General Education program, and now operates as two subcommittees: The General Education Curriculum & Assessment (GECA) subcommittee, with its five members elected to a three-year term; and the General Education Coordination & Management (GECM) subcommittee, with its seven Pathway Coordinators elected to serve a two-year term.

##### *Description of GECA and GECM structure under proposed change*

Under the proposed re-structuring, the GECA subcommittee will be renamed to the General Education Committee and will elect a chair from within their membership. The committee will

revert to their prior operation with charges commensurate with the GEC's primary focus on general education curriculum, program rules and structure, and assessment.

The General Education Pathway Coordinators (currently the GECM subcommittee of the GEC) will retain their present duties and continue to report to the Director of General Education in that role. Coordinators will no longer constitute a subcommittee of a Faculty Senate committee. Instead, they will function as a working, program-housed committee of faculty, like that seen in many units across campus, with membership open to application from faculty from all disciplines with involvement in General Education.

#### *Description of Director of General Education role under proposed change*

The role of the Director of General Education is complex and multi-faceted, as evidenced in the role responsibilities outlined in the GEC procedures (see Appendix B). As expressed in the responsibilities, Faculty Senate expects the Director of General Education to lead, advocate for, develop, and manage the program, as well as ensure appropriate faculty development resources and opportunities surrounding General Education. For these reasons, we believe it is appropriate to place General Education under the ASL division. It is also appropriate to separate the curricular and program structure role associated with the Faculty Senate GEC from the day-to-day implementation of the program, which will now be associated with the Office of General Education.

The Director would serve as a non-voting member of the GEC, sharing information and providing feedback to the committee regarding: 1) issues that arise in the operation of the General Education Program; 2) General Education-related decision making by the Director, the Pathway Coordinators, and other university personnel; 3) opportunities for enhancement of the program, and; 4) General Education-related faculty opportunities such as competitive small grants for scholarly work, new initiatives for faculty collaboration, etc. The Director will remain an elected role, will be reassigned at least 24 workload units annually (additional workload may be negotiable with Provost), and would no longer be responsible for chairing GEC.

## **2. Rationale for the recommended change.**

Appropriate alignment of General Education will ensure long-term success of the program by strengthening its connections through more direct involvement in discussion and decision making within ASL. The proposed alignment will also guarantee the institutional support needed to allow the Director of General Education to efficiently carry out the will of the faculty regarding General Education at CWU.

#### *Reasoning and impact related to will of Faculty Senate*

According to its charges, the GEC "shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested by or approved by the Senate Executive Committee." Current committee structure was envisioned as one that would allow one group of members (GECA) to place effort toward recognized GEC emphases, while the other

(GECM) made decisions related to operation with respect to establishing well-functioning pathways. The reality of the new GEC structure, coupled with the lack of an appropriate institutional home for General Education, is that it is unsound as a scaffold for the efforts needed for success of the new General Education program.

The Pathway Coordinators (GECM subcommittee) are expected to emphasize visible work with tangible products: building coherent, criterion-oriented outreach around groupings of courses; supporting faculty to partner as cohesive groups; and working actively to engage student interest and awareness. This effort is hampered by: the lack of a centralized resource base; and the nature of Faculty Senate committee work that outlines a process of faculty approved decisions, in opposition to the conduct of daily work and advocacy of their charge. The director is expected to design and establish strategies to ensure the program's ongoing success and positive impact, partnering as needed to bring objectives to fruition. Currently the Director reports to Faculty Senate as a whole, a decision-making body. However, given the daily operation work expected of the director to maintain such a program, there is a mismatch between expectations of role and appropriate reporting structure. The Director is expected to manage numerous, concurrent, and overlapping requests from administrators and other campus partners to provide information and answers not currently available; perform tasks that may require unanticipated training, access, or approval; and complete objectives that are newly recognized as being needed now that the program has been implemented. All of these actions often require immediate action or consultation from parties outside Faculty Senate and are more appropriately situated under the office of the Associate Provosts.

### ***3. Goals and objectives of the proposed change.***

The primary goal of the proposed change is, as detailed above, to provide the appropriate housing for this university-wide academic program. General Education is parallel to other significant ASL entities such as the Douglas Honors College and the Office of Undergraduate Research in its purpose of reaching and affecting students across the university and in its potential to engage faculty and other partners in creating its impact. If General Education continues to exist as a "program" in name only, its capacity to continually improve and to remain mission-focused is in jeopardy.

