

5-28-2008

CWU Faculty Senate Minutes - 05/28/08

Janet Shields

Central Washington University, senate@cwu.edu

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

Recommended Citation

Shields, Janet, "CWU Faculty Senate Minutes - 05/28/08" (2008). *Faculty Senate Minutes*. Paper 80.
<http://digitalcommons.cwu.edu/fsminutes/80>

This Meeting Minutes is brought to you for free and open access by the CWU Faculty Senate Archive at ScholarWorks@CWU. It has been accepted for inclusion in Faculty Senate Minutes by an authorized administrator of ScholarWorks@CWU.

REGULAR MEETING
Wednesday, May 28, 2008, 3:10 p.m.
BARGE 412
MINUTES

Senators: All senators or their alternates were present except: Dan Beck, Gina Bloodworth, Scott Calahan, Boris Kovalerchuk, Richard Mack, Robert McGowan, Tim Melbourne and David Shorr.

Visitors: Kim Bartel, Bobby Cummings, Sheryl Gruden, and Bob Hickey

CHANGES TO AND APPROVAL OF AGENDA – Approved moving Student report earlier in the agenda.

MOTION NO. 07-55(Approved): APPROVAL OF MINUTES of May 7, 2008

COMMUNICATIONS - None

FACULTY ISSUES: None

STUDENT REPORT: Michael Bogatay reported that last week the ASCWU had their student appreciation day and BBQ. Also, part of the festivities was a staff versus student softball game. The constitution and bylaws for the student Academic Senate passed through the Board of Trustees. They have extended their deadline for department senators. Senators will be selected next fall. Katie Underwood will be giving the "State of the Association" address on June 4th in the SURC pit.

PRESIDENT: President McIntyre thanked Jeff for his service. She is looking forward to working with Matt next year. President McIntyre recently visited the Des Moines center as part of her "Getting to know you" visits. The recent PESB decision is good news. She indicated she has been to a lot of banquets recently and is great to celebrate faculty and students. "It showcases the best of what is happening at the university." Graduation is next week. The Performing Arts and Presidential Speaker Series has finished up for the year. The theme for next year is Life in Balance. There are several interesting speakers lined up: Terry Tempest Williams, Amy Mumma & Michael Meana and Bob Arnot.

PROVOST: Provost Quirk thanked Jeff for his leadership and for taking on a fairly aggressive agenda. The PESB came out last week with a decision for full approval through 2013-2014. This will line up with the NCATE visit. Provost Quirk thanked those involved in the effort of faculty and administration who help put together the information that made this decision possible. HECB approved three programs at their May meeting: Global Wine Studies, Primate Behavior Masters and BFA in Theatre Arts.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee:

Motion No. 07-56(Approved): "Ratification of 2008-09 Faculty Senate Standing Committee members attached as Exhibit A." Moved and seconded to add David Rawlinson to Academic Code and Bylaws committee.

Motion No. 07-57(Approved, 1 abstention): "Recommends that the Distinguished Professor Awards policies and procedures be amended as outlined in Exhibit B."

Motion No. 07-58(Approved): "Move to set aside section III.I.2 of the Academic Code "An amendment may be voted on during the meeting following the meeting in which the proposal was read for a second time." and consider the proposed Code amendment in Motion No 07-59 as the third reading."

Motion No. 07-59(Approved): "Recommends that a new section "Dispute Resolution" be added the CWU Academic Code as outlined in Exhibit C."

Academic Affairs Committee: Grade Inflation Report – Kim reported on the grade inflation report. This report is

the committee's finding and recommendations. It will be up to Senate to decide what actions should and can be taken.

Bylaws and Academic Code Committee: Year-End Report – Senator Nixon reported that the committee's primary charge was the dispute resolution policy which just passed. It was a successful year.

Curriculum Committee: Year-End Report

Motion No. 07-60(Approved): "Recommends that section 5-10.2.8 "Layered Courses" of the Curriculum policies be added as outlined in Exhibit D.

Motion No. 07-61(Approved, 3 nay): "Recommends that section 5-10.2.14 "Specialization" of the Curriculum policies be amended as outlined in Exhibit E."

General Education: Year-End Report

Motion No. 07-62(Approved): "Recommends that the General Education program mission statement be amended to read as outlined in Exhibit F."

Motion No. 07-63(Approved, 5 nay, 1 abstention): "Recommends that the General Education program goals be approved as outlined in Exhibit G"

Question was called and seconded. Motion was approved with 1 nay and 1 abstention.

