

**REGULAR MEETING**  
**Wednesday, December 1, 2021, 3:10 p.m.**  
**Zoom**  
**Minutes**

Meeting called to order at 3:15 p.m.

**All Senators were present except:** Timothy Beng, Lucinda Carnell, Koushik Ghosh, Vanessa Hunt, M. O'Brien, Nelson Pichardo, and Robert Pritchett

**Guests:** Fabiola Serra Fuertes, Liane Pereira, Elizabeth Brown, Bobby Cummings, YiShan Lea, Sayantani Mukherjee, Maureen Rust, Susan Rivera, Rose Brower-Spodobalski, Joy Fuqua, Mike Harrod, Ediz Kaykayoglu, Rebecca Lubas, Gail Mackin, Mike Pease, Carolyn Thurston, Arturo Torres, Coco Wu, and Taralynn Petrites, unknown guest via phone

**CHANGES TO AND APPROVAL OF AGENDA** Approved

**MOTION NO. 21-14(Approved): APPROVAL OF MINUTES** of November 3, 2021

**COMMUNICATIONS** – Communication from the College of Arts and Humanities. The full communication can be found at the end of the minutes

During the Faculty Senate meeting on November 3, 2021, Associate Professor Goerger shared his concerns about the CAH Academic Advising Program. His comments referenced concerns of five students who shared their frustration because CAH academic advising sessions are booked two weeks out.

Thank you for the opportunity to respond to these concerns and we hope that this letter and the attached Appendices A-C appear in the official Faculty Senate Minutes transcript of the November 3, 2021, meeting.

The white paper (Appendix A; attached) titled "CAH's Academic Advising Model: A Principled Approach" illustrates CAH's commitment to academic advising excellence. The principled approach is bolstered by these facts and initiatives:

- While other CWU colleges assumed advising directors and advisors familiar with CWU, implementation of CAH's advising model has been delayed, but not deterred, because
  - o the program director started full time in July 2021 after an extensive national search, and
  - o the resignations of three previous academic advisors (two in May and July and one two weeks prior to the beginning of the fall 2021 quarter) meant that three new academic advisors needed to be recruited, interviewed, hired, and onboarded.
- Two new academic advisors began their onboarding and advising duties on October 18, 2021, three weeks prior to Winter 2022 registration.
- A third new academic advisor will begin onboarding and advising students on November 15, 2021.
- CAH student advising for winter 2022 has been conducted by the CAH director of

advising, one full-time CAH advisor, the Chair of the Department of Art and Design, and the CAH Associate Dean.

SENATE CHAIR REPORT – Chair Lyman talked about the supplemental documents that were sent along with today's agenda. Two are from Student Success regarding Behaviors of Concern and Bias Response Team information, and two others are from the Substance Misuse Prevention and Recovery Coordinator through the Wellness Center regarding information about Prevention and Recovery Support, including suggested syllabi language. Please forward these items along to your respective departments/programs. Another announcement to pass along to your departments is that the Testing Center is no longer supporting scantron services due to loss of revenue and expanding costs. Bill Thelen, the testing services director mentioned there are alternative options, so please contact their office with questions at [CWUtesting@cwu.edu](mailto:CWUtesting@cwu.edu).

Chair Lyman mentioned faculty senate's role in the ethics investigations that were accidentally sent to all faculty in a mid-November email. Faculty Senate operates a complaint process that is outlined in Faculty Code section IV.G. Senate leadership completed investigations received by the Senate office during spring 2021 within the timeline and rules specified in Faculty Code. Final letters were sent to CWU administration for their consideration, thus completing the process required by Senate. Separate, internal, and external investigations are still occurring outside of Senate purview.

Chair Lyman reported that the General Education committee has been collaborating with the General Education assessment coordinator on General Education assessment planning. Department chairs and faculty will be receiving more information soon about assessment processes and data requests. Also, as Senate works on the administrative support side of general education, the President and the Provost are considering creation of an administrator position that could provide structural, financial, and sustainable support for General Education that is needed, while Faculty Senate maintains control of the curriculum, framework, and academic policies within the program. Once this is in place Senate can adjust the language in policy, procedure, code, and bylaws that was suspended last year. This will occur with full Senate consultation, and there will be more information on this soon.

Finally, I would like to recognize the outstanding work that the Antiracism, Diversity, and Inclusivity (ADI) Task Force has been doing. They have been working incredibly hard developing an ADI graduation requirement through complex research, university consultation via listening sessions, meetings, and surveys. Please review the ADI committee's report attached to this agenda for a full breakdown. As a reminder about the process of developing this requirement, this is a transparent, multi-phase, consultative process that started with Senate approval of the requirement last spring. We are now in the model proposal process which we'll vote on today, then the learner outcomes will be developed, and then further implementation steps taken. All of this will be completed with full consultation. We recognize that there are questions and concerns about the implementation process, which we will certainly discuss as those steps start their planning phases, but today please remember we are only focused on the model at this point. As this development moves forward, plans regarding faculty professional development, training, course review, and continuous assessment will occur.

To conclude, as always please contact me or any member of the executive committee with questions or concerns and we are happy to assist. Thanks again for all that you do, best of luck as we prepare for finals week, and I hope you all have a fantastic holiday break.

**FACULTY ISSUES** – Chair Lyman gave some updates and answers to faculty issues that were brought forward at the November 3rd senate meeting:

1. A concern about advising in the College of Arts and Humanities was raised. Today's communication document included with the agenda provides a detailed response to this concern.
2. A concern about the computer replacement policy was raised. I reached out to the Chief Information Officer of Information Services inquiring about an update for when computer replacements will begin occurring and did not receive a response. We will continue to monitor this and will provide updates when more information is known.

**New Issues**

Senator Eklund brought forward a concern about crossing intersections either walking or biking. There was a faculty member almost hit on Wildcat Way by Shaw-Smyser. Senator Eklund also indicated her department likes the idea to permanently starting earlier for fall quarter like we did last year.

Senator Divine also indicated they would like to change to the fall calendar to an earlier start date.

Senator Delgado reported last year there were faculty that requested to look at starting earlier to end by Thanksgiving for fall quarter on a permanent basis. There was also positive feedback from students last year.

Senator Divine brought forward a request that they would like to see an announcement made when a faculty member passes away. Many were unaware of those who have passed away this year.

Senator Kasselis asked if all departments be eligible to offer ADI courses.

**STUDENT REPORT** – Rachel indicated that ASCWU has received a lot of positive feedback regarding the earlier fall start. ASCWU is working on getting senators for the Student Academic Senate. Rachel asked for help in distributing the information to students. Friday, December 3 is the last day for applications.

**OLD BUSINESS** - None

## REPORTS/ACTION ITEMS

### SENATE COMMITTEES:

#### **Academic Affairs Committee-** (Written report)

**Motion No. 21-15(Withdrawn by committee):** Recommends amending CWUP 5-90-040(34) Academic Standards, CWUP 5-90-040(35) Academic Standing, CWUR 2-90-040(33) Academic Standards, and CWUR 2-90-040(34) Academic Standing as outlined in Exhibit A.