CWU students, advisors, and faculty must have a cohesive, centralized, institutionally supported academic unit with ability to bring together people, effort, and resources for more immediate objectives as well as long-term success and evolution. An obvious need is for General Education personnel to be able to make use of funding available through the Office of the Associate Provosts. Current operation of General Education is through the Faculty Senate, under the Office of the President. The proposed change would align the day-to-day operation of General Education with existing budget provisions and allow for the meaningful utilization of the already allocated funds. Finally, separating the General Education Committee and the Pathway Coordinators into two areas will enhance clarity of roles of the two groups and improve efficiency in each committee.

#### ***4. Method for evaluating achievement of goals and objectives.***

Achievement of goals and objectives will be evaluated similarly to that of other university goals and objectives, via monitoring of both quantitative and qualitative impact. Student and faculty satisfaction, attitudes related to program effectiveness, and other outcomes will be important; additionally, we will also observe the program's ability to operate using best practices and in accordance with best philosophies. Director productivity will also be evaluated, especially with relation to 1) the effectiveness of outreach, materials, and resources produced and made available both for faculty and students, 2) efforts related to producing and supporting collaborative Scholarship of Teaching and Learning (SOTL) efforts and products, and 3) development and implementation of a faculty-endorsed process and resource base for assessing and supporting instructional effectiveness.

#### ***5. Relation of the change to the mission and strategic plan of the university.***

Specific to the strategic plan's core themes, the change is most closely related to Core Theme 1: Teaching and Learning of the strategic plan. Making General Education an ASL focus will allow its best functioning in relation to other ASL partners, including Student Success.

By placing General Education in ASL with institutionally recognized and functional lines of reporting, CWU also addresses Core Theme 5: Resource Development and Stewardship. A particular aspect of Core Theme 5 that appropriate placement of General Education can contribute to is Outcome 5.2.3, Develop a plan and launch initiatives to increase student persistence. Persistence-related student experience is frequently cited by administrators in discussing possible objectives and efforts that the Director of General Education and other personnel might undertake.

Finally, improving the efficiency of general education operations is a match for CWU's vision, in that it will enhance the vibrancy of both the faculty and student experience. As a university community, we recognized that establishing and implementing our new General Education program was only a start to moving forward with this dynamic and creative approach. We knew that our eventual commitment would be toward an innovative and sustainable structure that would help us all focus on rigor and engaged teaching and learning. We see this change as our next step.

#### ***6. Impacts on academic programs across the university.***

The proposed placement of General Education in ASL will help streamline operations and more effectively integrate efforts around day-to-day and long-term outcomes. Any impacts on other academic programs are expected to be minimal and should be positive. Faculty and administrators housed in specific programs and teaching or contributing to General Education will encounter a more cohesive and transparent infrastructure.

#### ***7. Impacts on students, faculty, and staff.***

We propose the change in part because we anticipate a nearly immediate improvement in awareness and engagement with General Education operation. Appropriate placement of General Education as part of ASL will allow the Director of General Education to focus on the already complex role, with reduced distraction based on institutionally recognized processes and communication paths. Such focus will improve quality and clarity of communications to students and faculty, as well as help stabilize operations, build capacity for resolving new questions and problems, and allow General Education to shine as a leading aspect of what we do at CWU. Student petitions and curriculum submissions will be reviewed more efficiently and quickly as the GEC is again able to focus more on those areas of its charges and purpose. The pathway coordinators will be able to better focus on facilitating coordination among faculty and engaging students in the program.

***8. Impacts on quality of degree programs, student retention, and graduation rates.***

Many of the positive impacts on students, faculty, and staff should also result in improvements to the quality of the program, student retention, and graduation rates. The anticipated improvement in focus for the director's position will result in clearer, more routine communication and outreach products. Coupled with the increased capacity of the Director of General Education to attend to the complex nature of the role (leading, advocating for, developing, and managing the program, as well as assuring appropriate faculty development resources and opportunities), the day-to-day operations work that includes routine communication will certainly have potential to improve student outcomes.