Faculty Legislative Representative: No report

CHAIR: The Senate Evaluation should be online tomorrow. The Presidential search is moving forward. A subcommittee is writing the job description which will be approximately a 20 page document describing Central as well as the actual job description. There are several issues which have been brought before Senate, in various ways, that the Executive Committee will continue to work on throughout the summer. Some of these issues include: Boyer model and how it is applied to RTP; non-tenure track representatives on committees; evaluation of academic administrator's framework for actual evaluations; SEOIs; block scheduling; credit creep on programs and a catalog survey in the fall. Chair Snedeker indicated he has enjoyed his year and has enjoyed the learning process. The Senate has evolved this past year and is starting to identify its role on campus.

CHAIR-ELECT: The first business of the new Executive Committee will be to elect the new chair-elect. The new Executive Committee will be meeting around June 11th. Matt is looking forward to the transition with a new president next year.

Motion 07-67 (Approved): "Whereas, Jeffrey Snedeker has continued the excellent and proactive working relationship of the Faculty Senate with the administration; and

Whereas, he has continued a close working relationship between the Faculty Senate and the United Faculty of Central, recognizing that both strive for the common good of all faculty; and

Whereas, he has worked diligently to represent the widely diverse concerns of the CWU faculty; and

Whereas, he has carried out his duties in a manner that builds faculty collegiality,

Be it resolved that the Central Washington University Faculty Senate thanks Jeffrey Snedeker for his excellent leadership in the role of Chair of the Faculty Senate for Academic Year 2007-2008."

NEW BUSINESS - None

Senator Recognition - student representatives, outgoing senators Scott Callahan and Robert McGowan..

Motion 06-64(Approved): Whereas, Jeffrey Dippmann has served as past-chair of the Faculty Senate for the Academic year 2007-2008, bringing his years of service on the executive committee to 3; and

Whereas he has carried out his duties in a manner that is pro-active and constructive, especially through an important transitional time in the shared governance of CWU; and

Whereas his long record of service to the university has been both inspirational and recognized as Distinguished;

"Be it resolved that the Central Washington University Faculty Senate thanks Jeffrey Dippmann for his excellent work in the role of Past-Chair of the Faculty Senate for Academic Year 2007-2008"

Motion 06-65(Approved): Whereas Don Nixon has been an important representative of faculty of the College of Business to the Faculty Senate; and

Whereas he has made important contributions on behalf of faculty at CWU as a member of the Faculty Senate Executive Committee in 2007-08, the Faculty Code Committee since 2000, and numerous other service activities;

"Be it resolved that the Central Washington University Faculty Senate thanks Don Nixon for his effective service on the Faculty Senate Executive Committee for Academic Year 2007-2008"

Motion 06-66(Approved): Whereas Dorothy Chase has been an important representative of faculty of the College of Education and Professional Studies to the Faculty Senate; and

Whereas she has made important contributions on behalf of faculty as a member of the Faculty Senate Executive Committee in 2007-08, bringing her years of service on the Executive Committee to 2;

Whereas she has served effectively and cheerfully as Secretary of the Faculty Senate;

"Be it resolved that the Central Washington University Faculty Senate thanks Dorothy Chase for her effective service on the Faculty Senate Executive Committee for Academic Year 2007-2008"

Meeting was adjourned at 5:17 p.m.

Exhibit A

Committee	Name	Department	Term
Academic Affairs Committee	Vacant		6/15/08 – 6/14/11
COB (Need 1)			
Bylaws and Academic Code Committee			
Need 2 additional senators	Jeffrey Snedeker	Music	6/15/08 – 6/14/11
	David Rawlinson	ITAM	6/15/08 – 6/14/11
General Education Committee			
COTS (Need 1)	Vacant		6/15/08 – 6/14/11
CEPS (Need 1)	Vacant		6/15/08 – 6/14/11

Exhibit B

Central Washington University Distinguished Faculty Awards

Policies and Procedures Revised 2008

I. Scope and General Overview

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 Central Washington University Faculty Senate. Funding for the awards (\$2,500 for each category) is generously provided by the Office of the President. There are no honorable mention awards.

Award recipients are expected to serve on future screening committees at some time during their careers.

II. Initial Requirements

A. Due Dates

1. Letters of nomination are due in the office of the Faculty Senate by December 1 or, if this date falls on a weekend, the first school day thereafter. All letters of nomination must be originals (fax and e-mail versions will not be considered).
2. All material supporting the nomination (i.e., nominees' notebooks) must be received in the office of the Faculty Senate by February 1 or, if this date falls on a weekend, the first school day thereafter.

