

5-6-2020

## CWU Faculty Senate Minutes -05/06/20

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**REGULAR MEETING**  
**Wednesday, May 6, 2020, 3:10 p.m.**  
**Minutes**

Called to order at 3:10 p.m.

**ROLL CALL** All senators, or their alternates were present except: Peter Dittmer

**GUESTS:** Kevin Archer, Paul Ballard, Tim Englund, Jill Hernandez, Bernadette Jungblut, Ediz Kaykayoglyu, Rebecca Lubas, Gail Mackin, Becky Pearson, Heidi Henschel Pellett, Bret Smith, Jeff Stinson, Julia Stringfellow, Nicholas Mejia, Jill Clark, Martin Kennedy, Donald Davendra, Toni Sipic, Denise Shaw, Jenny DeChaine

**CHANGES TO AND APPROVAL OF AGENDA**

**Motion No. 19-70 (Approved):** Senator Zhong moved to delay Motion 19-61 to allow for more time for applications. Senator Martell seconded and motion was approved.

**MOTION NO. 19-60(Appeared): APPROVAL OF MINUTES** of April 15, 2020

**COMMUNICATIONS** – There are no communications.

**Science Education Department Name Change** – Jenny DeChaine reported they are proposing to change the department name to the Science and Mathematics Education Department. Three years ago they changed curricular structure, 60-70% are mathematics students and most of the faculty are dual appointed. The name Science Education no longer fits with the changes. They have spoken with the Department of Mathematics and they are supportive of the change.

**SENATE CHAIR REPORT** – Chair Szeliga reported that next week there will be a regularly scheduled BOT meeting on May 14 & 15. The meeting will be livestreamed. Faculty Senate EC will meet with the Board chair and vice-chair prior to the meeting and anticipate discussing the next steps forward in the search of a new President.

We are half-way through spring quarter and have only one more Senate meeting this year! Our Senate Standing Committees have been busy with finalizing policies, curriculum, by-laws, and code. You will see the results of this committee work at today's meeting and the June meeting, which should provide us with a gradual slow down as we lead into summer.

While there is uncertainty about whether fall classes will be held face-to-face or remain online, there are many groups on campus working to prepare the university for either possibility. All of the Washington State public universities have been working together, through the Council of Presidents, to coordinate the response of higher education as a unified group. Through these efforts, all state institutions will be offering courses on a level playing field. We expect our state legislature to convene a special session this summer to rework the state budget. Hopefully, through the special session, questions about funding for Higher Education and K-12 in the state will be answered. Until then, I remain hopeful that our

representatives will continue to appreciate the valuable role that education plays in our state and in the nation.

While many questions remain to be answered in the near future, some questions have answers now. Over the past month there has been a request to gather together all of the disparate sources of information geared towards faculty and regarding the university's response to the COVID-19 crisis in one location. The Executive Committee, the Deans, and the Provost have been collecting frequently asked questions and hope to post answers to as many of these as possible on the [COVID-19 response page](#) under a tab labeled "Faculty FAQs". If you have additional questions you would like to see answered on this page, please email [provost@cwu.edu](mailto:provost@cwu.edu) and indicate that your message is in regards to the COVID-19 Faculty Information page.

Finally, I would like to continue to extend my deepest gratitude to faculty for their work in getting us up and running online this quarter. In trying to look for the positives, I have heard many who have stated that transitioning their courses to online has helped them to rethink their overall course delivery. Some have indicated that this has been an opportunity to refocus their effort and their students' effort towards achieving learning outcomes in unique and creative ways. While we all look forward to teaching our courses face-to-face in the future, I'm sure we can all retain some positive benefits from the lessons we've learned during this transition. Keep up the good work; we're almost there.

**FACULTY ISSUES** – Walter reported on some of the faculty issues from the last meeting. Senator Erdman had indicated a concern that the university seemed to be moving toward not renewing contracts for NTT because they did not have a terminal degree. After the meeting Dean Hernandez sent out an email to the College of Arts and Humanities to dispel the rumors. University policy states that NTT faculty are required to hold the master's degree relevant to the discipline in which they teach. In the college of Arts and Humanities, a small number of NTT faculty lacked these credentials and Dean Hernandez requested that they not be offered contracts. This has been part of a yearlong discussion between Dean Hernandez and department chairs in the college.

In March, Senator McCutcheon had expressed concern with changes to the ASCWU Bylaws. Elvin Delgado reached out to the student government and had a very productive conversation. ASCWU student representative will be giving an overview of the changes at the June Senate meeting.

Wendi Castillo indicated with the new West B requirements, requiring remedial classes to be in place for students who don't make the appropriate score. We have some students who are being grandfathered in as they were enrolled prior to this new policy. The issue with the students who have been grandfathered in, there is no code systems and they continually get error codes when they try to enroll saying they haven't met the West B requirement. It is delaying students getting into classes and our administrative assistants who are having to hand enroll students. Could there be some kind of coding put in for these students so they don't keep getting this false pre-requisite for West B keeping them from enrolling.

**STUDENT REPORT** – Nicholas indicated the students appreciate all the work that has been done by faculty this quarter. Students have seen the quick turnaround that faculty have put in. There have been many types of media that faculty have been using in which they conduct courses. Professor evaluations in regards to SEOIs and electronic formats. Students

recognize that faculty had very little time to convert the courses. Nicholas suggest another form of evaluations by used for spring quarter. Faculty are evaluated on SEOIs for tenure and would like to see students not assess faculty based on the technology. The students would like to suggest that only one or two forms of media be used. Students taking multiple classes are having to use multiple platforms like Canvas, Panopto, Ultra, Zoom, Teams, and Skype. If classes are still online in the fall, hope only several types of media be used. A few weeks ago students received an email with three options for graduation. One is an online form of graduation, one would be to get regalia and material, and the third would be to attend commencement next spring. If students could have one thing right now it would be appreciated by students. Kathryn Martell indicated she is planning on talk with the BOT about this as she is hearing from students. President Gaudino indicated we currently cannot have anything in person. The university does not want to cancel it, but haven't come up with great ideas.

**OLD BUSINESS** - None

## **REPORTS/ACTION ITEMS**

### **SENATE COMMITTEES:**

#### **Executive Committee**

**Motion No. 19-61(Delayed):** Ratify 2020-2021 committee nominees as outlined in Exhibit A.

#### **Academic Affairs Committee**

**Motion No 19-62(Withdrawn by committee):** Recommends amending CWUP 5-90-030 and CWUR 2-90-030 as outlined in Exhibit B.

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

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

**Motion No. 19-48(Approved, 5 nay):** Recommends amendment to Faculty Senate Bylaws II.A. Executive Committee membership as outlined in Exhibit D.

#### **Curriculum Committee – see written report**

**Motion No. 19-64(Approved, 5 nay):** Recommends approval of a new BSBA in Business Analytics as outlined in Exhibit E.

**Motion No. 19-65(Approved, 3 nay):** Recommends approval of new Type D graduate certificates in Professional Teaching Foundations – SPED Summer, Professional Teaching Foundations – SPED Winter, Professional Teaching Foundations – Summer, Professional Teaching Foundations – Winter, Professional Teaching Praxis – SPED Summer, Professional Teaching Praxis – SPED Winter, Professional Teaching Praxis – Summer, and Professional Teaching Praxis – Winter as outlined in Exhibit F.

**Motion No 19-66(Approved, 1 nay):** Recommends approval of a new Type B Winery Event Design Certificate as outlined in Exhibit G.

**Motion No. 19-67(Approved):** Recommends approval of a new Data Science BS and Computational Data Science Specialization as outlined in Exhibit H.