**Motion No. 21-16(Approved 40 yes, 1 no, 2 abstentions):** Recommends amending CWUP 5-90-040(12) (B) University Catalog as outlined in Exhibit B.

**Budget and Planning Committee –** Working on charges. Looking at budget implications of COVID. Looking at sch and teaching loads. Generation of sch was down 20% from fall 2019. Looks like winter a lot of offerings of what we would see of a typical quarter with more face-to-face offerings and look more like winter 2019. Watching this closely and will keep Senate up to date. Will be interesting to see enrollments for winter quarter. Following the transition from RCM/ABB to a value based budgeting and discussing the implications of that. The make up of the President Budget Advisor Committee and subcommittees have all been changed and not sure where those will end up and will continue to advocate for faculty representation. Winter quarter university vision and mission statement. This is an important for faculty to be involved in and provide feedback. Please let departments that this is important to participate. Also looking at the impact of GE on sch still but is less important in the new budget model. Fall is pretty consistent to what was reported in spring.

#### **Bylaws and Faculty Code –** (Written report)

**Motion No. 21-13(Second reading of three):** Recommends amending the Faculty Code Section IV.G.1 Complaint Policy and Procedures as outlined in Exhibit C.

#### **Curriculum Committee**

**Motion No. 21-17(Approved 41 yes, 3 abstentions):** Recommends approval of a new Sustainable Practices in IT Minor/Certificate as outlined in Exhibit D.

#### **General Education Committee**

**Motion No. 21-18(Approved 38 yes, 1 no, 4 abstentions):** Recommends approving CWUP 5-100-070 as outlined in Exhibit E.

#### **Antiracism, Diversity, and Inclusivity Task Force** (Written report)

**Motion No. 21-19(Approved 40 yes, 2 no, 3 abstentions):** The Antiracism, Diversity, and Inclusivity Ad-hoc committee recommends approval of a model for the antiracism, diversity, and inclusivity graduation requirement for all undergraduate CWU students, projected to begin in Fall 2023, as outlined in Exhibit F.

Senator Schedler indicated strong support the ADI requirement. However, there have been concerns raised about who is involved in crafting the outcomes and that they have curricular experience. There is also concern with creating the assessments and

that there is a rigorous process for the ADI courses that will be approved for this requirement.

Senator Bisgard – Will this be part of General Education and will it replace a course, or will this be an extra course students will be required?

Senator Lindsey commented that we need to make sure not only the curriculum and objectives are produced by faculty with expertise and that they would teach these courses. Those who teach need to have expertise as well.

Senator Long asked why the courses will be 4 credits?

**PRESIDENT** – President Wohlpart is currently meeting with state legislators and unable to attend today's senate meeting, so he provided a written report that was read by Chair Lyman.

President Wohlpart apologies for missing this Faculty Senate meeting (the second in a row), but he is meeting with key legislators ahead of the legislative senate. Today, he is meeting with Senator Christine Rolfes on Bainbridge Island, so he was at the mercy of the ferries. This is a critical meeting for CWU. Senator Rolfes is the Chair of the Ways and Means and Operating Budget committee, and she has been very friendly to CWU in the past. Building a relationship with her will be critical. She led the effort in providing additional mental health counselors last year and added funding for our teacher preparation program.

I will also be strongly advocating for support for raises. Right now, the state legislature only funds 50% of the raises given at state universities (they fund 100% for other state employees). This hampers our ability to invest in our faculty and staff, as we must use the additional dollars we get from the tuition increase to cover the other 50%, and the tuition increase percentage is capped, so it doesn't necessarily cover the full additional 50%.

An update on the Vision and Mission work just went out Tuesday (if all goes as planned, or else it will be out soon). The committee wants to make certain that the feedback from the community drives our next steps as we move towards drafting statements. Alongside our work on developing a new vision and mission, we will be engaging a firm to assist with developing a clear brand for CWU that will reinforce our vision and our marketing, especially around the recruitment of new students. That firm has read through the responses from the vision and mission survey, along with lots of other materials from CWU, and will interact with focus groups as they go about their work.

We are in the process of developing a draft budget for FY 23—which is much earlier than we have done so in the past. It will be built on very early (and thus not fully reliable) projections for new student enrollments and state revenues. The draft budget will be shared in the winter and spring quarters.

**PROVOST** – Provost DenBeste indicated she has enjoyed getting to meet more faculty this fall. The Provost has been to several music concerts, a theatre presentation, fall SOURCE and many other events this fall. Heartening to see everyone on campus, to see the work, see us come together as a university. We will continue to have to navigate whatever COVID throws at us. The Provost thanked the ADI Task Force for their work. It will continue to be a process, but we are moving forward. The NWCCU Accreditation team will be on campus on April 28-29. As a result, we have to look at program level outcomes. We are working to

create a culture of assessment and is meant to be continuous improvement. The Provost indicated we need to be continually thinking about what we need to do better and what we are doing well. She expressed her appreciation for those who have been helping with this effort. It is crucial that we show progress in these areas and are moving forward. The new budget development task force will include 8 members. Four (4) from the finance side, and four (4) appointed by the Provost. The four appointed by the Provost will be Jeff Stinson, Gail Mackin, Roxanne Easley, and Sathy Rajendran.

**CHAIR-ELECT** – There will be an open Executive Committee meeting will be next Wednesday, December 8 from 3-4. An email with the Zoom link will be sent prior to the meeting.

**NEW BUSINESS** - None

Meeting was adjourned at 4:34 p.m.

# Exhibit A

Number (if applicable):

**5-90-40 (34) Undergraduate Scholastic Standards**  
**New section: 5-90-401-(35) Academic Standing**  
**2-90-40-(34) Undergraduate Scholastic Standards**  
**New Section: 5-90-40-(35) Academic Standing**

Title of Section:

New  Revision

Summary of changes:

Undergraduate Scholastic Standards

- Policy involving academic standing has been removed from the policy defining control of academic standards and placed in its own section. Implementation responsibility has been moved to procedure and changed from Dean of Student Success to the Academic Deans.

Academic Standing

- The amount of time that a student can spend in academic warning has been extended by one quarter.
- All students on academic warning or probation will have required advising.
- Students on Warning or Probation will not be allowed to enroll in more than 18 credits per quarter.
- Procedure and process regarding suspension has been clarified.