The infrastructure associated with a dedicated office will support Pathway Coordinators to complete day-to-day operational work of advising students, organizing professional development opportunities and resources, and marketing the pathways. The GECM's current structure means that these activities are the work of a committee in Faculty Senate. The structure of all other Senate committees involves development of deliverables, such as policy, curriculum, code, etc. for review. We believe that the operational activities and duties of the Pathway Coordinators, as presently described, are better aligned with daily actions than with the deliverable generation structure and effort of other Senate committees. Serving as an intra-program faculty committee for General Education that is involved with its operation is better aligned with the coordinators' listed duties. Appropriate placement of General Education in ASL would provide the Pathway Coordinators more freedom and time to work with students and faculty as part of their role, ultimately improving the program.

***9. Impacts on non-academic units, external constituents, and accreditation.***

The proposed change would have an impact on the Office of the Associate Provosts, which would be establishing a new Office of General Education, funding for a half-time clerical support position, and the workload for the Director.

As described above under the subheading *Description of GECA and GECM structure under proposed change*, (Heading #1) the proposed change would also affect the GEC in returning to its prior structure.

***10. Impacts on shared governance, including tenure/promotion/review processes.***

Under the proposed change, all decisions regarding the overall direction and faculty oversight of General Education would remain with the Faculty Senate and the GEC, with the support and input of the Director of General Education. The day-to-day operation of the program, and the effort of the Director and Pathway Coordinators to actualize the desires of the faculty will happen through the Office of General Education in its placement as part of ASL.

With regard to the tenure/promotion/review process, we expect that, properly placed, General Education would become a solid and recognized university venue for exploring and integrating teaching and learning enhancing strategies. Successive years of a faculty-engaging, evolving academic unit will bring to light new opportunities for General Education-related teaching, research, and service. Thus, faculty who contribute, and commit, to leadership in General Education would be working in another realm of university life that has potential to build their professional record.

For any Director of General Education, the appropriate scoping of the position to emphasize its described role would ensure any faculty member who commits to the position and receives 24 WLUs of reassigned time annually would be in a strong position to fulfill their obligations to teaching and research. As noted above, we envision that facilitating and producing SOTL works with other faculty would contribute to a director's research products, and thus stand to improve their readiness for promotion or other review. We anticipate that the director's improved capacity will translate into improvements in the visible coherence of General Education at CWU and will also promote increased interest from faculty in applying for the position of Director of General Education.

***11. Before and after organizational chart for all units affected.***

Currently the Director of General Education reports to Faculty Senate, under the Office of the President. See Appendix A for an organizational chart under the proposed restructuring.

***12. Cost/benefit analysis, including financial and non-financial resources.***

The commitment to funding for General Education as placed in ASL allows for an administrative assistant position that will help ease the burden that presently rests on the Faculty Senate office. Additional costs related to the management of the program (e.g., production of marketing materials, professional development, related events) will have a recognized, sustainable budget mechanism not currently available.

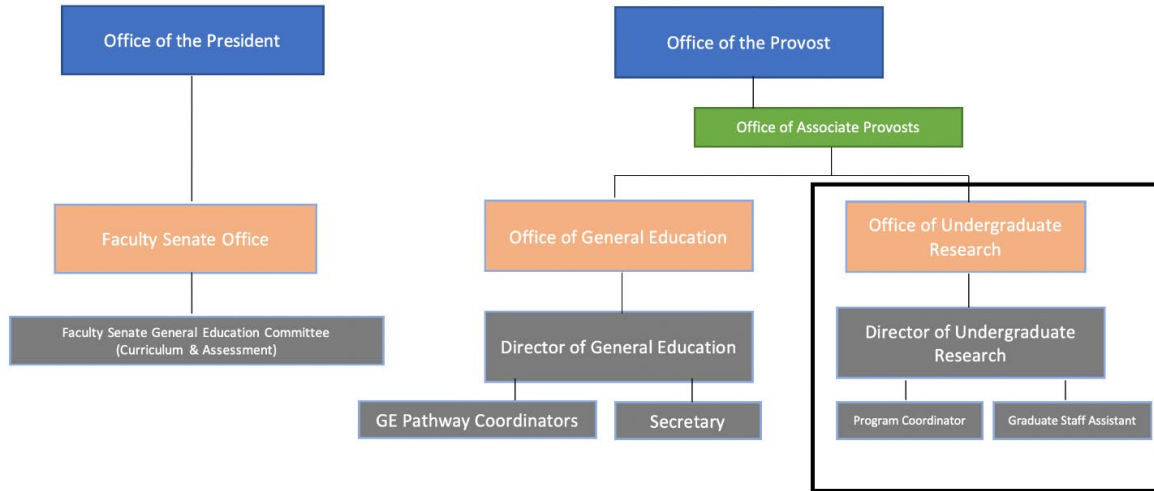
***13. Implementation plan and timeline.***


We intend to put forward the changes to Faculty Code, Faculty Senate Bylaws, University Policy, and University Procedure during the Winter and Spring 2020 academic quarters. If these changes are approved by all responsible parties, including the Faculty Senate, the implementation would begin during Summer quarter 2020.