**Motion No 19-68(Approved, 1 nay):** Recommends approval of a new Mariachi Heritage Certificate as outlined in Exhibit I.

**Motion No 19-69(Approved):** Recommends amending CWUP 5-50-090 Certificate Programs as outlined in Exhibit J.

**Evaluation and Assessment Committee** – see written report

**General Education Committee** – see written report

**Faculty Legislative Representative** – No report

**PRESIDENT** – President Gaudino reported that the BOT will be meeting on Thursday and Friday of next week. One of the items they will be talking about is the search scheduled for the Presidential search. We are currently a little behind the original schedule. If the plan is endorsed, they will go into listening sessions this quarter. Governor Inslee is slowly relaxing the standards. Higher education will likely get rules this summer for moving forward. The six baccalaureate institutions and community colleges have formed a group to bring recommendations to the Governor and hope to have this information to him by the end of May. The Vice Presidents are coordinating their efforts and are reaching into their divisions to do planning for summer and fall. We will continue to do what we are doing spring quarter for summer. Most of the courses in summer will be online. We believe there may be some limited gatherings this summer up to 20 people. Some of the restrictions of applied labs have been lessened, but this has been mostly for technical colleges. CWU feels that it includes some of our labs, like Aviation and Para medicine. We will, of course, be social distancing where we can, sanitizing of learning spaces, masks, etc. Kittitas County has applied for an early variance to the Governor's phased reopening. Kittitas County has no active cases of COVID-19 at the moment. Central will still be under Governor's stay-at-home order through this month. Dr. Larson and President Gaudino are meeting weekly. Central is making an assumption, for planning purposes, that we will be able to invite students back in the fall. It will be easier to become more restrictive late in the summer, than it will be to release restrictions. We are being guided by our values, safety and welfare of everyone concerned. President Gaudino indicated they are looking at the sustainability of the budget under these conditions. The university has gone through the process of identifying the hotspots were individuals come into closer contact like residence halls, dining halls, SURC, labs, classrooms, etc. They are looking at how to be able to utilize the 6' distancing in classrooms, which is tough in our spaces. In areas where we can't use physical distancing, looking at potential of mechanical distancing like masks, gloves, sneeze guard, taking temperatures, etc. The academic areas are working on three types of modality for fall. One would be all online, one face-to-face and the third would be a hybrid of the two. Eastern Washington University has decided to go all online, unless the course cannot be offered online. Their residence halls will be limited to one student per room. For Central, this would put several thousand students not having a room and the local market cannot sustain that. President Gaudino encouraged faculty to take time to participate in the planning, if asked. Currently, there is not a current published state budget forecast. However, it looks like over the next three years the state could experience a 7-10 billion dollar shortfall. Seventy percent of the state budget is non-discretionary and health services will get funded first and education, especially higher education, will be last. Regardless of the modality, we will see a flattening or decline in first-year students and a downturn in retention rates. Starting July 1, we will be seeing a reduction in hours and furloughs of staff for the summer.

**PROVOST** – Provost Franken indicated she has been receiving the three different plans from the deans and chairs. The ratio between face-to-face and online is 80-20 normally. We generally have 4,000 students in residence. If we have not had any COVID at all, and if we are able to do plan A in the fall we would have a lower COVID risk and health and safety protocols would be moderate and would not require the current social distancing in classroom and labs. The current social distancing requirements of 6' would make Plan a very difficult within our current schedule and facilities. Plan B would be approximately 50-50 between face-to-face and online offerings. We would have 4,000 residential students. We would need to utilize plan B is the COVID risks were moderate to higher. What can we do to mitigate risks? One thing is to increase the number of online courses and/or hybrid courses. One option would be to put a heavily enrolled face-to-face course online and leave the classroom open for a smaller enrolled course and maintain social distance. Plan C would be if the COVID risk is extreme, we would continue as we are this spring. All classes would be online and individuals would continue to work remotely.

Senator Jones indicates faculty have noticed how difficult it is to maintain the interpersonal connection with students online. CEPS is talking about increasing the enrollment of course. Has there been discussion about enrollment caps for online courses. Provost Franken indicated they are not going to ask faculty to work more. A big face-to-face course that is moved to online might be taught by three faculty. One rule is freshman first, they most need the face-to-face experience.

Senator Pichardo asked if anybody has thought about internship plan. The Provost indicated she will work on this as well as student teaching and advising.

The Provost thanked Nicholas for his comments. She would welcome feedback from students about the experience this quarter. Michelle DenBaste will be starting May 18<sup>th</sup> as Provost. Provost Franken's will be here until July 1st.

It has been an honor and privilege to work here and wish very best to faculty senate.

President Gaudino thanked Lynn for her work. She didn't sign up for this type of work dealing with the issues around the pandemic. She has represented academic affairs exceptionally well.

**CHAIR-ELECT** – Chair-Elect Delgado reported that the next Executive Committee meeting will be open next Wednesday 3:00-5:00 p.m., however, only 3:00-4:00 will be open.

**NEW BUSINESS** – None.

Meeting was adjourned at 4:47 p.m.

## Exhibit A

Committee	Faculty Member	Department	Term
<b>Academic Affairs Committee</b>			
CAH vacancy	Taralynn Petrites	WLC	6/15/20-6/14/23
<b>Budget &amp; Planning Committee</b>			
CAH vacancy	Kathy Whitcomb	English	6/15/20-6/14/23
COTS vacancy	Paul Knepper	LAJ	6/15/20-6/14/23
CB vacancy	Robert Holtfreter	Accounting	6/15/20-6/14/23
NTT vacancy	Stephen Stein	Mathematics	6/15/20-6/14/23
CEPS vacancy	Vacant		6/15/20-6/14/23
<b>Bylaws and Faculty Code</b>			
1 senator vacancy	Vacant		6/15/20-6/14/23
<b>Evaluation &amp; Assessment</b>			
CEPS vacancy	Warren Plugge	ETSC	6/15/20-6/14/23
CAH vacancy	Vacant		6/15/20-6/14/23
LIB vacancy	Maurice Blackson	Library	6/15/20-6/14/23

## Exhibit B

### Policy & Procedure Review

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#### Policy & Procedure Number:

New       Revision

**Title:** CWUP 5-90-030 and CWUR 2-90-030 Acceptance of Transfer Credit

#### Summary:

Policy governing acceptance of transfer credit is being updated in response to suggestions from the Ongoing Articulation Review committee.

#### Background:

The Ongoing Articulation Review (OAR) committee reviews institutional catalogs to ensure that transfer requirements are in line with Intercollege Relations Commission (ICRC) guidelines. The ICRC facilitates transfer of credits among institutions in the state of Washington. The OAR regularly reviews transfer requirements, and makes recommendations to ensure that member institutions' policies remain in alignment with each other.

The changes in this proposal address the OAR recommendations:

- Add language that identifies GPA requirements associated with the transfer agreement. See Policy section 5-90-30(3)(C), (D) and (F) and procedure section 2-90-030(2)(B) and (D) below.
- Add language regarding University policies and practices for awarding credit for extra-instructional learning. See policy sections 5-90-30(4)(E) and Procedure section 2-90-30 (3) below.

Additionally, the registrar asked that we consider adding information regarding “reverse transfer agreements,” which is now required by the state. That language can be seen in the new Policy section 5-90-030 (5) and the new Procedure section 2-90-030 (5) below.

## **CWUP 5-90-030 Acceptance of Transfer Credit**

### **(3) Transfer Credit from Community Colleges**

(A) The university will accept a maximum of 105 community college credits. Course work exceeding that amount may be used to satisfy specific requirements but no additional credits will be accepted.