B. Nominations and Supporting Materials

1. Nominations may be made by faculty, students, alumni or others in a position to evaluate the effectiveness of a faculty member in any of the three tenure-track/tenured award categories (Teaching, Service, Research/Artistic Accomplishment) or the non-tenure track award (Teaching). Self-nominations will not be accepted. Nomination letters and supporting materials must be submitted to the Faculty Senate in accordance with Section I.A.
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 screening 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 screening committee is not an investigative 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 renominated.
7. Material of award recipients will be retained for three years in the office of the Faculty Senate.
8. Awards are announced by the Provost and approved by the Board of Trustees. Awards will be officially presented at the Spring Honors Convocation. Neither nominees nor nominators should attempt to contact the committee, the Faculty Senate office, or the Provost'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.

III. Screening Committee

- A. Members of the screening committee are chosen by the Faculty Senate Executive Committee.
 - B. Committee membership shall be confidential. Committee membership is finalized by early February at the latest.
 - C. The committee shall include six members. Five will be drawn from the ranks of those who have received Distinguished Faculty Awards, representing all colleges of the university, including one non-tenure track faculty, if possible. The sixth member will be an alumnus representative selected by Alumni Relations.
 - D. Emeritus Distinguished Professors/Faculty are eligible to serve.
 - E. Nominees will be considered for Distinguished Faculty Awards based on excellence of work and activities conducted solely while at CWU.
 - F. The screening committee makes the award choices, and sends the recommendations and supporting letters to the Provost.
-

Distinguished Professor Awards

Eligibility

1. Distinguished Professor Awards are limited to regular full-time tenured/tenure-track CWU faculty who have been at CWU a minimum of six years (18 academic quarters exclusive of summers).
2. Regular faculty who also serve in administration, but continue to teach a minimum of 5 credits per quarter, are eligible.

Distinguished Professor -- Teaching

Teaching excellence shall be determined by:

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

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

1. Letter of nomination bearing the date stamp of the Faculty 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 Faculty 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.
5. Evidence of the informing of teaching with scholarship, as demonstrated by:
 - participation in professional activities such as conferences, symposia, colloquia, exhibitions;
 - membership in professional associations; publication in professional journals;
 - continuing education in one's field or related fields;
 - efforts in the development of new courses to broaden and update the university curriculum or other relevant evidence of continued scholarship.
6. Evidence of the extent of participation in student advisement.

Distinguished Professor -- Service

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

The nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Faculty 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 Faculty 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.

Distinguished Professor -- Research/Artistic Accomplishment

Research shall be defined as scholarly or scientific investigation or inquiry, conducted for the purpose of obtaining new data to advance the state of knowledge of the discipline.

Artistic Accomplishment shall be defined as the composition, creation, production, or other contribution to the production of an artistic event or 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.

The nominee's notebook should contain the following items organized in the following order.

1. Letter of nomination bearing the date stamp of the Faculty 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 Faculty 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 research 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. Artistic Accomplishment - Reviews, newspaper clippings, programs, reports, awards, acknowledgments, grants funded, etc.
 - c. Research - Reprints of publications and a chronological list of research projects, publications, reports, performances, presentations, program participation, etc.; or a summary of a single research program for which nomination has been made.

Non-Tenure Track Distinguished Faculty Award

Eligibility

This award is limited to Non-Tenure Track CWU faculty employed by the university during the time of their consideration, and who have a minimum of six (6) years teaching at least one-half of a FTEF on an annualized basis in a Lecturer or Senior Lecturer capacity at the University.

Non-Tenure Track Faculty Distinguished Teaching Award

Teaching excellence shall be determined by:

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

The nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Faculty Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is currently employed as a NTT faculty member at CWU. The vitae must bear the date stamp of the Faculty 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, including addressing the areas outlined in the introduction above. This statement must not exceed 1000 words.
4. Evidence of teaching excellence, as described above, 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.

Exhibit C

Rationale: There are circumstances where disputes between faculty members or between faculty and others fall outside the Collective Bargaining Agreement. This proposal attempts to define a process by which such disputes may be heard and resolved.

IV. Dispute Resolution

A. Obligations

The University recognizes the right of faculty to express differences of opinion and to seek fair and timely resolutions of disputes. It is the policy of the University that disputes shall first be attempted to be settled informally and that all persons have the obligation to participate in good faith in the informal dispute resolution process before resorting to formal grievance procedures. The University encourages open communication and resolution of disputes 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 disputes.

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

Dispute: A claim which occurs when a faculty member considers that any programmatic required activity or behavior, including actions or inactions by others, is unjust, inequitable, contrary to University regulations or policies, or a hindrance to effective faculty performance and student learning.

Faculty Member: A person appointed to and serving in a faculty position as defined in Article 2.2 of the CBA.