Justification of changes:

The charge given to us by the EC is as follows:

AAC21-22.03 Continue revisions to warning/probation/suspension policy/procedure and craft modifications of policy/procedure to reflect these revisions. **Timeline:** Fall quarter  
*Progress was made last year regarding working with stakeholders to create a policy proposal. From AY20-21 AAC charges: Inconsistencies exist between the warning/probation/suspension policy and our graduation policy. It is technically possible to be in good enough standing to graduate, but also considered to be on academic warning/probation/suspension. In addition, wording and administration of warning/probation/suspension, and the procedures for students to re-enter good standing appear to be barriers for retaining students. Examine warning/probation/suspension policies of other state higher education institutions to see how others have addressed this issue.*

**We consulted with the stakeholders from the registrar's office, the academic advising council, and financial aid as we developed these policy changes. In working on the changes, we determined that although the current academic standing is housed under "undergraduate scholastic standards," the areas covered by each policy heading are distinct enough to warrant separation. We extended the amount of time that a student can spend on academic warning in order to give students more time to succeed. Similarly, the addition of required advising for students on warning or probation will help students be more successful in their work.**

**Budget implications:**

This will likely impact the person hours required for advising, however we believe that these hours are necessary to help assist with student retention and success.



CWUP 5-90-040 Undergraduate Scholastic Standards

(34) Undergraduate Scholastic Standards

(A) Academic standards are established by the faculty. ~~The Dean of Student Success has responsibility for implementing these standards.~~

~~(B)~~ (35) Academic Standing

(A) A student's academic standing appears on the quarterly grade report. Following are standard designations of academic standing: There are four designations of academic standing:

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

2. Academic Warning: ~~A student who has been in good standing will be placed on academic warning when the GPA for the previous quarter is below 2.0.~~ A student will be placed on academic warning when their GPA for the previous quarter or their cumulative GPA is below 2.0.

A. Students on academic warning will have required advising.

B. Students on academic warning may not enroll in more than 18 credits and may be advised to reduce their course loads.

3. Academic Probation: A student ~~who has been on academic warning~~ will be placed on academic probation if ~~either the~~ their quarterly ~~or cumulative~~ GPA ~~for the previous quarter~~ is below 2.0 for two consecutive quarters while they are on academic warning.

A. Students on academic probation will have required advising and shall develop an academic improvement plan in consultation with an academic advisor.

B. Students on academic probation may not enroll in more than 18 credits and may be advised to reduce their course loads.

4. Academic Suspension: A student ~~who has been on academic probation~~ will be placed on academic suspension ~~if the GPA for the previous quarter is below 2.0~~ for up to one academic year if their quarterly GPA is below 2.0 while the student is on academic probation.

A. If the GPA for the previous quarter is 2.0 or above, but the cumulative GPA remains below 2.0, the student will remain on academic probation. The academic files of all suspended students will be reviewed and students that have been placed on academic suspension will be denied enrollment for one academic year.

B. Students may appeal the suspension by presenting evidence of circumstances beyond the student's control which adversely affected the student's performance during the preceding quarter(s). The appeal will be reviewed by the academic standing council, which makes a final determination regarding the length of suspension.

C. A student on academic suspension must apply for readmission to the university. Readmission to the university is not guaranteed and is contingent on demonstrating the ability to succeed at CWU.

D. A student will be placed on academic warning upon returning to CWU from academic suspension.

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

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

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

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

CWUR 2-90-040

(33) Undergraduate Scholastic Standards

No procedures Academic Standards. The academic deans are responsible for implementing academic standards.

(35) Academic Standing

(A) College advising offices and other advising structures will develop processes for requiring advising and creating academic improvement plans relevant to their students' needs.

1. No procedure

2. The office of student success will inform students and their professional/faculty advisors when they enter academic warning.

3. The office of student success will inform students and their professional/faculty advisors when they enter academic probation.

4. Academic Suspension

A. The dean of student success will review the files of all students entering academic suspension and inform each student and their professional/faculty advisors of their suspension status.

B. Students appealing suspension will follow the process established by the dean of student success. The academic standing committee will review suspension appeals before the beginning of the subsequent quarter.

C. No procedure.

D. Students must meet with a professional/faculty advisor to develop an academic improvement plan after being readmitted.

## Exhibit B



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**Number (if applicable): CWUP 5-90-40 12(B)**

**Title of Section:**

**New**  **Revision**

**Summary of changes:**

AAC added a line to the policy governing catalog year to enable ETA+ students to enroll in a program when they are admitted to ETA+, thus setting the catalog year that will determine their program requirements.

**Justification of changes:**

The charge given to AAC by EC reads as follows:

AAC21-22.08 Consider developing policy and/or procedure for improving transfer students' catalog year and degree requirements consistency. **Timeline:** Fall Quarter. – High Priority

*When programs change course requirements, students who intend to transfer to CWU and began planning early at their previous institution sometimes end up not meeting program requirements or not having the correct courses to transfer to CWU. Consider allowing students admitted to CWU's Early Transfer Admission+ program to use the program requirements from the catalog year active at the time they were admitted to ETA+. Also consider placing a deadline on how long students can use a program. This can create issues with the General Education program and departments having to offer courses that are no longer part of a program (or may no longer be a course), consultation with GEC and CC is important.*

The AAC feels that the proposed change addresses this charge.

**Budget implications:**

No anticipated budget implications

## CWUP 5-90-040 Academic and General Regulations

### (12) University Catalog

(A) The official electronic catalog (OEC) is the university's compilation for all curricula. The OEC serves as the basis for major, minor, and program requirements for the degree audit system for that academic year. The OEC includes all the changes which met the appropriate deadlines for approval the previous academic year.

(B) Undergraduate catalogs are valid for five years. A student should expect to complete general education requirements as listed in the OEC current at the time of first enrollment at either CWU or a community college in the state of Washington (provided he or she transfers directly to CWU from the community college and has not attended another four-year institution). The student should also expect to meet the specific requirements of the departments for majors and minors in the OEC current at the time he or she is accepted by the department into the major or minor program.

Students admitted into the early transfer admission+ program who formally declare and are admitted to a major or minor should also expect to meet the specific requirements of the departments for majors and minors in the OEC current at the time they are accepted by the department.

(C) If the student does not enroll for two or more consecutive quarters at CWU (excluding summer) without a leave of absence, he or she must reactivate his or her major status. Reactivation must be done with the concurrence of the department and in accordance with department and OEC requirements current at the time.

(D) Department chairs will notify students that they are bound by the major requirements which became effective with the fall OEC for the academic year in which they are accepted into their major.

(E) Graduate students admitted to a master's degree program may use either the catalog they are admitted under or the current one.

## Exhibit C



Number (if applicable):

Title of Section: Faculty Code, Section IV. G. 1. c. i. h. H.G.1.i.

New  Revision **X**

**Summary of changes:**

**BFCC proposes removal of h) Professionalism from the i. Jurisdiction and re-numbering/lettering of remaining items:** “**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:”

**Justification of changes:**

Professionalism was deemed potentially problematic by the Assistant Attorney General as Senate does not define what professionalism is, which leaves subjectivity and is open to interpretation.

**Budget implications: None.**

## Proposed Faculty Code change:

### G. External Senate Procedures for the Protection of Faculty Rights and Responsibilities

#### 1. Complaint Policy and Procedures

##### a. **Obligations**

The university recognizes the right of faculty to express differences of opinion and to see 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 the 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~~
- hi) Professional Ethics (Faculty Code Appendix A)
- ij) Scholarly Misconduct
  1. Complaints alleging fabrication falsification or plagiarism in research/scholarship are subject to CWUP 2-40-250. Both the Senate and CWUP processes will be conducted in parallel.