(B) A student cannot earn an associate degree and bachelor degree in the same quarter.

(C) Associate of arts degrees from a college accredited by the Northwest Commission on Colleges and Universities in the state of Washington approved by the Intercollege Relations Commission (ICRC) as a direct transfer agreement (DTA) associate degree with a cumulative grade point average of at least 2.00 will have satisfied the general education and the foreign language requirements of a bachelor's degree.

(D) Associate of science transfer degrees (AS-T Track 1 or 2) which are part of direct transfer agreements between CWU and Washington community colleges must meet additional general education requirements for a CWU bachelor's degree, but will not be required to complete the foreign language requirement. ([See CWUR 2-90-030\(2\)\(D\)](#))

(E) Associate degrees that are not part of the direct transfer agreement, such as applied career and technical degrees, will not automatically satisfy the general education requirements at CWU.

(F) Academic transfer associate degrees with a cumulative grade point average of at least 2.00 from an accredited college outside the state of Washington may meet the general education and foreign language requirements of a bachelor's degree. Review of the content/distribution of the associate degree is completed by a registrar services designee and recommended approval by the general education committee.

(G) Transfer students with an Associate of Applied Science degree who enter a Bachelor of Applied Science program will be considered to have met the foreign language requirements for graduation.

### **(4) Other Forms of Credit**

The university accepts, in a manner consistent with herein-established transfer and equivalency policies, college credit earned while a student is enrolled in high school (such as Advanced Placement, (AP), College-Level Examination Program (CLEP), International Baccalaureate (IB), Cambridge, College in the High School, and Running Start).

Determination of the credit awarded for AP, CLEP, IB, Cambridge coursework shall be made by the respective department using an evidence-based assessment of published learning

outcomes for the course for which credit is sought. The list of transfer credit mapping shall be kept by the Registrar and shall be reviewed biennially. In the case where a specific CWU course or general education course equivalency is not granted, students may request a rationale for such decision, in writing.

(A) Advanced Placement Credit. The University will grant, at a minimum, elective credit for College Board Advanced Placement (AP) exams completed with a score of three (3) or higher. Credit for advanced placement is recorded with a grade of S (satisfactory). Students must request that their official AP test scores be sent to registrar services at CWU Central. Standards of acceptance of AP credit will be established by appropriate academic departments or program and listed in the official catalog.

(B) College Level Examination Program (CLEP). Students will be awarded college-level quarter credits with a grade of S for each score at the 40<sup>th</sup> percentile or greater on the College Level Examination Program (CLEP) humanities, social science/history and natural sciences examinations. These credits will meet the general education requirements in the appropriate areas. Students may also be awarded credit for subject examinations as determined by appropriate academic departments at the time of application for credit.

(C) International Baccalaureate. Central recognizes the International Baccalaureate (IB) program as a coherent and challenging course of study and responds individually to each participant's IB transcript for award of college credit. The university will grant, at a minimum, elective credit for International Baccalaureate (IB) higher level exams completed with a score of four (4) or higher. Standards for acceptance for specific course of IB credit will be established by the appropriate academic departments and listed in the official catalog. CWU recognizes the International Baccalaureate Diploma and awards up to 45 quarter credits (30 semester credits). With the receipt of a Diploma, credit will be awarded for 3 courses (15 quarter credits) and distributed evenly among the three general education breadth or knowledge areas. These credits will not be applied to lab or writing courses. An additional 30 quarter credits (20 semester credits) may be awarded in the areas of the students' higher level subject exams with a score of 4 or higher.

(D) Cambridge International, Pearsons (Edexcel), Assessment and Qualifications Alliance and Oxford Cambridge and RSA (OCR). Once students have submitted the original exam certificate directly from the exam agency, they will be awarded up to 15 quarter credits for each A-level exam with a passing grade. Up to 7.5 quarter credits will be granted for each AS-level exam with a passing grade. A satisfactory (S) grade will be posted for A-level or AS-level exams.

(E) Military Credit

(a) Matriculated students seeking to use Veterans Affairs Educational benefits must submit official military transcripts (Joint Services Transcript or Community College of the Air Force) for evaluation.

(b) Students may receive up to 30 credits, counted toward the 45 credits described in CWUP 5-90-30 (1) (D), for completion of military educational experiences as recommended by the American Council on Education. Basic training and Military Occupational Specialty courses are excluded.

(c) Military credit recommendations that are direct equivalents to CWU course offering may be articulated to that specific course with departmental approval. If direct course equivalents do not exist, elective credit will be awarded when possible.

(d) DANTES. Credit for DANTES Subject Standardized Tests (DSSTs) will be awarded for college-level academic subjects using the minimum score and credit amount as recommended by the American Council on Education and approved by the academic department.

(F) Credit will be accepted from non-U.S. institutions of higher education when:

(a) Linked to CWU either by a bilateral or consortial agreement or verified by registrar services as a legitimate, recognized institution of higher education (tertiary level) within a particular country, if the student has received a passing grade recognized by the institution, and

(b) When an official record or transcript has been received by the university.

(G) Credit will not be granted for:

a. College or universities not regionally accredited;

b. Non-credit courses and workshops;

c. Developmental or college preparatory courses;

d. Sectarian religious studies;

e. Vocational/technical courses.

Consideration for an exception to CWUP 5-90-030(4)(G) 1, 4, or 5 may be made by written petition to the dean of the appropriate college after the student has earned a minimum of 45 credits at Central with a cumulative GPA of at least 2.5.

#### (5) Reverse Transfer Agreement

(A) Eligible students from Washington community and technical colleges who transferred to CWU without the associate direct transfer agreement may be able to utilize the reverse transfer agreement to earn an associate degree at the appropriate community or technical college.

(B) The student must have completed 30 credits at CWU and have 60 or more credits at a Washington public community or technical college.

## **CWUR 2-90-030 Acceptance of Transfer Credit**

### (2) Transfer Credit from Community Colleges

(A) Transfer course equivalents to university courses apply toward the baccalaureate degree exactly as do the CWU courses for which they are being articulated. Equivalency is established by the appropriate academic department chairs. Once established, transfer course equivalencies will be maintained by registrar services and articulated in the same manner for all students, other transfer courses that have not been established as exact equivalents may also be allowed in the degree program with approval from the appropriate academic department chair and, as appropriate, college dean.

(B) Transferable academic associate of arts degrees with a cumulative grade point average of at least 2.00, as determined by registrar services and approved by the General Education Committee, from a college accredited by the Northwest Commission on Colleges and Universities will meet the general education requirements. Transferable academic associate of arts degrees within Washington State must be approved by the Joint Transfer Council (JTC), applied career, and technical education degrees cannot be used to satisfy the general education requirements.

(C) After initial enrollment at CWU, transfer students without a transferable associate degree from a Washington State community college wishing to complete such a degree must complete it a minimum of one quarter prior to earning their bachelor degree.

(D) Students who enter with an associate of science transfer (AS-T Track 1 or 2) degree with a cumulative grade point average of at least 2.00 must complete the following additional requirements to meet the general education requirements:

1. Academic Writing II

2. Three additional general education courses chosen from the Individual and Society, Community Culture and Citizenship, Global Dynamics, Creative Expression, or Humanities knowledge areas.

a. Students may only take one course per knowledge area.

b. Student may take courses from the same department or interdisciplinary program in no more than two knowledge areas.

### (3) Other Forms of Credit

Due to Northwest Commission of Colleges and University accreditation standards, other forms of credit are limited to a maximum of 45 credit hours of which no more than 30 may be military credits.

(A) Students may receive credit or advanced placement, or both, depending upon the scores achieved in the college entrance examination board advanced placement (AP) test, Credit or placement on the basis of AP test scores will be established by the appropriate individual academic departments.