Parties: The parties to an informal dispute resolution proceeding as described in this section shall be the complaining faculty member, any other persons whose action or inaction caused or contributed to the incident or conditions which gave rise to the dispute, and any administrator whose participation may be required in implementing a resolution of the dispute.

C. Scope

This procedure delineates an appeal and resolution process appropriate for disagreements/conflicts involving faculty that fall outside the Collective Bargaining Agreement or other university policies. Issues covered by this policy include, but are not limited to:

- disputes between faculty members on issues of collegiality, professionalism, civility, etc.;
- disputes between administration and faculty regarding the grade of a student or other matters pertaining to classroom management and instruction;
- matters of academic policy administration (Cf. CWU Policies Manual PART 5).

EXCLUSIONS:

- Civil rights complaints properly addressed under the process provided in Part 2.2 of the General University Policies Manual.
- Matters subject to the grievance process contained in Article 25 of the Collective Bargaining Agreement, which includes allegations of violations of the terms of the CBA.
- Matters subject to the complaint process contained in Article 25 of the Collective Bargaining Agreement, which involves substantive academic judgments in matters of workload, reappointment, promotion, tenure, and post-tenure review.

D. The Faculty Dispute Resolution Committee (FDRC)

1. Composition

- a. The Faculty Dispute Resolution Committee shall consist of three (3) faculty members who shall elect their own chair. At least three (3) and not more than six (6) alternate members shall also be selected, at the same time and in the same manner as the regular members, and be possessed

of the same powers and subject to the same restrictions as regular members. Alternate members shall serve in the place of regular members in the event that a regular member, prior to any hearing or consideration of an issue, disqualifies himself or herself for any reason, resigns or is otherwise unable to serve as a member of the Faculty Dispute Resolution Committee. The order of service of alternate members shall be determined by the chair of the committee.

- b. Any tenured member of the faculty is eligible to serve on the Faculty Dispute Resolution Committee, with the exception of chief administrators, including but not limited to the president, provost/senior vice president for academic affairs, deans, and associate deans. Membership on the senate will not be required for eligibility. No two (2) members or alternates shall be from the same department.
- c. Members of this committee shall be appointed by the Faculty Senate Executive Committee and ratified by the senate at the last regular meeting of each academic year. Members and alternates shall serve terms of three (3) calendar years beginning September 15. Members and alternates may be reappointed and serve any number of successive terms. Terms shall be staggered so that only one position will need to be filled in any one year for both member and alternate. When the original appointee is unable to complete the full term of office, an alternate shall complete the remainder of that three year term, at which time a new member and alternate will be appointed in the regular way. When an alternate replaces a member of the Faculty Dispute Resolution Committee, a replacement alternate shall be appointed and ratified immediately to complete the remainder of the alternate's term.

2. Powers and Duties (General)

The Faculty Dispute Resolution Committee shall have the following powers and duties:

- a. To select a chair and establish rules or procedures for the resolution of complaints, provided that such rules or procedures are fair, are informal and are not inconsistent with provisions of the Academic Code, the Collective Bargaining Agreement (CBA), or other university policies;
- b. To perform the functions assigned to it by the Academic Code;
- c. To attempt to resolve by informal means any specific disputes or conflicts concerning members of the faculty as defined in Article 2.2 of the CBA.
- d. To recommend policy questions or issues, following or as part of its resolution of specific disputes or conflicts, to the attention of the president of the university or other appropriate administrators, and the Senate Executive Committee for further consideration by any senate standing committees.

E. Dispute Resolution Procedure

1. The dispute resolution procedure hereinafter described is open to all faculty members who feel aggrieved in any matter. The Faculty Dispute Resolution Committee may accept a petition for review from a group of faculty members when substantially similar or identical complaints are made. The Faculty Dispute Resolution Committee shall decide the issue of similarity and identity of complaints.
2. The following steps shall constitute the dispute resolution procedure:
 - a. Prior to petitioning the Faculty Dispute Resolution Committee for a hearing, the complaining faculty member or, in the case of a group complaint, representatives chosen by the group, will discuss the complaint with the dean or member of the university administration having direct responsibility for the area of concern, and both parties shall make a good faith effort to settle the dispute, which may include the use of the Ombuds Office or other available resolution processes;
 - b. If no mutually acceptable resolution of the dispute can be reached through discussion with the appropriate dean or university administrator, the complaining faculty member or group may petition the Faculty Dispute Resolution Committee for an informal hearing within 30 days of the termination of discussion. The petition shall be sealed, addressed to the Faculty Dispute Resolution Committee and delivered to the office of the Faculty Senate that will deliver the petition to all members of the committee within five (5) working days after receiving it. The petition shall set forth in writing and in reasonable detail the nature of the dispute, shall state against whom the complaint is directed and the relief sought. The petition may contain any information that the petitioner deems pertinent to the case. The petition may be revised or

withdrawn by the petitioner at any time prior to the committee's decision on whether or not to hold an informal hearing, but thereafter, only with the permission of the committee;