## Appendix A General Education Organizational Structure & Reporting

General Education Organizational Structure & Reporting



  
 This portion is just an example to show how the Office of Undergraduate Research is currently structured.

### Notes:

- Director of General Education would serve in ex-officio capacity on the General Education Committee
- Election process will not change:
  - Director of General Education – remain an elected position with a 3-year term
  - Pathway Coordinators – remain elected positions with 2-year terms, maintain the same duties
  - General Education Committee – remain 3-year terms, committee membership approved by senate

## **Appendix B**

### Faculty Senate General Education Committee Procedures Responsibilities of the General Education Director.

#### 1. Program Leadership and Advocacy

- Plan and run meetings of the GEC.
- Serve as liaison to Faculty Senate and the Office of the Provost.
- Represent GEC interests as needed.
- Guide development and implementation of a strategic plan for general education.
- Ensure orientation for new committee members.
- Articulate purposes of general education to a variety of audiences including, but not limited to, students, faculty, administration, and other stakeholders.
- Coordinate resolution of academic issues with departments.
- Work with the Public Relations and Academic Advising offices to establish a diverse public relations plan and oversee development of timely promotional materials including, but not limited to, website, social media, printed copy, and customized items.
- Collaborate with GEC to allocate available resources in support of general education.
- Oversee election process for Pathway Coordinators

#### 2. Program Development

- Work with faculty to promote coherence in the General Education curriculum.
- Promote nationally-recognized best practices in program development and course delivery.
- Ensure curriculum is consistent with university policy and procedure.
- Coordinate the development of the General Education curriculum in conjunction with GEC and other entities as needed.
- Oversee coordination of course availability, including online offerings
- Initiate review of General Education policies and procedures annually and as charged by Faculty Senate Executive Committee.
- Assist colleges, departments, and faculty interested in developing courses for the General Education curriculum.
- Review Knowledge Area assessment data in collaboration with the GEC.

- Communicate responsibilities to Pathway Coordinators and collaborate on appropriate projects.
- Advocate for fiscal support for the General Education program and other initiatives
- Oversee annual General Education learning outcomes assessment in collaboration with the Office of the Associate Provost.
- Complete and submit assessment reports to Faculty Senate and Provost.

### 3. Professional Development

- Engage in scholarly activity or scholarship related to general education.
- Coordinate professional development workshops for faculty teaching general education courses.
- Teach at least one (1) general education course every other academic year.

### 4. Management

- Work with the Faculty Senate, Office of the Provost, Institutional Effectiveness, and other entities as needed to ensure effective, organized, and feasible design, implementation, analysis, documentation, and funding of the General Education Program.
- Submit budgetary requests as needed.
- Facilitate review of student substitution requests.
- Support the articulation of General Education courses with community colleges.
- Communicate with the campus about issues related to General Education.
- Prepare, distribute, and update information regarding General Education graduation requirements.
- Prepare reports related to General Education for Faculty Senate.
  
- Prepare appropriate assessment reports related to General Education in collaboration with the Office of the Provost.

### Responsibilities of the Pathway Coordinators.

- Pathways in the General Education program include:
  - First Year Experience (FYE, Academic Writing I, and Quantitative Reasoning)\*
  - Health & Well-being
  - Civic & Community Engagement
  - Sustainability
  - Social Justice
  - Perspectives on Current Issues
  - Ways of Knowing

\* The First Year Experience component of Central's General Education program is not strictly defined as a pathway; however, similar coordination is required to ensure its offerings, faculty, and participating departments are cohesive and effective.