(B) Credits for successful completion of College-Level Examination Program® (CLEP®) tests will be accepted in accordance with procedures established by the Academic Affairs Committee.

1. Students will be awarded five college-level quarter credits for each score at the 50th percentile on the CLEP® humanities, social science/history, and natural sciences examinations, These credits will meet the general education requirements in the appropriate academic areas.

2. Students may also be awarded credit for subject examinations as determined by appropriate academic departments at the time of application for credit.

(C) Credit for completing individual areas of study within the international baccalaureate program may be accepted, Individual students must petition the Registrar services for review of their program of study and examination scores, Standards for acceptance will be established by the appropriate academic departments.

(D) Credit will be accepted from non-U.S. institutions of higher education:

1. linked to CWU either by a bilateral or consortial agreement or

2. certified by the CWU office of international studies and programs as a legitimate, recognized institution of higher education (tertiary level) within a particular country, if the student has received a passing grade recognized by the institution, and

3. when an official record or transcript has been received by the university.

(E) Upon submission of the ~~DD form 214 or 295~~ Joint Services Transcript (JST), matriculated students may receive up to 30 ~~lower division~~ elective credits for completion of military schools as recommended by the American Council on Education. Military credits that are used as The 30 credits may only be used as general elective credits ~~and~~ cannot be used to substitute for major or minor requirements.

(5) Students will be notified after completing 30 credits at CWU that they are eligible to utilize the Reverse Transfer Agreement to earn an associate degree at the appropriate community or technical college.

## Exhibit C

### 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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**APPENDIX C: COLLEGE BUDGET**

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## PREAMBLE

### ABBREVIATIONS

The following abbreviations shall be used in this document:

<del>CWU:</del>	<del>Central Washington University</del>
<del>BOT:</del>	<del>The Board of Trustees of CWU</del>
<del>CBA:</del>	<del>The collective bargaining agreement between CWU and the United Faculty of Central</del>
<del>Provost:</del>	<del>CWU's Provost and Vice President for Academic and Student Life</del>
<del>Senate:</del>	<del>The Faculty Senate of CWU</del>
<del>Executive Committee:</del>	<del>The Executive Committee of the CWU Faculty Senate</del>
<del>Bylaws:</del>	<del>The Bylaws of the CWU Faculty Senate</del>
<del>Code:</del>	<del>The Faculty Code of the CWU Faculty Senate</del>

### 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:

<u>CWU:</u>	<u>Central Washington University</u>
<u>BOT:</u>	<u>The Board of Trustees of CWU</u>
<u>UFC:</u>	<u>United Faculty of Central</u>

<u>CBA:</u>	<u>The collective bargaining agreement between CWU and the <del>United Faculty of Central</del> <a href="#">UFC</a></u>
<u>Provost:</u>	<u>CWU's Provost and Vice-President for <a href="#">(ASL) Academic and Student Life</a></u>
<u>Senate:</u>	<u>The Faculty Senate of CWU</u>
<u>Executive Committee (EC):</u>	<u>The Executive Committee of the CWU Faculty Senate</u>
<u>Bylaws:</u>	<u>The Bylaws of the CWU Faculty Senate</u>
<u>Code:</u>	<u>The Faculty Code of the CWU Faculty Senate</u>
<u>AAUP:</u>	<u><a href="#">American Association of University Professors</a></u>
<u>ADCO:</u>	<u><a href="#">Academic Department Chairs' Organization</a></u>
<u>PBAC:</u>	<u><a href="#">President's Budget Advisory Council</a></u>
<u>AAC&amp;U:</u>	<u><a href="#">American Association of Colleges &amp; Universities</a></u>
<u>GEC:</u>	<u><a href="#">General Education Committee</a></u>
<u>CWUP:</u>	<u><a href="#">Central Washington University Policy</a></u>
<u>CWUR:</u>	<u><a href="#">Central Washington University Procedure</a></u>

## 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.

~~This Code is predicated on the historical collegial model of shared governance, which formally recognizes a shared responsibility in matters pertaining to the planning and development of university-wide policy that are not a mandatory subject of collective bargaining or covered by the CBA. Effective collegial governance relies on open and effective communication between the Senate and the administration to assure that all parties are properly informed and, where appropriate, consulted. Collegiality does not preclude, indeed it recognizes and encourages, the distinction between policy development and policy administration.~~

~~Shared governance is a system composed of structures and processes through which faculty, administrators, and other campus constituents make collective institutional decisions. It 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. Shared governance acknowledges the interdependence among the BOT, its administrative agents, faculty, staff, and students.~~

~~The notion of 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. This system will create a culture of mutual trust and respect, transparency, communication, 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

### Section I. FACULTY RIGHTS AND RESPONSIBILITIES

#### 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. [Faculty Rights](#) 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 H.A.1-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.

All faculty members have the right to:

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

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.

~~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 A).~~

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.

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.

~~be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution;~~

~~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;~~

access their official files, in accordance with the CBA Faculty Responsibilities

### **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:

curriculum, including program revision, criteria for addition and deletion of courses, and standards for granting degrees;

subject matter and methods of instruction, including educational policies, assessment of student learning, and grading standards;

governance of the General Education Program at the university;

scholarship, including research and creative activity, freedom of scholarly inquiry, and standards for evaluation of faculty scholarship;

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;

those aspects of student life that relate to the academic experience, including student academic ethics and academic co-curricular policies;

criteria for admission to undergraduate majors;

criteria for admission to graduate programs and selection of graduate students;

participation in accreditation and assessment.

### **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:

university and college mission;

undergraduate and graduate admissions, enrollment management, and scholarships;

budget;

hiring and evaluation of academic administrators;

recommendation of candidates for honorary degrees;

academic facilities, including instructional technologies;

aspects of student life that affect academic climate and quality;

~~policies related to academic calendars;~~

~~creation, reorganization, or renaming of academic units.~~

### **3. 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;~~~~

~~B. — work collaboratively and productively with colleague~~**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. 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~~

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

~~2. The Executive Committee will:~~

- ~~a. — Verify the list of faculty bodies that might be impacted.~~
- ~~b. — Propose a procedure for faculty consultation and input, usually consisting of the following mechanisms:~~

- 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.~~

#### ~~**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.~~

~~Election and Removal of Department Chairs~~

#### ~~**Election of Department Chairs**~~

~~Department chairs are appointed to a four year term.~~

~~Department chairs are appointed upon the joint recommendation of the appropriate dean and department based on the process described below.~~

~~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.~~

~~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.~~

~~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.~~

~~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.~~

~~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.~~

~~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.~~

~~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.~~

~~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.~~

### **Removal or Replacement of Chairs**

~~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.~~

~~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.~~

~~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.~~

### ~~Filling Temporary Chair Vacancies~~

~~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 II.A.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.~~

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

~~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.~~

### ~~Emeritus Faculty Appointments~~

~~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.~~

~~A normal requirement for appointment to the emeritus faculty is ten (10) years of full-time service as a member of the teaching faculty.~~

~~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.~~

~~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.~~

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

### ~~Process:~~

~~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.~~

~~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.~~

~~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.~~

~~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:~~

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

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

~~shall receive university publications without charge;~~

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

~~may be assigned an office, if space permits;~~

~~may have clerical support, if budget permits;~~

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

~~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~~

## Section II. FACULTY RIGHTS AND RESPONSIBILITIES

### A. Faculty Rights

All faculty members have the right to:

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

a. Among the rights valued by the Senate is the right of any faculty member to speak on issues pertaining to 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.

**Section II. Section III. DISTINGUISHED FACULTY AWARDS**

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

**A. Annual Distinguished Faculty Awards**

The Senate confers 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.