- c. The Chair of the Faculty Dispute Resolution Committee will schedule a meeting with the faculty member(s), an appropriate representative of the administration, and a representative of the United Faculty of Central (UFC) determine the next appropriate step(s) for dispute resolution. If, in the opinion of the Chair of the Faculty Dispute Resolution Committee following an investigation, a settlement is not possible, the Chair will present the information to the full committee. The committee shall decide by vote whether or not the facts merit an informal hearing. The committee's decision of cause or no cause for an informal hearing shall be issued in writing within twenty (20) working days of the delivery of the petition to the office of the Faculty Senate. If a regular academic session is scheduled to end before the expiration of such time, the committee shall have twenty (20) working days commencing with the first day of instruction of the next succeeding regular academic session to issue its decision;
- d. The Faculty Dispute Resolution Committee shall have the power to determine whether an action or decision of any faculty body, the faculty member or university official complained of by the petitioner was the result of adequate consideration of all of the relevant facts and circumstances in terms of the policies, procedures, academic interests and current circumstances of the university;
- e. The committee shall issue a written opinion embodying therein its findings and recommendations in any matter that comes before it. The opinion will be presented to the parties, the president of the university (or the chair of the Board of Trustees in the event the president is a party to the dispute resolution), and to the chair of the Faculty Senate. It may be circulated more widely if in the judgment of the committee a matter of university wide policy is involved;
- f. All decisions of the Faculty Dispute Resolution Committee, including the decision whether to grant an informal hearing, shall be by a majority vote of all the members of the committee.

F. Informal Hearing Procedure

- 1. In the event the Faculty Dispute Resolution Committee decides to conduct an informal hearing, the chair shall notify the involved parties as soon as possible after the committee's decision. The notice shall state the date, time and place of the hearing and shall include a copy of the petition filed with the committee. The informal hearing shall be held not less than ten (10) days from the mailing of the notice of the hearing to the parties; unless all of the parties, with the consent of the chair of the committee, agree to shorten the time to less than ten (10) days;
- 2. The Faculty Dispute Resolution Committee may rule at any time prior to commencement of the hearing that it is unnecessary to hold an informal hearing;
- 3. The informal hearing review shall be conducted as expeditiously as possible and on successive days if possible;
- 4. The parties to the dispute and any others the committee deems necessary for the review shall make themselves available to appear at the hearing unless they can verify to the committee that their absence is unavoidable;
- 5. Members of the Faculty Dispute Resolution Committee shall remove themselves from the case if they deem themselves biased or have a personal interest in its outcome. Faculty Dispute Resolution Committee members of the same department as the complaining faculty member(s) shall not serve at the hearing. Within ten (10) working days following the mailing of notice of the hearing to the parties, each party shall have the privilege of one challenge of the Committee's membership without stated cause and unlimited challenges for stated bias or interest. A majority of the Committee membership must be satisfied that the member challenged for cause cannot hear the issue impartially before the member is disqualified;
- 6. In informal hearings, petitioners shall be permitted to have with them a faculty member of their own choosing to act as advisor and counsel.
- 7. Any legal opinion or interpretation given to the Faculty Dispute Resolution Committee may be shared with all parties to the case;
- 8. Informal hearings will be closed to all except those personnel directly involved. All statements,

- testimony and all other evidence given at the informal hearing shall be confidential to the extent allowed by law;
9. The Faculty Dispute Resolution Committee shall file its findings and recommendations with the president of the university within ten (10) working days after the conclusion of the informal hearing. There shall be no review by the Faculty Senate;
 10. Within ten (10) working days of the receipt of the findings and recommendations of the Faculty Dispute Resolution Committee, the president or the president's designee shall inform all parties to the case, the chair of the Faculty Dispute Resolution Committee and the Faculty Senate chair in writing of his/her decision. The action of the president or the president's designee shall constitute notice of the final decision in the informal hearing review procedure. In an extenuating circumstance, such as the unavailability of the president and/or appropriate legal counsel, an extension to 20 working days may be agreed upon by the parties involved;
 11. Faculty members who disagree with the final decision in the informal hearing procedure maintain their rights to seek review by other appropriate agencies (e.g. UFC, Ombuds Office, civil court, etc.);
 12. In the event that a petition is filed during official holidays or summer break, the notice provisions of this section shall become applicable beginning the first class day after the holiday or summer break. The Faculty Dispute Resolution Committee may, at its discretion, hear a petition within that holiday or summer break period. In such cases, the notice provisions of this section become effective as of the date the petition is filed.