- Pathway Coordinators are responsible for oversight of the General Education pathway for which they are elected. Oversight duties include:
  - Coordinate and contribute to at least one group advising session per quarter for students choosing the pathway.
  - Liaise with Academic Advising about pathway offerings, in collaboration with the General Education Director.
  - Teach one course relevant to the pathway per academic year - either a culminating experience or a course within the pathway.
  - Provide timely updates about pathway changes to Academic Advising and affected groups.
  - Participate in outreach events and marketing efforts to promote the General Education program.
  - Attend monthly meetings of the Pathway Coordinators and General Education Director.
  - Serve as a liaison between pathway instructors and GEC to represent concerns and interests of the pathway as necessary.
  - Work with departments to schedule an engaging, effective, and equitable array of course offerings in the pathway.
  - Ensure course offerings meet a range of pathway criteria.
  - Request and collate assessment materials for courses in the pathway in relevant knowledge areas each year.
  - Review assessment data and work with individual instructors in the pathway to ensure that course- specific pathway criteria are being met.
  - Coordinate professional development opportunities for instructors teaching in the pathway:
    - Organize opportunities (informal or formal) for pathway faculty to share and connect curricular elements.
    - Facilitate faculty collaboration to support cohesion throughout pathway coursework.
    - Encourage instructors and departments to maintain current course content.



## Bylaws & Faculty Code Report

March 4, 2020

“BFCC Chair Jason Dormady is currently at a conference. Being the first of three readings, the BFCC will not be taking motions on the Faculty Code reorganization and re-write. However, we invite you to consider the following as you share the Code re-write with the faculty in your Departments.

- 1) The BFCC is responding to a charge first given in 2016 from the Executive Committee that originated with the BOT and President Gaudino to consider ways to clarify the organization of the Code as well as better define shared governance.
- 2) The BFCC is responding to the budgetary model of RCM by including clarifying language on rights, responsibilities, and shared governance.
- 3) None of the fundamental principles of the Code have been removed.”

Report – March 4, 2020  
Faculty Senate Curriculum Committee

1. The FSCC anticipates a busy March and early April as we work to review and approve all remaining proposals for Fall 2020. Much of that curriculum will be reviewed before the end of the quarter.
2. The committee has been working on our internal policies and procedures regarding hold hearings. We seek both to articulate our standard practices in the FSCC Procedures Manual and to improve the process for hearing and making decisions on petitions to hold proposals.
3. The committee is also working to identify gaps in our current policies and procedures as well as areas for improvement in the curriculum process. We hope to put forward a proposal to create a work-group to address these issues and bring recommendations to the FSCC and Senate for discussion.
4. Finally, we have approved deadlines for next year and those will circulate following approval by Provost's Council.



Mar 4, 2020

### ***General Education Committee report to Faculty Senate***

The General Education Committee continues to operate as two subcommittees: General Education Curriculum & Assessment (GECA) and General Education Coordination and Management (GECM, or Pathway Coordinators).

**Faculty support.** The GECM (Pathway Coordinators) continue to enhance the Canvas course they developed, and offer strategies to support faculty who are offering General Education courses, as well as working on assessment surrounding how faculty are addressing Pathway criteria. The Pathway Coordinators are also working to design and implement faculty development opportunities such as brown bags and other events.

**Consideration of a new name for the FYE course.** The GECM put significant effort toward resolving a known issue (the repetition of First Year Experience in referring to both a component and the 184 course). The group asked the Senate to consider a change to PADstone, and to provide input as wanted around other possibilities. They would still like to have input regarding potential names to consider, and intend to work toward proposing a name change for AY2021-22.

**Student petitions and course articulations, including AP/IB acceptance.** The GECA has been working to determine articulation for priority transfer courses and has reviewed and decided on many student petitions. We continue to work on petitions and articulations each week.

#### **Consideration of ideas surrounding structural changes.**

We remain happy to hear discussion of structural/programmatic changes faculty believe are needed to enhance and improve the program, and will be taking proposals for such change again in the coming academic year. Proposals will be due at the same time as course proposals.

#### **Probable change to General Education proposal deadlines for AY2022-2023**

Proposals for courses for inclusion in General Education for AY2021-22 will be due Friday October 2, 2020. The committee is strongly considering an earlier deadline for the following year, such that AY2022-23 proposals will be due on May 15, 2021. We believe this earlier deadline would benefit both proposers and the committee by allowing more time for review, as well as for an opportunity for the committee to work with proposers and potential proposers to support a smooth annual infusion of new, high-quality courses.