**Section III. Section 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. ~~As chief executive officer of the Senate, the chair shall coordinate and expedite the business and budgets of the Senate and its committees~~ 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 [University Budget and Finance Committee \(UBFC\) President's Budget Advisory Council \(PBAC\)](#). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the ~~UBFC~~ [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 [UBFCPBAC](#). In the case where an amendment to the recommendation is approved by the Senate, the committee may propose the amended recommendation to the [UBFCPBAC](#). 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 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) 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 (~~VIII~~.B.1.a.i-iii) are estimated at one (1) per academic year.
- b. Workload units for non-tenure track senators (~~VIII~~.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 ~~IV~~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 ~~IV~~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. ~~Interpretation (Bylaws VII.A)~~ Internal Senate Procedures for the Protection of Faculty Rights and Responsibilities

#### 10-1. 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 5e 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 2-4b-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 [2-4b-d](#).

[f.](#) All amendments are subject to final approval by the BOT.

## [G. External Senate Procedures for the Protection of Faculty Rights and Responsibilities](#)

### [COMPLAINT POLICY AND PROCEDURE](#)

#### [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.

#### [Dd.](#) -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.

~~2.~~[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 complaint(s) about the Senate's jurisdiction and the complaint process.

~~3.~~[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.

4iv. 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).

5v. Complaints are not confidential. Elements of this complaint may be released as needed at the discretion of the Faculty Senate Executive Committee.

6vi. 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.

7vii. 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.

8viii. 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.

9ix. 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

~~10~~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.

~~11~~xi. The EC will review the committee's opinions along with its findings and recommendations. The EC will prepare a summary statement. If evidence was found there were violations of code and policies, the EC will determine the consequences, which could be in the form of:

- a). A Motion of Censure
- b). A Motion of Resolution
- c). A Motion to officially enter the action in the Senate records

~~12~~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~~ 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.

### **Section IV. — SUMMER SESSION**

~~Summer session operates under the jurisdiction of the Office of the Provost and is subject to existing academic and accreditation standards.~~

## 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

### Section I. **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.

### Section II. **OBLIGATION OF RECIPIENTS**

All award recipients are expected to serve on future selection committees at some time during their careers. Recipients of the Board of Trustees Distinguished Faculty Award will use 4 of the released WLU specified in Appendix B: I.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.

### Section III. **INITIAL REQUIREMENTS**

#### A. Due Dates

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

#### **Section IV. 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.

## **Section V. NOTIFICATION OF AWARD**

- A. The President will notify the award winners.
- B. After the award winners have been notified by the President, letters will go out to the other candidates informing them the status of their nomination. The committee will not give individual feedback on the merit of applications or the selection process.
- C. The Board of Trustees Award will be awarded at the Board of Trustees spring meeting.

## **Section VI. REQUIRED APPLICATION MATERIALS**

### **A. Materials for Distinguished Teaching Award**

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

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is a full-time member of the CWU faculty and has a minimum of six 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 D

### Faculty Senate Bylaws



**Summary:** The EC extended a charge to the BFCC to evaluate a request from the COB to split the Library and the COB and give the COB two representatives on the EC. In subsequent conversation with the EC they suggested we consider the idea of splitting the COB and Library representation, but assigning COB only one representative.

The BFCC responded to the charge by creating language that split the BFCC position, but that also looked for patterns and principles in the Faculty Code and Bylaws to decide if that split should result in one or two positions on the EC. Our decision to keep COB to one representative was based on the following:

- 1) In both principle and practice, representation in the Faculty Senate (Faculty Senators) is determined by a modified proportional representation decided by Full Time Employment numbers. For example, this is why Economics has two Senators and Political Science has only one in the body of the Senate.
- 2) In both principle and practice the Faculty Senate functions as a representation of the Faculty. To give COB two representatives on the EC would create a voice for one college that over-represented the number of full-time faculty in that college. This principle is highlighted in the language of the Faculty Code re-write in Section IV.C.1. Such a system keeps entities with the smallest number of faculty from having an out-sized voice and creating a tyranny of the minority, but it also limits the very largest entities from complete domination. For example, entities like the Library have representation despite having no more faculty than some Departments, and larger entities like CEPS cannot dominate the entire university.
- 3) The FTE proportional system provides a logical pathway for future growth. By establishing a base FTE for two EC members, it does away with an arbitrary limitation on the COB (or any college or library) and allows representation to grow as COB grows. Conversely, it allows for representation of other Colleges to shrink should they no longer represent significant numbers of faculty. It also creates a system that allows for future colleges which might be somewhat smaller than the currently existing units.
- 4) Being a college with few FTE, COB would be placed under an undue burden to provide two faculty for the Faculty Senate when it is already difficult for that college to provide Senate alternates and in the past it experienced difficulty in fulfilling Senate committee assignments. The BFCC is concerned that this pattern will remain the same.
- 5) Finally, the BFCC had to take into consideration the financial issue of creating two new positions on the EC with the attending release time. The cost to the Office of the President is a concern.

## II. Executive Committee

### A. Composition

#### 1. Membership

The Executive Committee shall consist of the following voting members: the chair of the Senate, the chair-elect, the other ~~five~~ six elected members, and the immediate past Senate chair. If the immediate past Senate chair is unable to serve on the Executive Committee, the most recent past Senate chair available shall serve. The past Senate chair (immediate or appointed) will serve as a voting member, even if not a current member of the Senate.

#### 2. Representation

During spring quarter, full-time tenured and tenure-track faculty from designated colleges shall elect their member(s) of the Executive Committee from the eligible senators in the following manner:

- ~~a. Two (2) faculty from each college, with the exception of the College of Business and Library, which shall share one representative. Two (2) faculty from each college with over 100 FTE. One (1) faculty from each college with less than 100 FTE. One (1) representative from the Library.~~
  - b. Every three years, the Faculty Senate shall elect an at-large member of the Executive Committee at a Senate meeting that spring quarter.
- #### 3. Procedures for Election
- a. The Senate office shall oversee the election process and provide a list of senators eligible for nomination and election.
  - b. Elections shall be conducted by secret ballot during spring quarter.
  - c. Terms shall be three years, beginning June 16th of that year. A partial term of two (2) years or more shall be treated as a full term, while a partial term of less than two years shall not be counted.
  - d. Members can serve on the Executive Committee for up to two (2) consecutive terms.

# Exhibit E

## BSBA in Business Analytics

English Courses Credits: 10

ENG 101 Academic Writing I: Critical Reading and Responding (5)
ENG 102 Academic Writing II: Reasoning and Research on Social Justice (5)

Business Foundation Courses

ACCT 251 Financial Accounting (5)
ACCT 252 Managerial Accounting (5)
BUS 102 Business Computer Skills (5)
BUS 110 Professional Development 1 (1)
BUS 221 Introductory Business Statistics (5)
BUS 241 Legal Environment of Business (5)
ECON 201 Principles of Economics Micro (5)

Select one from the following: 5 credits

ECON 130 Foundations for Business Analytics (5)
MATH 130 Finite Mathematics (5)
MATH 170 Intuitive Calculus (5)

Select one from the following: 5 credits

MATH 153 Pre-Calculus Mathematics I (5)
MATH 154 Pre-Calculus Mathematics II (5)
MATH 170 Intuitive Calculus (5)
(May only be used once in the program)
MATH 172 Calculus I (5)
MATH 173 Calculus II (5)

Foundation Total Credits: 41

Business Core Courses

BUS 301 Contemporary Approaches to Personal and Professional Development (3)
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OR