## **Exhibit D**

### **Sustainable Practices in IT Minor or Certificate**

#### **Required Courses**

- ADMG 285 Sustainable Decision-Making (5)
- ADMG 302 Financial Analysis for Administrative and IT Support (5)
- ADMG 445 Applied IT Sustainability (4)
- IT 165 Seeing Through the Data (4)
- RMT 345 Sustainable Retailing (4)

**Total Credits: 22**

## **Exhibit E**

CWUP 5-100-070 General Education Rules

(1) All general education courses must be taken for a letter grade with the exception of culminating experience courses having the option to be graded with Satisfactory/Unsatisfactory (S/U). General Education credits earned with a grade of Emergency Pass (EP) shall count towards program requirements. [See Emergency Pass/Fail (EP/EF) Grades policy [5-90-040 \(20\)](#)]

*[Responsibility: Faculty Senate; Authority: Cabinet/UPAC; Reviewed/Endorsed by: Cabinet/UPAC; Review/Effective Date: XX/2021; Approved by: A. James Wohlpart, President]*

## **Exhibit F**

### **Antiracism, Diversity, and Inclusivity Draft Model**

Feature 1: All undergraduate students will be required to complete a minimum of 4 credits from the approved CWU anti-racism, diversity, and inclusivity (ADI) courses.

Feature 2: Students will be allowed to take an approved ADI course from any department or program, including those outside their college.

Feature 3: Transfer students may substitute ADI courses they have completed at other institutions of higher learning provided the course(s) meet the CWU ADI learning outcomes.

Feature 4: Courses that meet all the ADI learning outcomes may be offered by any academic department, program, major, and minor (including Special Topics and General Education courses).

Feature 5: Departments, colleges, and programs submitting ADI courses for approval must demonstrate an effort to collectively include a variety of modalities (face to face, hybrid, online, distance ed) to provide equitable access to all CWU students, including center and online students.



ADI Task Force report

NOVEMBER 23,  
2021

Antiracism, Diversity & Inclusivity Ad Hoc Committee FACULTY

SENATE SUMMARY REPORT

FALL 2021



## OVERVIEW

The Antiracism, Diversity, and Inclusivity (ADI) Ad Hoc Committee was established in Winter 2021 to identify specific ways to address issues associated with diversity, inclusivity, inequality, discrimination, and racism at CWU. The committee's work last year culminated in a motion to add an antiracism, diversity, and inclusivity graduation requirement for all undergraduate CWU students. The Faculty Senate passed the motion by 89% on June 2, 2021. The committee has since focused on designing a model for implementation, projected to begin Fall 2023.

## AD HOC COMMITTEE MEMBERS

Name	Primary Work Site	Position
Liane Pereira	Online	COTS member (co-chair)
Maureen Rust	Ellensburg	Libraries member (co-chair)
Bobby Cummings	Ellensburg	CAH member
YiShan Lea	Ellensburg	CEPS member
Sayantani Mukherjee	Westside	COB member
Elvin Delgado	Ellensburg	Executive Committee liaison

## ADI COMMITTEE CHARGES

In Fall 2020, Faculty Senate outlined substantial charges for the committee to be executed in Winter, Spring, and Fall 2021. The committee focused its efforts on the most fundamental first charge:

- 1.** Identify concrete ways to incorporate ADI initiatives in the curriculum.

Consider proposal options for an anti-racist/or race and ethnicity graduation requirement for undergraduate students.

- a.** Develop ways to promote full consultation with the academic community via surveys and listening sessions to receive feedback regarding ways to implement the graduation requirement.
- b.** Ensure that all departments and programs are given equal opportunity to develop courses to be included as part of the graduation requirement.
- c.** Work closely with relevant Senate Standing Committees, including the General Education Committee, the Curriculum Committee, and the Academic Affairs Committee.
- d.** Consult with the administration (i.e., Registrar, Enrollment Management, Provost Office) to ensure that the graduation requirement will not add time to graduation, make the degree more expensive, or in any other way hinder students.

This report offers background to the proposed model for implementation, and summarizes the work to date on the revised charges issued in Fall 2021:

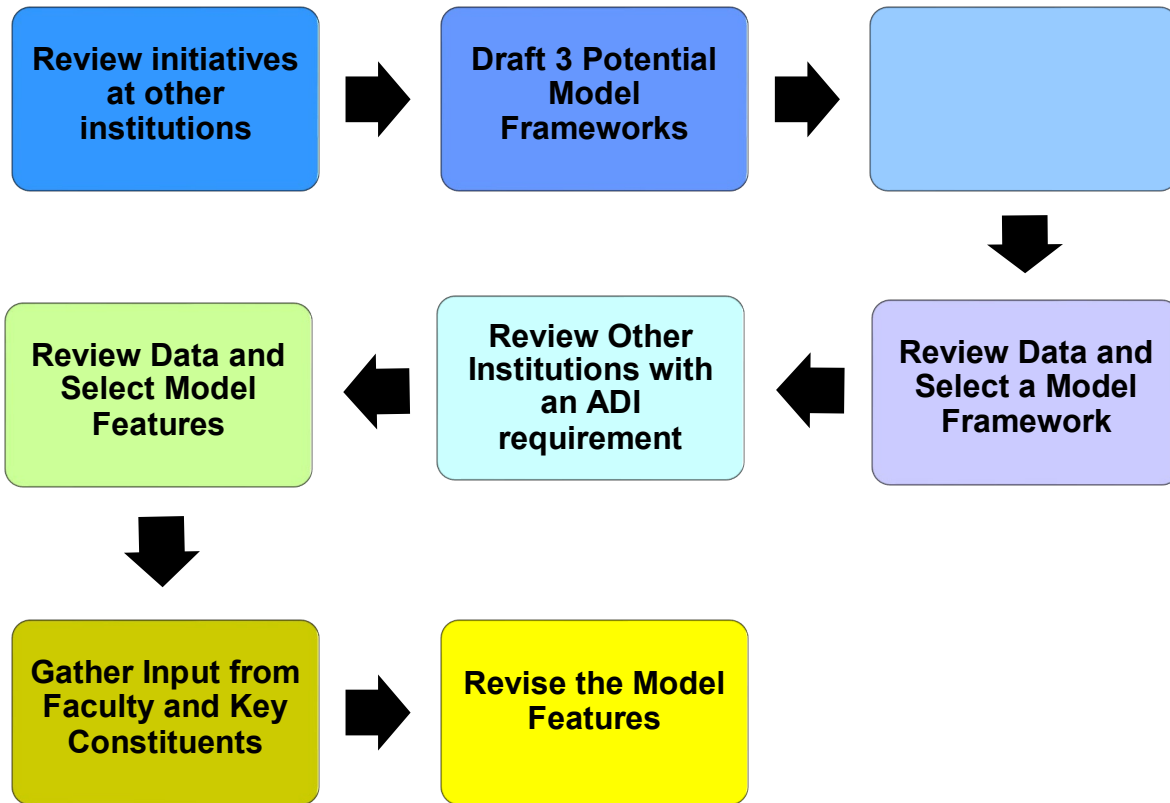
- 1.** Identify concrete ways to incorporate ADI into the curriculum.
  - a.** Submit proposed model for incorporating an anti-racist/or race and ethnicity, diversity, equity, and inclusion graduation requirement for undergraduate students.
    - i.** Complete data analysis from 2020-2021 to inform the proposed model, particularly the qualitative responses as they relate to potential models, teaching and learning, and campus climate.
    - ii.** Gather information about promising practices relevant for teaching and learning ADI content.
    - iii.** Develop ways to promote full consultation with the academic community via surveys and listening sessions to receive feedback regarding the model.
  - b.** Develop proposed learning outcomes and evaluation process for potential courses that incorporate all required ADI elements.
    - i.** Learning outcomes will include ways to address structural racism, promote diversity, equity, and inclusion, improve outcomes for students from historically marginalized communities, and highlight commonalities and humanity.
    - ii.** Develop ways to promote full consultation with the academic community via surveys and listening sessions to receive feedback regarding the learning outcomes.
    - iii.** Work closely with relevant Senate Standing Committees, including the General Education Committee, the Curriculum Committee, and the Academic Affairs Committee to revise the proposed outcomes as needed.
  - c.** Consult with the administration (i.e., Registrar, Enrollment Management, Provost Office) to ensure that the graduation requirement will not add time to graduation, make the degree more expensive, or in any other way hinder students.
- 2.** Examine ways to evaluate all ADI course outcomes and course assessment strategies.
  - a.** Draft recommendations for standards by which participating departments can review and update outcomes and assessment statements to remove any biased, exclusionary, and/or ableist language/expectations.