#### **Assessment: strategizing and implementation, planning for ongoing and**

**enhanced efforts.** Faculty are continuing to provide artifacts they've designed that demonstrate how they are addressing outcomes. We have initiated collection for 184, AWII, CCC, and PNW courses, and we welcome input. Assessment rubrics for the four components are being revised (184 and PNW) or developed/tested (AWII and CCC) as

needed, through a collaborative process involving faculty and chairs. We will be asking 184, AWII, CCC, and PNW faculty to use the rubrics this spring, as part of required participation in assessment. This year's rubrics will be reviewed and revised as needed for future use, and rubrics for the coming assessment year will be designed beginning this spring.



LEARN. DO. LIVE.

TO: Faculty Senate  
FROM: Bret Smith, Faculty Legislative Representative  
DATE: March 4, 2020  
RE: Faculty Legislative Representative update

Dear colleagues,

Things continue to move fast this session, with Sine Die (last day) scheduled for next week, March 12. That can always be extended, but at this point I'm not sure if that will happen. The biggest news last week was the release of the Senate and House versions of the three supplemental budget proposals (Operating, Capital, and Transportation). From what I can tell, CWU's requests were mostly funded, except for funding to fill a gap from the re-classification of certain IT positions. The Campus Safety requests (door locks, video) had different amounts funded in the House and Senate budgets, and those will be reconciled in conference.

Last time, I told you about a few bills the Council of Faculty identified that we are supporting through testimony, signing in 'pro' during committee, and in face-to-face meetings with legislators.

- [HB 1755](#) Allowing regional universities to offer doctoral degrees in education.

This bill would allow WWU, CWU, and EWU to offer the Ed.D degree if they so choose. This is in response for the demand for this degree across the state among K-12 school administrators. This bill stalled last year, and passed through the Senate Higher Education and Workforce Development committee as of this writing.

- [SB 5504](#) Concerning state agency access to peer-reviewed journals.

This also carries over from last year. Sen. Warnick, from our 13<sup>th</sup> district, is prime sponsor. This grew out of a lot of work last year to address the unsustainable situation with rising costs of peer-reviewed journals. We've worked hard to develop a strong coalition of ag/forestry, universities, state librarian, WLA, and the Secretary of State's office. The bill would fund a study of strategies to leverage multi-agency purchasing power to reduce costs. As of now, it's at the House Appropriations committee and I've contacted Rep. Ybarra (from our 13<sup>th</sup> district), a member, to reiterate our support.

- [SB 6425](#) Establishing the American Indian cultural studies grant

This would be a last-dollar grant (scholarship) for students pursuing degrees in areas important to the preservation and transmission of Native cultures. This bill did not advance this year.

- [HB 1079](#) Adding a faculty member to the board of regents of the research universities.

This also carried over from last year. While not directly pertinent to CWU faculty, I think this bill represents our attitude toward shared governance. This bill also passed out of the Senate HE&WD committee, I signed in “pro” on behalf of our faculty.

- [2SSB 6561](#) Creating the undocumented student support loan program.

This bill creates a state student loan program available to students regardless of documentation status (unlike Federally subsidized loans). I signed in “pro” on this bill on behalf of CWU faculty, as did the entire Council of Faculty.

There are a few other policy-related bills moving, which seem less relevant from the faculty perspective:

- Use of a state-wide common admissions application
- Increased transparency in expected costs of attendance
- Making dual-credit available to 9<sup>th</sup> graders
- Investigating and reporting sexual misconduct (Title IX and hiring)

In the longer term, we are developing a plan to take a leadership role in advancing the idea of restoring State Work Study funding to benefit students. This hasn’t recovered from the ‘great recession ’and we feel that this is an important program and a great multiplier of impact per dollar. We would like to align this program with the new Washington College Grant and emphasize the “career-connected” learning that work-study seems ideally situated to promote.

CWU received some great exposure at the February 13 TVW Gala dinner. CWU music student Aaron Rausch was the winner of a contest sponsored by our music department and the public affairs network TVW (our own C-SPAN) to compose new theme music for their 25<sup>th</sup> anniversary celebration. We were well represented with music chair Todd Shiver, CAH Dean Jill Hernandez, Government Relations representatives Antonio Sanchez and Steve Dupont, and me in attendance. Sen. Judy Warnick was with us, as was Autumn Gildon, CWU music parent and spouse of Rep. Chris Gildon from the 25<sup>th</sup> district. I’ll be meeting with TVW CEO Renee Sinclair and her production staff this week in order strengthen and move this partnership forward.

Please feel free to call (1548) or email ([Bret.Smith@cwu.edu](mailto:Bret.Smith@cwu.edu)) with questions or comments. It’s an honor to represent you.

Bret