Section V: SUMMER SESSION

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

Exhibit D

5-10.2.8 Layered Courses. A layered course is one that has different number designations for undergraduate and graduate students who take the same course. For graduate students, the course will be taken at the 500 level or higher. Layered courses provide faculty the opportunity to augment course material with graduate-level content and expectations in a way that meets the intellectual rigor graduate students need and enhances the teaching of upper-division undergraduates. Distinctions expected between these corresponding levels typically focus on differences in content and assessment stemming from each graduate program's specific educational objectives. In general, these distinctions require a greater depth of study and increased demands on student intellectual or creative capacities than would be expected at an undergraduate level.

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

Justification: This new policy proposal is in response to Recommendation #2 of the Fall 2004 NWCCU Regular Interim Evaluation Report. Once approved, the new policy will be added to the "Graduate Level Credit" section in the Master's Degree Regulations portion of the catalog as well as the CWU Policies Manual.

Exhibit E

5-10.2.14 Specialization: A specialization is a coherent, focused subfield within a degree program. A specialization can be distinguished from a new degree in that the full designation of the degree title – including level, type and major – does not change when a new specialization is added. Specializations in an undergraduate major must share a core, defined as a group of courses shared by all specializations within a major, which consists of no fewer than 25 credits for an undergraduate program or 15 credits for a graduate program. The courses constituting the specialization must consist of no fewer than 20 credits for an undergraduate program or 15 credits for a graduate program.

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

A new specialization must be reported to the HECB as an informational item.

Rationale: This change defines the relationship between common core degree requirements and separate credit requirements for “specializations”. It also assigns logistical and minimum credit limits to specializations at both the undergraduate and graduate levels.

Exhibit F

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

Rationale: This mission statement brings the General Education program in alignment with the University mission and goals as well as accreditation standards. The wording is more current and the language speaks to a student audience. This is the first step to creating new goals and outcomes for the General Education program.

Exhibit G

The General Education Program prepares students:

1. to practice and apply the essential skills required to lead enlightened and productive lives;
2. to observe and reason scientifically about the natural world;
3. to understand social and behavioral dynamics in order to function as informed, responsible citizens in communities and relationships;
4. to appreciate and give personal expression through the arts;
5. to share and critique historical and contemporary expression of human experiences presented in oral, written and visual accounts in order to develop a sense of continuity, change, empathy, and personal ethics;
6. to understand the implications and requirements of cultural competence as it influences American ethnic and international/global interactions;
7. to observe the interconnectedness of knowledge by employing multiple modes of inquiry across disciplines to address issues and solve problems;

Rationale: The goals and above mission statement set the framework for the General Education program revision.

THE FOLLOWING INFORMATION IS NOT A PART OF MOTION 07-63, BUT IS PROVIDED HERE TO SHOW THE CONTEXT OF CURRENT DISCUSSION OF THESE PROGRAM GOALS. FACULTY FORUMS WILL TAKE PLACE IN FALL 2008 FOR REFINEMENT OF DETAILS AND ESTABLISHMENT OF OUTCOMES FOR FUTURE GEN ED REFORM. TODAY'S MOTION ONLY ESTABLISHES THE FRAMEWORK FOR FUTURE DECISIONS.

FOR INFORMATION ONLY:

General Education Curriculum

Goal 1. Essential Skills

Courses in this area enable students, through guided practice, to enact the competencies of educated, independent learners. These courses introduce modes of expression and habits of mind required to fully engage with the university experience regardless of major area of study or professional direction.

Note: General Education essential skills courses introduce ways of learning and expressing knowledge. If this proposal is approved, the skills would also be practiced in all courses approved for the GE program. Each area of the program is aligned with at least one skill, as indicated in this proposal. The goal is to insure that students have multiple experiences practicing each skill in different contexts.

Essential Skills:

- Making Plans and Monitoring Achievement: UNIV 101 and a Senior Capstone course or other department-approved end-of-major course.
- Written Expression: ENG 101 and ENG 102, OR an integrated or discipline-specific course that addresses ENG 102 outcomes.
- Quantitative Literacy: MATH 101 or any math course above 153, OR a course integrating the QL outcomes.
- Critical Thinking: One of: PHIL 201, MATH 102, MATH 130, CS 105; OR an integrated or discipline-specific course that addresses CT proficiencies.
- Creative Thinking: One course that addresses the outcomes listed for Goal 4.
- Information Literacy: CS 101 or IT 101 or proficiency exam; OR an integrated or discipline-specific course that addresses IL proficiencies.
- Foreign Language Requirement: 1 year college, 2 years high school, or proficiency exam.
- Oral Communication: COMM 1XX or one discipline-specific course that addresses OC proficiencies.