MGT 200 Essential Skills for Business Professionals (5)
BUS 310 Professional Development 2 (1)
COM 301 Public Speaking for Business and Organizations (2)
ECON 202 Principles of Economics Macro (5)
ENG 311 Business Writing (3)
FIN 370 Introductory Financial Management (5)
MGT 382 Principles of Management (5)
MIS 320 Business Process Analysis and Systems (5)

OR

MIS 386 Management Information Systems (5)
MKT 362 Essential Marketing Concepts (5)
SCM 310 Supply Chain Management (5)

Business Core Total Credits: 39-41

### Business Analytics Required Courses

CS 109 Quantitative Reasoning Using Python (4)
OR
CS 110 Programming Fundamentals I (4) ECON 325 Introduction to Forecasting (5)
OR
ECON 424 Introduction to Econometrics (5) ECON 406 Business Analytics (5) BUAN 407 Data Management and Visualization in Business (5)

Business Analytics Required Course Total Credits: 19

### Business Analytics Elective Courses

Select one of the following courses:

ACCT 455 Accounting Information Systems (5) ACCT 461 Fraud Examination (5) MIS 446 Systems Analysis and Design in Business (5) MIS 460 Applied Business Analytics (5) MKT 376 Foundations of Digital Marketing (5) MKT 469 Market Research (5) SCM 425 Procurement and Supply Management (5) SCM 435 Supply Chain Operations (5) ECON 426 Economic Research (5)
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Business Analytics Elective Course Total Credits: 5 credits

### College of Business Capstone

BUS 489 AACSB Assessment (2) MGT 489 Strategic Management (5)
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Capstone Total Credits: 7

Total Program Credits: 126-128

# Exhibit F

## Professional Teaching Foundations SPED Summer Start – Type D Certificate

### Quarter 1

Candidates must complete all courses listed below concurrently:

- EDSE 531 Program Management for Students with Exceptionalities (3)
- EDU 561 Methods (3)
- EDU 551 Assessment (3)

### Quarter 2

Candidates must complete all courses listed below concurrently:

- EDU 532 Multicultural Education for Equity, Access and Social Justice (4)
- EDU 572 Clinical Practice I (1)
- EDU 582 Seminar I (4)
- EDSE 524 Curriculum, Instruction, and Assessment for Students with Exceptionalities (4)

Total credits 22

## Professional Teaching Foundations SPED Winter Start – Type D Certificate

### Quarter 1

Candidates must complete all courses listed below concurrently:

- EDU 551 Assessment (3)
- EDSE 531 Program Management for Students with Exceptionalities (3)
- EDU 561 Methods (3)
- EDU 582 Seminar I (4)
- EDU 572 Clinical Practice I (1)

### Quarter 2

Candidates must complete all courses listed below concurrently:

- EDSE 524 Curriculum, Instruction, and Assessment for Students with Exceptionalities (4)
- EDU 532 Multicultural Education for Social Justice (4)
- EDU 573 Clinical Practice II (1)
- EDU 583 Seminar II (4)

Total credits 27

## Professional Teaching Foundations Summer Start – Type D Certificate

### Quarter 1

Candidates must complete all courses listed below concurrently:

- EDU 531 Culturally Responsive Management of the Learning Environment (3)
- EDU 551 Assessment (3)
- EDU 561 Methods and Models of Instruction (3)

### Quarter 2

Candidates must complete all courses listed below concurrently:

- EDSE 502 Equitable Differentiated Instruction (4)
- EDU 532 Multicultural Education for Equity, Access, and Social Justice (4)
- EDU 572 Clinical Practice I (1)
- EDU 582 Seminar I (4)

Total credits 22

## **Professional Teaching Foundations Winter Start – Type D Certificate**

### **Quarter 1**

Candidates must complete all courses listed below concurrently:

- EDU 531 Culturally Responsive Management of the Learning Environment (3)
- EDU 551 Assessment (3)
- EDU 561 Methods (3)
- EDU 572 Clinical Practice I (1)
- EDU 582 Seminar I (4)

### **Quarter 2**

Candidates must complete all courses listed below concurrently:

- EDSE 502 Equitable Differentiated Instruction (4)
- EDU 532 Multicultural Education for Social Justice (4)
- EDU 583 Seminar II (4)
- EDU 573 Clinical Practice II (1)

Total Credits 27

## **Professional Teaching Praxis SPED Summer Start – Type D Certificate**

### **Quarter 3**

Candidates must complete all courses listed below concurrently:

- EDSE 520 Behavioral Interventions for Students with Disabilities (3)
- EDU 503 Adolescent Development and Learning (4)
- EDU 573 Clinical Practice II (1)
- EDU 583 Seminar II (4)
- EDU 563 Technologies for Teaching and Learning (4)

### **Quarter 4**

Candidates must complete all courses listed below concurrently:

- EDBL 514 Introduction to Linguistic Diversity in Education (3)
- EDSE 522 Collaboration, Consultation and the Inclusive Classroom (3)
- EDU 504 Since Time Immemorial (4)
- EDU 584 Seminar III (5)
- EDU 574 Clinical Practice III (1)

Total credits 32

## **Professional Teaching Praxis SPED Winter Start – Type D Certificate**

### **Quarter 3**

Candidates must complete all courses listed below concurrently:

- EDSE 520 Behavioral Interventions for Students with Disabilities (3)
- EDU 563 Technologies for Teaching and Learning (4)
- EDU 503 Adolescent Development and Learning (4)

### **Quarter 4**

Candidates must complete all courses listed below concurrently:

- EDBL 514 Introduction to Linguistic Diversity in Education (3)
- EDSE 522 Collaboration, Consultation, and the Inclusive Environment (3)
- EDU 504 Since Time Immemorial (4)
- EDU 574 Clinical Practice III (1)
- EDU 584 Seminar III (5)

Total credits 23

## **Professional Teaching Praxis Summer Start – Type D Certificate**

### **Quarter 3**

Candidates must complete all courses listed below concurrently:

EDU 563 Technologies for Teaching and Learning (4)

EDU 573 Clinical Practice II (1)

EDU 503 Adolescent Development and Learning (4)

EDU 583 Seminar II (4)

### **Quarter 4**

Candidates must complete all courses listed below concurrently:

EDBL 514 Introduction to Linguistic Diversity in Education (3)

EDU 504 Since Time Immemorial (4)

EDU 574 Clinical Practice III (1)

EDU 584 Seminar III (5)

Total credits 23

## Exhibit G

### Winery Event Design

#### **Required Courses**

HTE 405 Hospitality Catering (3)  
HTE 374 Festivals (5)  
WINE 201 Wine Service and Food Pairing (4)  
WINE 315 Survey of Washington Wines (4)

**Total Credits: 16**

# Exhibit H

## Data Science

### Required Courses Credits: 65

CS 110 Programming Fundamentals I (4)  
CS 111 Programming Fundamentals II (4)  
CS 112 Foundations of Computer Science (4)  
CS 301 Data Structures (4)  
CS 302 Advanced Data Structures and File Processing (4)  
CS 325 Technical Writing in Computer Science (3)  
CS 420 Database Management Systems (4)  
MATH 172 Calculus I (5)  
MATH 173 Calculus II (5)  
MATH 260 Sets and Logic (5)  
MATH 265 Linear Algebra I (4)  
MATH 314 Probability and Statistics (5)  
MATH 330 Discrete Mathematics (5)  
MATH 410A Advanced Statistical Methods I (4)  
PHIL 304 Business Ethics (5)

### Data Science BS Major

Over the past four years, the Departments of Mathematics and Computer Science have collaboratively developed a new Data Science degree at CWU. This degree combines both Math and Computer Science courses that focus on producing graduates with the skills needed to query, analyze, and model large data sets. Graduates with a degree in Data Science will be prepared to mine and analyze large, complex, structured and unstructured data sets to uncover hidden solutions to business, industry, public policy and technology challenges.