Consider ways to evaluate participant's level of satisfaction with the course and how they will apply the program to their education

- b.** Work closely with the Curriculum Committee and Office of Diversity and Inclusivity as appropriate.
- 3.** Communicate the recommendations to the academic community.
- 4.** Ensure that all departments and programs are given an opportunity to develop ADI courses.

## PROCESS FOR ESTABLISHING THE PROPOSED MODEL

There have been several stages in designing the proposed model, each with information gathering, multiple levels of consultation, data analysis and synthesis, and revisions, in accordance with our 2021-2022 charges (1a, 1c, 3, and 4).



### STEP 1: ADI MODEL FRAMEWORK

After reviewing ADI efforts and requirements at other institutions and summarizing feedback from the faculty, student, and staff listening sessions, the ADI committee synthesized the findings to provide 3 general frameworks for incorporating ADI initiatives into the curriculum:

- A.** Model 1—incorporation of anti-racist and/or race and ethnicity studies into the curriculum without a graduation requirement. CWU will provide specific learning objectives and the departments will determine which courses can effectively meet learning objectives. Recommended readinglists or courses approved by other departments will also be provided.
- B.** Model 2—Flexible pathways to meeting an anti-racist and/or race and ethnicity graduation requirement. Specific learning objectives will be provided and used to determine which courses can be used to meet the requirement. These courses can overlap with any other requirements for graduation (General Education courses, major core courses, transfer curriculum, electives, independent studies, theory seminars, internship, etc.). Potential options (not exhaustive):
  - i.** Approved CWU General Education courses
  - ii.** Approved program specific courses
  - iii.** Approved electives
  - iv.** Transfer courses that that have been identified as having an anti-racist/race or

ethnicity focus, and meeting the learning objectives

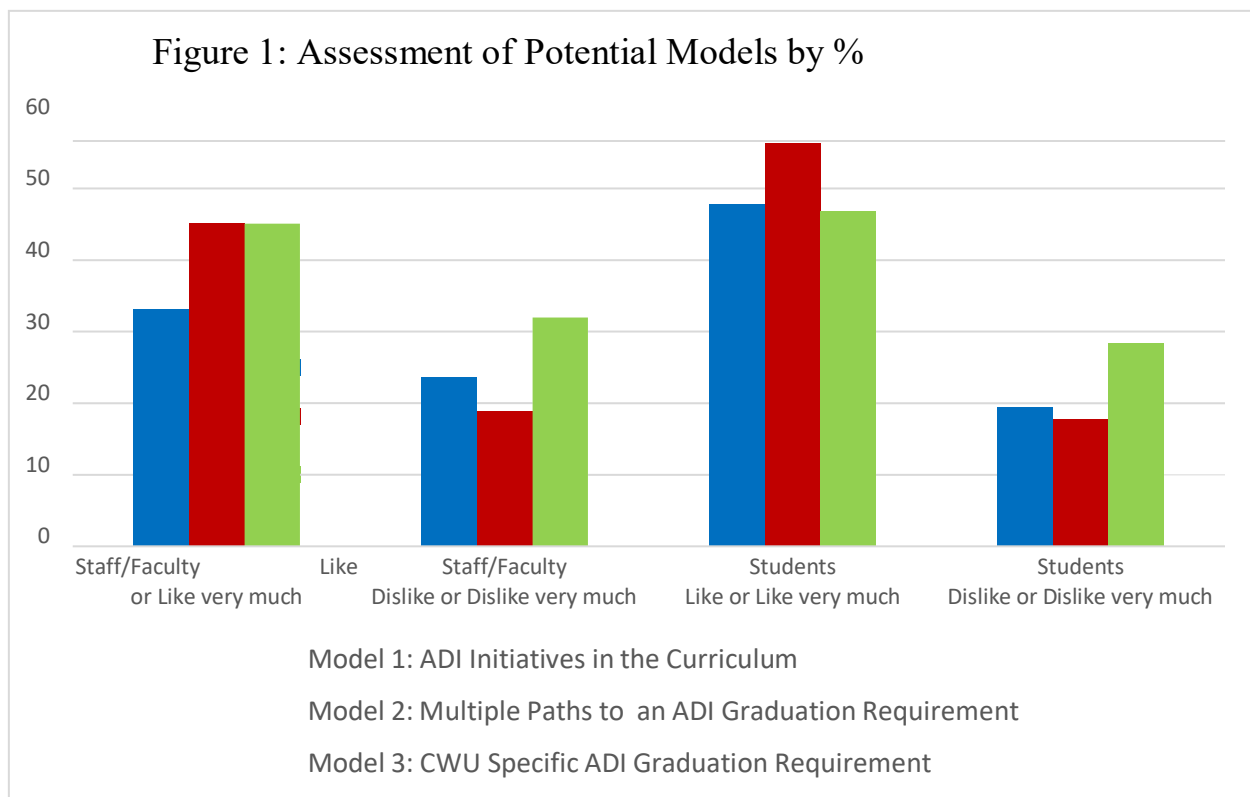
- v. Independent studies
- vi. Relevant internships

C. Model 3—CWU specific graduation requirement. All CWU undergraduates must take 3 credits minimum of specific courses that have been previously approved as focusing on anti-racist and/or race and ethnicity learning objectives. These can be from within the students' program or outside.