Goal 2: Understanding Physical and Biological Systems (3 courses from 3 different departments; one course must include or be accompanied by a lab.) *Essential Skill: Quantitative Literacy*

The ability to think scientifically allows an educated person to differentiate between valid and invalid scientific methods when issues of human concern are at stake. We need to be able to understand when predictions and claims are founded on reliable scientific methods or on forms of pseudo-science presented as proofs. Scientific methods are used to test perceptions and to extend knowledge; science does not have an agenda. Those who can reason scientifically will understand and be able to incorporate scientific knowledge into the workplace and everyday life experiences.

Physical and natural science classes listed in this area will enable students to: (Outcomes TBD by faculty)

Goal 3: Understanding Social and Behavioral Dynamics (2 courses from 2 different departments) *Essential Skill: Critical Thinking*

Courses in the Social and Behavioral Sciences focus on how individuals, cultures, and societies operate and evolve. These courses introduce methodologies that help educated people become thoughtful, responsible individuals and members of local and global communities.

Social Science classes will enable students to: (Outcomes TBD by faculty)

Goal 4: Aesthetic Experience (1 course which includes aesthetic reasoning or production) *Essential Skill: Creative Thinking*

Aesthetic experience is fundamental to human existence. The educated person is able to construct meaning intellectually, but also through the senses and the imagination. Aesthetic experience takes two essential forms: the appreciation of artistic meaning, and the creation of artistic meaning. Courses in this area allow us to explore questions about the nature of art; to understand, interrogate, and engage in the creative process; and to explore the connections between art, culture, and history.

Classes in aesthetic experience will enable students to: (Outcomes TBD by Faculty)

Goal 5: Humanistic Understanding (2 classes from 2 different departments) *Essential Skill: Written Expression*

University study in the humanities focuses on the analysis and interpretation of human experiences of the past, present and future. Educated people study the humanities to observe how humans have articulated their most profound ideas through both documented and imaginative accounts in order to understand the processes of continuity and change in individuals and cultures. Studying the humanities also helps educated people perceive how those ideas are affected and sometimes driven by values and beliefs.

Courses in humanistic understanding will enable students to: (Outcomes TBD by faculty)

Goal 6. Cultural Competence (2 classes, one that focuses on U.S. ethnic groups and one on comparative global cultures) *Essential Skill: Critical Thinking, Written Expression*

Cultural Competence courses focus on how culture can influence our own perceptions and those of others, how to gain understanding of cultures different from one's own, and how to increase our ability to apply appropriate patterns of understanding and behavior in culturally diverse settings. Courses focus on one or more non-dominant cultures or peoples of the United States, or on comparative cultures across national and continental boundaries.

Courses in cultural competence will enable students to: (Outcomes TBD by faculty)

Goal 7: Integrated Learning Experiences (1 course; courses in this area generally satisfy the outcomes of two or more areas of knowledge)

Essential Skills: Critical Thinking, Oral Communication

Integrated Learning courses invite students to connect knowledge across disciplines in order to solve problems. These courses take an interdisciplinary approach to examining social, economic, technological, ethical, cultural or aesthetic implications of knowledge. In addition to courses based in a single department or program that embrace multiple disciplines, integrated learning opportunities include learning community and international studies courses that address specific General Education outcomes and require guided reflection and expression.

Integrated Learning courses will enable students to: (Outcomes TBD by faculty)