The feasibility study that was conducted shows that demand for Data Scientists remains high nationwide and especially high in the Seattle area. Because of the relatively few undergraduate degree programs specializing in Data Science, CWU again finds itself at the forefront of innovation within degree offerings. This new degree option only enhances CWU's overall commitment to STEM programs and can be seen as a positive response to the needs of business, industry, and the public domain. Our focus is on producing data scientists with strong backgrounds in mathematics, statistics and computer programming to become leaders in the field. To do this, Mathematics and Computer Science jointly developed a set of core classes that all Data Science majors will take along with a choice of one of two specializations; computational data science or statistical data science.

The core of the Data Science BS major consists of foundational courses in both mathematics and computer science. These courses provide the students with the basic programming, mathematical and statistical skills necessary to pursue a career in data science. Upon completion of the core, students will select either the computational data science specialization which focuses on developing more advanced skills in programming, data structures, algorithm design, database design, machine learning and data mining. While students selecting the statistical data science specialization will focus more on developing advanced skills in statistical analysis, mathematical modeling, algorithm development and mathematical representations. Each specialization will have a capstone requiring the student to apply their newly learned skills to a "real-world" problem.

<b>Data Science Core</b>		
Mathematics	Calculus 1 and 2, Sets and Logic, Linear Algebra, Discrete Math, Calculus- based Statistics, Advanced Statistical Methods	32 credits
Computer Science	Programming Fundamentals 1 and 2, Intro to Data Science, Data Structures, Advanced Data Structures and Filing, Database Management, Technical Writing	28
Other	Business Ethics ( or a new Big Data Ethics)	5
<b>Specializations</b>		
Computational Data Science (CS)	Data Mining, Computational Intelligence and Machine Learning, Data and Information Visualization, Computational Statistics, Introduction to Software Engineering, Cybersecurity, Scientific Computing, Capstone.	33
Statistical Data Science	Calculus 3 and 4, Advanced Statistical Methods 2, Probability Theory, Mathematical Statistics, Mathematical Computing, Acquiring and Cleaning Data, Data Analysis in Data Science, Capstone	35

**Note:** The College of Business, Mathematics and Computer Science have discussed both the data analytics proposal by the CB and the data science proposal here and find no overlap or conflicts with offering both programs. We support both majors moving forward.

**Data Science, Computational Data Science BS**

**Data Science shared core credits: 65**

**Computational Data Science Specialization credit: 32**

- CS 380 Introduction to Software Engineering (4)
- CS 430 Cybersecurity (4)
- CS 445 Data and Information Visualization (4)
- CS 456 Data Mining (4)
- CS 457 Computational Intelligence and Machine Learning (4)
- CS 465 Scientific Computing (4)
- CS 467 Computational Statistics (4)
- CS 481 Software Engineering Project (4)

**Total credits: 97**

# Exhibit I

## Mariachi Heritage Certificate, Type A

### Core Course

Complete one of the following

MUS 217 Chamber Music Ensemble (1)

MUS 417 Chamber Music Ensemble (1)

### Core Cultural Course Options

Choose one of the following:

LLAS 388 Mexican Cultural Studies (5)

LLAS 496 Individual Study (1-6)

A 496 or 498 course offered by CLLAS Program Faculty with a demonstrable link to the goals of the certificate. Requires approval of the CLLAS Director. 5

LLAS 496 or 498 – Individual Study or Special Topics (including internships arranged with the director of LLAS) 5

Up to five credits of a travel-study experience (domestic or abroad) (5 cr)

### Optional Courses

Complete two of the following:

ANTH 130 Cultural Worlds (5)

ANTH 359 Survey of Music in Cross-cultural Perspectives (2)

COM 312 Introduction to Non-Profit Leadership (4)

COM 371 Event Planning and Management (4)

GEOG 368 Geography of Middle America (4)

HIST 488 Mexico in the Modern Era (5)

MUS 105 Introduction to World Music (4)

POSC 343 The Politics of the U.S. Mexico Border (5)

SPAN 385 Spanish Phonetics (5)

MKT 360 Principles of Marketing (5)

(for non-majors)

OR

MKT 362 Essential Marketing Concepts (5)

(for majors)

## Total credits 13 - 17

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

## The Mariachi Heritage Certificate

- The certificate is designed to offer musical support to students in Mariachi Club that are not Music Majors (and so would not be able to receive musical instruction). The certificate is somewhat flexible because Mariachi students come from all the colleges.
- The term "Mariachi Heritage" was selected because simply calling it a "Mariachi" certificate would make it subject to music regulatory standards which would bar the non-music majors from participating.
- The certificate supports the Music Teaching Ed students. Mariachi is now an official part of the Washington State HS music competitions. Having the only academic certificate in the Northwest makes our students far more competitive for music positions.
- The certificate supports students by offering an academic endorsement for the hard work and creativity they have already invested in their skill. It provides a pathway of courses that will allow them to expand their Mariachi skills in the areas of musical performance, cultural contexts of Mariachi, and the business of Mariachi.
- Mariachi students are engaged as the face of CWU on College and University literature. This 1) allows the University to reciprocate by offering academic support of these students and 2) meets the expectations of students being recruited to the university.
- The travel option for the certificate is not listed as "study abroad" because the opportunity to travel and participate in Mariachi programs in the United States (particularly in California, New Mexico, Arizona and Texas) allow us the flexibility to create academic credit and programs for those travel study trips.
- The certificate is offered only on the Ellensburg campus at this time, though in conversation with Dr. Mackin there is interest and support to see it expand to the centers in the future.

## Exhibit J

### Policy & Procedure Review



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**Policy & Procedure Number: CWUP 5-50-090**

**New**  **Revision**

**Title:** CWUP 5-50-090 Certificate Programs

**Summary:**

This language is to clarify the difference between graduate certificate programs and the teacher certification program.

## CWUP 5-50-090 Certificate Programs

### UNDERGRADUATE CERTIFICATE PROGRAM

Undergraduate certificate programs are courses of study that normally require less than one-quarter of the credits required during a degree program at a similar level. They are usually highly specialized career programs and are occasionally geared for admission to licensing or career entrance tests.

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

### GRADUATE STUDIES CERTIFICATE PROGRAM

Graduate certificate programs are courses of study that require equal to half or less than half of the credits required during a degree program at a similar level. They are usually limited in scope relative to a graduate degree program but provide an opportunity for advanced study with a particular focus. Subject to the regulations that govern a specific program, a graduate certificate can often serve as an intermediate accomplishment for a student whose ultimate goal is a graduate degree.

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

## Science Education Name change

### Proposal for Creation, Reorganization, or Renaming of Academic Units

#### 1) *Description of the recommended change:*

The Science Education Department proposes to change our name to the **Science and Mathematics Education Department**.

#### 2) *Rationale for the recommended change:*

The name “Science Education” is no longer inclusive to the faculty appointed to and students served by our department. In addition to faculty from several science departments, Mathematics faculty now hold a joint-appointment in our department. Similarly, **60-70% of students in our core programs are mathematics majors**. These faculty and students do not feel like equals to the science faculty and students under the current department name. It has thus become necessary to choose a more inclusive department name. We are proposing the name “Science and Mathematics Education” because it a) includes science and mathematics as equals, b) it better reflects the STEM-integration core of our programs, and c) it communicates our continued focus on education.