In Spring 2021, these model frameworks were presented for feedback in 9 listening sessions, 10 campus constituent meetings, and 2 surveys: one for faculty/staff (N=414) and another for students (N=211).

### SUMMARY OF FINDINGS BY MODEL

Figure 1 represents the overall responses from faculty, staff and students to the three Likert scale questions assessing each model framework in the Spring survey.



### MODEL FRAMEWORK 1

Quantitative data from the spring survey indicate that model 1 was the least supported of the three models presented. It was the least preferred model of staff/faculty, and essentially tied with model 3 in preference among students behind model 2.



Table 1: Staff/Faculty Assessment of Model 1

		Likert-Scale			
Response		Frequency	%	Valid %	Cumulative %
Valid	dislike a great deal	33	8.3	13.2	13.2
	dislike	26	6.6	10.4	23.6
	dislike somewhat	28	7.1	11.2	34.8
	neither like nor dislike	31	7.8	12.4	47.2
	like somewhat	49	12.4	19.6	66.8
	like	51	12.9	20.4	87.2
	like a great deal	32	8.1	12.8	100.0
	Total	250	63.1	100.0	
Missing	System	146	36.9		
Total		396	100.0		

Qualitative data from the survey indicated that the model seemed to offer minimal expansion on current practices at CWU. Consistent themes emerged around the model’s lack of depth and scope, as one stated by one participant and the potential lack of meaningful engagement by both faculty and students, exemplified in these participant quotes:

- *“While Model 1 incorporates/demonstrates a stated desire to create an anti-racist community and that our students consider growing in attempts to be anti-racists, not having a requirement implies that we agree with students, faculty, and staff choosing not to grow in this area. Also, if we ask faculty to create anti-racist curriculum, asking students to purposely engage in that curriculum feel like the best way to honor their work.”*
- *“Students could just choose to not take these classes, which kind of defeats the purpose of implementing this into the curriculum.”*
- *“I feel if we want to make a genuine change in society it should be required. I think everyone should have at least some understanding of racism beyond calling people names. They should understand that the government has practices still in place that directly impede on people's lives.”*

Data from the institutional reviews, meetings with campus constituents, and listening sessions were similar. Few of the reviewed institutions followed this model, and no notable comments about model 1 were gathered from the stakeholder meetings. Though comments in the listening sessions indicated positive feedback for limiting additional coursework and the potential for experiential learning, other comments indicated that this model does not prepare students for essential skills and dispositions that all students should acquire.

## CONCLUSION

Given these data, model 1 was removed from consideration as the framework for implementation of the ADI graduation requirement at CWU.

### MODEL FRAMEWORK 2

Quantitative data from the Spring surveys indicate that model 2 was the most supported of the three models presented. It was equally preferred to model 3 among staff/faculty, and the most preferred model among students. It was also the least disliked model among staff, faculty, and students.

Table 2: Staff/Faculty Assessment of Model 2

Likert-Scale Response		Frequency	%	Valid %	Cumulative %
Valid	dislike a great deal	29	7.3	11.9	11.9
	dislike	17	4.3	7.0	18.9
	dislike somewhat	14	3.5	5.7	24.6
	neither like nor dislike	21	5.3	8.6	33.2
	like somewhat	53	13.4	21.7	54.9
	like	59	14.9	24.2	79.1
	like a great deal	51	12.9	20.9	100.0
	Total	244	61.6	100.0	
	Missing	System	152	38.4	
Total		396	100.0		

Qualitative data analysis from spring surveys suggested that the campus community preferred a flexible model with multiple pathways to satisfy the ADI grad requirement. This was described as important because it would allow students to choose from a variety of courses and various programs to play an active role in course development and implementation:

- *“The students have a broad variety of courses to pick to meet the requirement”*
- *“The ability for students to complete other requirements simultaneously.”*
- *“Implementing a model where students take an elective of their choosing which fulfills the graduation requirement seems to be a more flexible approach. It would also ensure that the race/ethnicity courses are being taught by qualified professors.”*
- *Having this broad range of options might be one way to mitigate some potential harm to minoritized students, if needed, by letting them engage this part of the curriculum in a variety of possible ways.*

- *Model 2 appears to be more flexible, making it more likely that a student's choice to elect a certain course can be considered if complications arise with perceived unfairness. I like the idea of giving students more autonomy for that reason.*
- *Choices are great to give when introducing a game-changing initiative like this. Probably result in more buy-in and make for less power struggles for those responsible for seeing these changes into fruition.*

Respondents also stated a preference for courses embedded within their majors to get a context of how ADI could relate to their field of study:

- *"This gives the opportunity for students to see how poc are impacted in their field of study."*
- *"Gives you options on what courses you are wanting to take. As long as its applicable to the field that you are studying in."*
- *"I would think that faculty in all disciplines would like having the option of developing a course that incorporates these concepts."*

Data from the institutional reviews, meetings with campus constituents, and listening sessions were similar. The reviewed institutions that followed this model demonstrated a clear rationale for the requirement, as well as clear outcomes, definitions, and content. Though the number of credits and program placement for the course varied, this model allowed for both student choice and expansion of learning through additional certifications and training. CWU constituents strongly supported the multiple pathways approach, as it allows students to be introduced to ADI content at the upper division in a discipline-specific course and allows faculty to teach ADI content in the context of their areas of expertise. Data from the listening sessions was also supportive of model 2. Participants noted that an ADI graduation requirement would address systemic racism, diversity, and inclusion as essential skills and dispositions all students should acquire. Thus, the ADI graduation requirement should not be an elective. Also, participants stated that embedding ADI in General Education and major courses affords students the opportunity (1) to apply and integrate disciplinary learning to ADI issues, concepts, problems; and (2) to make connections between General Education and major courses.

## CONCLUSION

Given these data, model 2 was selected as the framework for implementation of the ADI graduation requirement at CWU.

### MODEL FRAMEWORK 3

Quantitative data from the Spring surveys indicate that model 2 and 3 were similarly endorsed by staff/faculty; however, model 3 was the also the most disliked model by staff, faculty, and students. Qualitative data from the survey indicated that the campus community viewed a graduation requirement as a meaningful first step in instituting ADI initiatives in our community.