General Education Program Proposal FAQ, May 2008

- 1. How did you determine the distribution of classes?** The original conception of the new framework proposed two courses from each broad area. However, due to current General Education course distributions, we made an adjustment to ease potential staffing issues during the transition. We are open to a discussion of this adjustment.
- 2. What is the difference between what was required and what will be required?** The proposed program is different from the current program in that it is outcomes-based rather than course- or credit-based. Students finish their GE requirements when they have taken courses that address all of the GE outcomes. It may look at first like we are moving from 9 required breadth area courses to 11; however, courses that satisfy Goals 1, 6 and 7 may also address the outcomes for another goal.
- 3. How will we transition from one program to the other?** During next year, the General Education Coordinator will work with faculty to bring existing courses into the proposed framework and to create new courses and course alignments invited by the program revisions. The Coordinator will also assist the deans, the registrar's office, and the advising center as they construct quarterly schedules that allow for a smooth transition from one program framework to another. In the beginning, many students will meet the basic requirements as they do now. However, as Integrated Learning opportunities develop, an increasing number of students will be able to address essential skills in combination with content area classes. We hope that over time, enough integrated opportunities develop that we can offer all incoming freshmen a true learning community experience.
- 4. How did you integrate basic competencies into the curriculum?** Goal 1 specifies the Essential Skills that are to be expected of our college graduates. In addition to stand-alone classes in these skills, each content knowledge course will integrate guidance and assessment in one of the skills. The alignments of skills to content knowledge area were based on examining current Gen Ed course syllabi which show that many current courses are already in compliance with proposed expectations. For faculty who teach courses that do not currently incorporate or assess a skill-specific assignment, workshops will be offered to help faculty construct discipline-specific assignments and assessment tools. The committee's hope is that these competencies would be introduced and assessed in UNIV 101, as well as in a Senior Capstone or other department-identified senior-level course using the Collegiate Learning Assessment or additional measures approved by the Assessment Committee.
- 5. Who writes the outcomes?** Faculty control the curriculum. The faculty who teach in each area will compose two to four outcomes that will represent the common ground shared by courses listed for each breadth area. As a way to test the viability of the proposed goals, we have drafted sample outcomes to demonstrate a level of generality that reflects program rather than course-level expectations. They represent our best guess of common ground shared by the diverse courses included in each area. Those drafted samples will, on request, be provided as discussion-starters. We also expect that course outcomes will not be limited to the 2-4 shared by all courses in a content knowledge area. Sections of courses are also likely to assess outcomes with different measures; that variety is reflective of the range of expertise within any group of faculty. For accreditation purposes, the

GE Coordinator will be collecting information regarding how each GE outcome is assessed in each course section.

6. **What is cultural competence, and why should it be a priority for General Education?** Cultural competence is defined as a set of behaviors, attitudes, and policies that enable people to work effectively in cross-cultural situations. The word **culture** is used because it refers to integrated patterns of human behavior that include communications, actions, customs, beliefs, and values through which we establish our identities and affiliations. The word **competence** is used because it implies having the capacity to function positively in cross-cultural situations, and becoming a change-agent in circumstances where bias and privilege may result in inequities and discriminatory practices. We are pleased to note that our perspective on cultural competence was in part derived from work done by the CWU Diversity Center which relied on language that actually comes from the medical profession.
7. **What is integrated learning, and why should it be a priority for General Education?** In today's world, information flows freely and continuously from one domain of knowledge to another. More than ever, students need to be prepared to adapt to rapidly changing and complex environments. Basing our commitment to integrative learning on research from the American Association of Colleges and Universities (AAC&U), we define it as sites of learning in which intentional learners can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lifetimes. The CWU curriculum currently includes many forms of integrated learning structured as learning community courses, interdisciplinary research projects, community-based service learning, global studies, and culminating activities based on real-world problem-solving.
8. **Where will students develop Information Literacy?** Information Literacy includes methods of finding and presenting information. The committee recommends that this skill area continue to be introduced in UNIV 101, CS 101 and IT 101, and is practiced in ENG 101 and 102; we also recommend that further development in Information Literacy focus on methods and resources relevant to and included in the student's major field of study. Assessment of Information Literacy skills is often developed within departmental programs so that the information reflects the different needs of each major.
9. **What about oral communication?** Another emphasis that was not included in earlier proposal drafts but in which several faculty members have expressed interest is oral communication. To build a speech requirement into the curriculum, resources would have to be identified to staff courses on effective speaking, discussing, and presenting. Alternately, resources could be identified to pay faculty with expertise in oral communication to provide professional development opportunities in which faculty could construct assignments and rubrics to integrate guidance and assessment in oral communication into content knowledge courses.

General Education Program Mission

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

GOALS: The General Education Program prepares students:

Goal 1: *to practice and apply the essential skills required to lead enlightened and productive lives. Skills may be learned in stand-alone classes or in combination with content knowledge courses*

Goal 2: *to observe and reason scientifically about the natural world*

Goal 3: *to understand social and behavioral dynamics in order to function as informed, responsible citizens in communities and relationships*

Goal 4: *to appreciate and give expression to beauty and truth through the arts*

Goal 5: *to share and critique historical and contemporary expressions of human experiences presented in oral, written and visual accounts in order to develop a sense of continuity, change, empathy, and personal ethics*

Goal 6: *to understand the implications and requirements of cultural competence as it influences American ethnic and international/global interactions*

Goal 7: *to observe the interconnectedness of knowledge by employing multiple modes of inquiry across disciplines to address issues and solve problem. Courses approved for this goal can satisfy a combination of the outcomes related to any of the other goals.*