Historical Context: The Science Education Department was formed in 2008 from what had been the Science Education [interdisciplinary] Program since the 1960s. The department focused on science education using the structure of faculty who were joint-appointed to Science Education and their science content discipline department (e.g., Chemistry, Physics, etc.). Faculty were reviewed using the Science Education Department review criteria following a unique personnel committee structure outlined in the Science Education Department Charter document created when the department was formed.

In 2016, the departments of Science Education, Mathematics, and Curriculum, Instruction, and Educational Leadership received a grant to implement the STEM-integrated UTeach teacher education program at CWU. This program combined the existing science and mathematics secondary teacher education programs into the STEM Teaching Program, housed in the Science Education Department. This change necessitated more involvement and leadership by mathematics faculty, and it was thus decided by the departments and the COTS Dean’s office to allow Mathematics faculty to choose to be joint-appointed to the Science Education Department. The first Mathematics faculty member officially joint-appointed into Science Education was Emilie Hancock in September, 2018. Furthermore, in fall 2017, the departments of Science Education and Computer Science worked together to hire a joint-appointed faculty member, Adriano Cavalcanti. These changes to Science Education faculty and programs led the faculty to update the department faculty evaluation criteria and department charter in fall 2018. These documents were *unanimously* accepted by Science Education faculty, including those joint-appointed to Mathematics and Computer Science, in October, 2018, as well as approved by all department chairs with joint-appointed faculty in our department. The next step is to rename our department as proposed.

*3) Goals and objectives of the proposed change:*

Our goal is to have an inclusive departmental name that includes science and mathematics as equals.

*4) Method for evaluating achievement of the goals and objectives*

Current faculty in Science Education agreed upon this name change and unanimously voted to accept it at our Oct. 30, 2019 faculty meeting. The College of the Sciences Dean, Tim England, and the Mathematics Department Chair, Janet Shiver, expressed their support for this name change.

*5) Relation of the change to the mission and strategic plan of the University:*

Renaming our department as proposed better serves our department mission to “prepare students in contemporary STEM education, by promoting inquiry, STEM literacy...”. It also serves the COTS and University missions by improving the inclusivity of our department to our faculty and students (core #2), as well as more clearly communicating our departmental focus to the University and community, thus enhancing our Teaching and Learning (core #1) and Public Service and Community Engagement (core #4) efforts, which include science, mathematics, and STEM-integrated activities.

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

The only program we anticipate this change would impact is the Mathematics Department and they support the change.

*7) Impacts on students, faculty, and staff:*

Faculty who are joint-appointed to our department and Mathematics feel that the Science Education name is not inclusive of their field. Students who are mathematics majors have expressed a similar sentiment. Changing our name will thus improve our department’s community.

*8) Impact on quality of degree programs, student retention, and graduation rates:*

Our name change should have only a positive impact on these items. It is well established that community is a key aspect of student retention. Our mathematics major students are likely to feel more included when part of a Science and Mathematics Education Department than Science Education.

*9) Impact on non-academic units, external constituents, and accreditation:*

Constituents familiar with the Science Education Department may have trouble finding our information. We will notify all known constituents of the name change and work with the University on communication avenues as needed. We do not anticipate any impacts on accreditation.

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

NA - We do not anticipate this change would impact shared governance. Our department review criteria would remain unchanged.

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

NA - The organization chart will not change.

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

Our proposal generates almost no cost to the University. We currently have very little documentation with the name "Science Education." If faculty and staff want new business cards we will purchase those. We will work with existing University staff to update the name of our department website.

*13) Implementation plan and timeline:*

We propose to change our name as soon as it has been approved by all required levels of the University.

## Committee Reports

### Curriculum Committee

Report – May 6, 2020

Faculty Senate Curriculum Committee

1. Most of our meetings in March and April were devoted to the curriculum review process. Nearly all of the curriculum proposals for Fall 2020 have been approved and should be available for scheduling. A large number of new programs were approved and sent to the Senate in April and May.
2. The Committee has been impressed by the quality of the proposals that we have received this year. In general, we feel that there are fewer errors that need to be corrected and that leaner outcomes are clearly articulated and measurable. Our thanks to the originators of these proposals, as well as the Chairs, Associate Deans, and staff in Registrar Services for carefully reviewing them.
3. Deadlines for AY 2020-21 have been published. These deadlines were revised in light of delays created by the pandemic, particularly the extended spring break. If you would like to make curriculum changes for Winter 2021 and find that you missed the deadline, please email me ([GoergerM@cwu.edu](mailto:GoergerM@cwu.edu)), and we will see if we can find a solution.
4. The Committee is willing to work with departments and programs that feel curriculum changes will be needed if future terms are taught online. Please contact me so that the committee can work with other stakeholders to determine if a change is feasible.

## **Evaluation and Assessment Committee**

1) EA reviewed the UFC MOU and determined that it was in compliance with all known policies. EA noted and seconded the decision the faculty can choose to exclude SEOs for the Spring 2020 quarter.

2) EA suggested that each committee send a report to Executive Committee at the end of the quarter, outlining the steps taken and recommendations given should there be another emergency in the future.

3) EA approved the pop-up language that appears on every student's Canvas page when they log in, reminding them to fill out their SEOs.

# General Education Committee

May 6, 2020

## *General Education Committee report to Faculty Senate*

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

**Data and assessment work.** As a program, General Education can contribute to our institutional story, to help others with planning for future terms, and to documentation of its own status and impacts. Most familiar to most of us are the ideas and processes of assessment at the programmatic, course, and student levels. Assessment work, though, also considers operational/nuts and bolts issues – what is General Education offering, how, and at what cost/burden? where are the glitches and landmines? where are the gaps and othe opportunities for growth and development? The GEC supports operational assessment by contributing to discussion around questions we need to answer, and ask, as well as by working together to build history/precedent around current and future decisionmaking.

The GECA has recently approved a small, internal Assessment Working Group (AWG) to move forward on a purposeful, invitational approach to seeking faculty participation in the planned assessment opportunities remaining this year and to extend the deadlines for the opportunity already made available this fall and winter. Currently, the AWG is made up of five people who have actively together on work to operationalize what Gen Ed assessment means, and how it works, at CWU. AWG members will be reaching out personally to those teaching courses in assessed program components. As a reminder, those components are the 184, Academic Writing II (AWII), Community, Culture, & Citizenship (CCC), and Physical & Natural World (PNW). If you are interested in the AWG's work – particularly if you would like to join us at this developmental stage – or if you are simply interested in participating in AY19-20 assessment opportunities or want to serve as a champion for General Education assessment efforts in your own unit, please feel welcome to contact me.

**Faculty support.** As we all know, and like everything else we're doing across campus, faculty support looks different right now. However, 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 also continue work to design and implement faculty development opportunities such as brown bags and other events, primarily planning for online/remote resource provision.

**Student petitions and course articulations.** 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. GECA's careful, conscientious consideration and conversation around nuances of

articulation requests and petitions is a particularly valuable aspect of this work, and will stand Central in good stead for the future.

**Exploration of questions and concerns, resolution of issues.** The GEC is involved in considering issues or helping to craft solutions. As an example, based on system and curricular characteristics, students have been able to enroll in more than one section of 184 – even though that is not a desirable state of affairs (as the course is not intended to be taken multiple times). After the fact, GECA reviewed a solution and messaging rapidly designed by a collaborative group including the Registrar, representatives from Student Success and Advising, and others. Although in this case the committee did not help to design the solution or messaging, they now have access to it as part of program history and memory, and can consider ways to prevent the mismatch of certain programmatic details and institutional goals for students.

**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**

As a reminder, proposals for courses for inclusion in General Education for AY2021-22 will be due Friday October 2, 2020. Please remember that, as reported previously, 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.