However, there were consistent themes of concern about the inflexibility of model 3 and the potential addition of time and timeand cost to students, demonstrated in these participant quotes:

- *“This is the worst of the three models, it is the least flexible and the most burdensome. If it is implemented, it must replace another course as a requirement or fulfill an existing requirement.”*
- *“While having a requirement is a great first step, it is likely that students may view the requirement as more of a perfunctory objective in achieving their degree and less of an opportunity to apply ADI mindsets more globally or in a way that is unique to them.”*
- *“Less flexibility, may slow time to graduation. Some students might take the class less seriously compared to a class that better aligned with their interests (like the model above).”*
- *“A concern would be the added cost both in money and time to students.”*

Table 3: Staff/Faculty Assessment of Model 3

Likert-Scale Response		Frequency	%	Valid %	Cumulative %
Valid	dislike a great deal	52	13.3	21.3	21.3
	dislike	26	6.6	10.7	32.0
	dislike somewhat	16	4.0	6.6	38.5
	neither like nor dislike	23	5.8	9.4	48.0
	like somewhat	17	4.3	7.0	54.9
	like	45	11.4	18.4	73.4
	like a great deal	65	16.4	26.6	100.0
	Total	244	61.6	100.0	
	Missing	System	152	38.4	
Total		396	100.0		

The reviewed institutions that followed this model had exemplar materials and offered several courses to fulfill the requirement. Again, the number of credits and program placement for the course varied, as did the course focus and grading options.

Campus constituents were concerned about how this option would impact CWU’s high number of transfer students. The participants in the listening session also expressed concern about inequities for transfer students, but also noted that such a requirement affords all students, including DHC, the opportunity to meet specific ADI learning outcomes and assessments.

Additionally, participants noted that gaining ADI skills, awareness, and knowledge in their chosen careers would be beneficial.

## CONCLUSION

With these findings and the charge to consider time to graduation in our recommendations, model 3 was removed from consideration as the framework for implementation of aADI graduation requirement at CWU.

### STEP 2: INITIAL ADI MODEL FEATURES

Once the motion to include ADI as a credit-bearing graduation requirement passed, based on the qualitative and survey data inspring, model 2 was selected. The ADI Committee then reviewed other institutions and engaged in further analysis of the data collected in spring. This time the focus was to examine specific details of how to structure the graduation requirement.

### DETERMINING THE MODEL FEATURES

We began synthesizing information to inform our design of the model features in three stages:

- 1)** Exploration of models at other institutions
  - 2)** Summaries of stakeholder meetings and listening sessions
- Data cleaning and preliminary analysis of the Spring 2021 surveys

### MODELS AT OTHER INSTITUTIONS

We compiled a list of institutions based on our research, recommendations provided through the listening sessions and stakeholder meetings, and previous work from other CWU groups focusing on ADI work.

Table 4: Institutions Reviewed for their ADI Graduation Requirement

Chico State	Scripps
Eastern Washington University	Tulane University
Emory	UC Santa Cruz
Evergreen State College	University of Delaware
Franklin College, GA	University of Michigan
Fresno State	University of Pittsburg
Humboldt State	University of Washington
Kent University	University of Wisconsin-Stout

Metropolitan State University  
of Denver

Western Washington University

Metropolitan State University,  
Minnesota

Washington State University

Michigan State

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We examined each institution for how its model aligned with the three models we proposed in our spring survey and used a template to screen each institution for its strengths, weaknesses, and alignment with our needs and the committee charges. The stronger institutions with a specific ADI graduation requirement were clear in their

- (1) rationale for the requirement,
- (2) number of credits required, (3) ADI definitions and content, and (4) learner outcomes. They also offered students choices in the approved, including those in fields specializing in ADI content and those in other fields and in the students' majors.

### INFORMATION FROM STAKEHOLDER MEETINGS AND LISTENING SESSIONS

In consultation with the Executive Committee, we had semi-structured discussions with several key individuals and groups on campus in Spring 2021. These were either those who have experience in ADI initiatives or those with knowledge in implementing course/program changes.

Table 5: Stakeholders Included

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Academic Department Chairs Organization	DEI Committees from each college and the School of Education
Academic and Student Life Committee	Diversity and Equity Center
Academic Affairs Chair	Diversity and Inclusivity Fellows
Associate Provost Gail Mackin	General Education Curriculum and Assessment Committee
Curriculum Committee Chair	General Education Coordination & <u>Management Subcommittee</u>

Stakeholders strongly supported multiple pathways, not just General Education, with options to provide ADI content to students at the upper division in a discipline-specific course. This was particularly important for transfer students, and there was a recommendation to allow for prior coursework to be substituted.

The feedback from the 9 listening sessions (N=185) conducted in April 2021 was similar. Participants felt the model should (1) allow transfer students to meet ADI requirements without additional General Educational requirements, (2) afford students the opportunity to apply disciplinary learning to ADI issues, concepts, problems, (3) foster development of ADI course clusters which connect or integrate General Education and major courses, and (4) address systemic racism, diversity, and inclusion as essential skills and dispositions all students should acquire. The primary concern was whether this would increase time to graduation or costs for students, and the impact on transfer students and those in certain programs (i.e. DHC, STEM).

### DATA ANALYSIS OF THE SPRING SURVEYS

The final information gathering was from the spring surveys. We conducted standardized t-tests to identify if there are significant differences between groups of faculty/staff respondents within various demographic categories. We found no difference between groups and as a result we reported overall results (see section “Summary of Findings by Model”).

Results of the analysis were consistent with findings from the stakeholder meetings and listening sessions. Respondents strongly endorsed a flexible model that maximizes student choice and program involvement, while minimizing time and cost for students.

## CONCLUSION

The review of other institutions and the data from the surveys, listening sessions, and campus constituent meetings were considered in the context of our charges. With the additional consideration to maximize opportunities for departments and programs to develop ADI courses and minimize increases in time and cost for students, 8 initial model features were created:

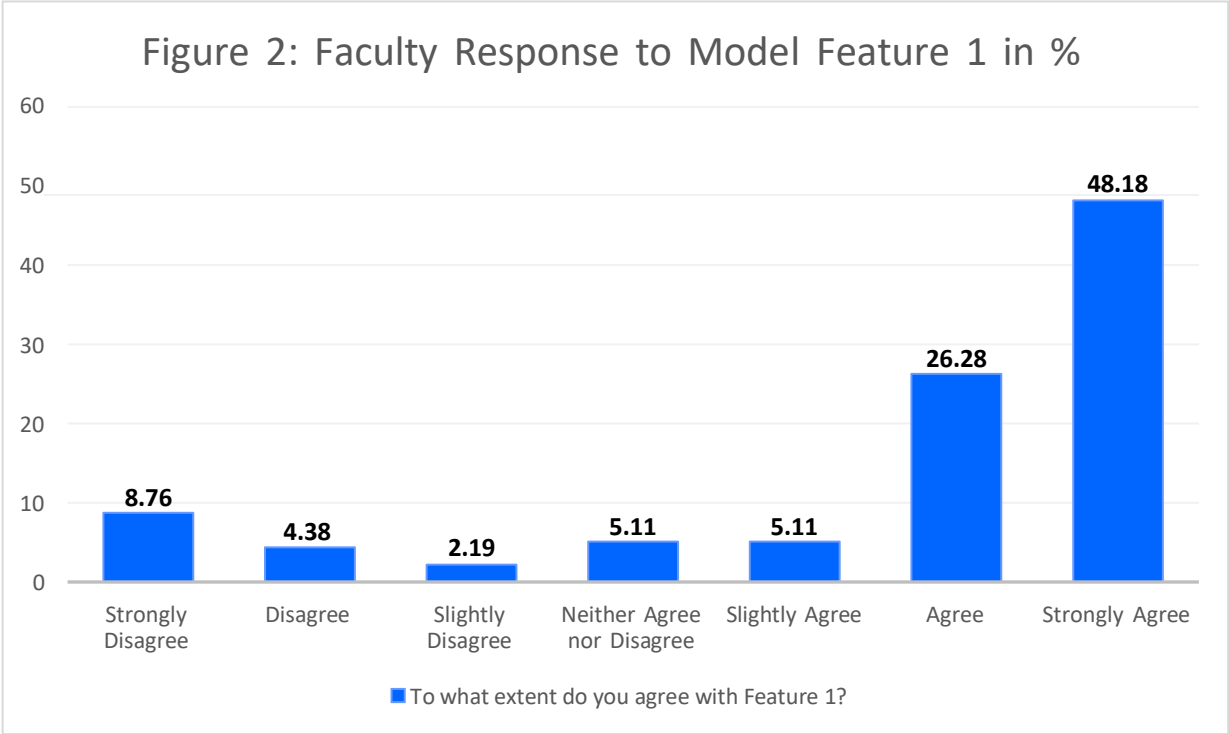
- Feature 1: All undergraduate students are required to complete a minimum of 4 credits from the approved CWU anti-racism, diversity, and inclusivity (ADI) courses.
- Feature 2: Students must earn a minimum grade of C- to meet the CWU ADI graduation requirement.
- Feature 3: Courses that meet the learning outcomes of the CWU ADI graduation requirement may be offered by all academic departments, programs, majors, and minors.
- Feature 4: In addition to regular courses, approved CWU ADI courses will include individualized courses (i.e., internship/independent study/special topics) that meet the ADI outcomes and minimum grade requirement).
- Feature 5: Courses that meet the ADI outcomes must include a variety of modalities to provide equitable access to all CWU students, including those at the centers and those completing their degrees online.
- Feature 6: Transfer students may substitute ADI courses they have completed at other institutions of higher learning provided they meet the CWU ADI learning outcomes. Students will need to meet the same minimum grade requirement of C- for their transferred courses.
- Feature 7: Transferred courses must have been completed in the past 5 years (in compliance with SB 5227).
- Feature 8: Students will be allowed to take an ADI course from any department, including those outside their college.



### SUMMARY OF FINDINGS BY MODEL FEATURE

In Fall 2021, the initial model features were presented to the academic community through open listening sessions, campus constituent meetings, and a faculty survey. Below is a summary of the feedback for each of the 8 features, and the subsequent revisions to the model features.

#### MODEL FEATURE 1: ALL UNDERGRADUATE STUDENTS ARE REQUIRED TO COMPLETE A MINIMUM OF 4 CREDITS FROM THE APPROVED CWU ANTI-RACISM, DIVERSITY, AND INCLUSIVITY (ADI) COURSES.



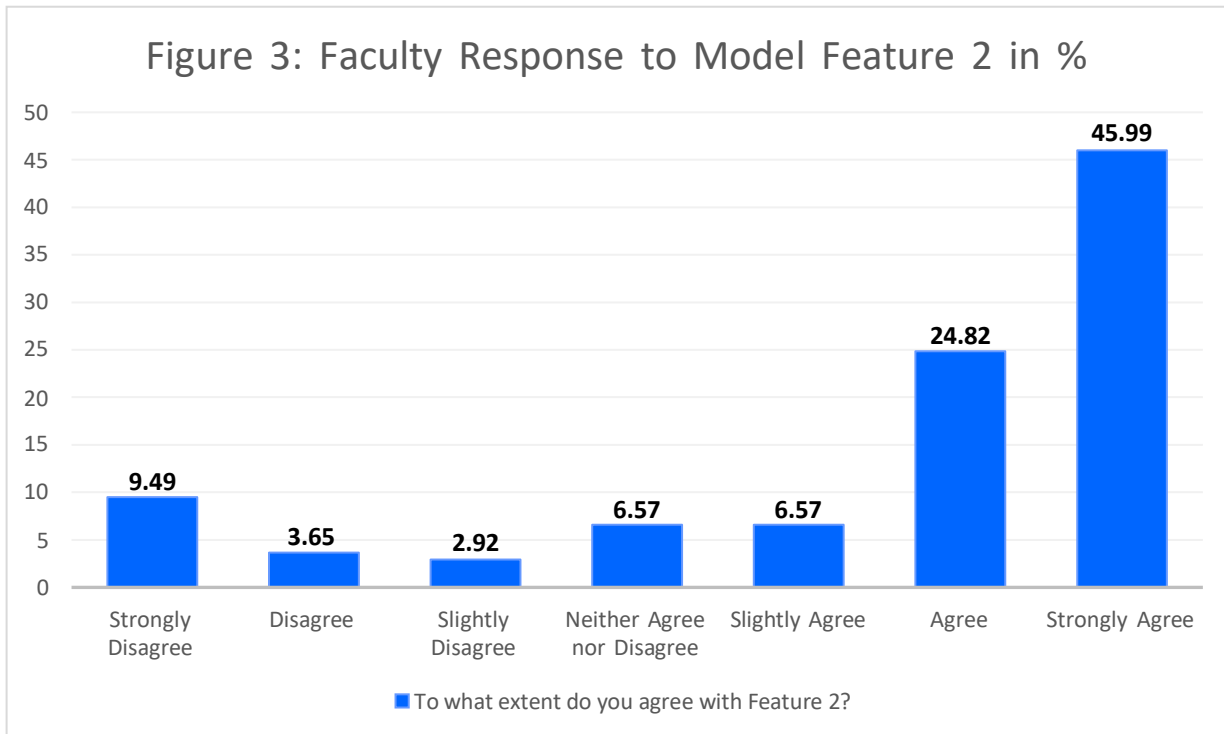
Overall, the data gathered indicates strong support for this feature. From the survey, we see that 74% of faculty agreed or strongly agreed with the requirement, and only 13.14% disagreed or strongly disagreed with it. Concerns included it being a “waste of time and resources” or “too boring” and creating barriers for students in certain programs who have little room for additional courses. There were a few suggestions to reduce the credits to 2 or 3 or to achieve this learning through other means (co-curricular activities or prior learning/competency-based programs). Feedback from the listening sessions and campus constituent meetings were similar, with most participants indicating support and a few participants expressing concern for those programs with high credit requirements.

## REVISIONS

Considering these findings, the scope of ADI content, and the work involved for both the instructor and student, no revisions were made to this feature.

### MODEL FEATURE 2: STUDENTS MUST EARN A MINIMUM GRADE OF C- TO MEET THE CWU ADI GRADUATION REQUIREMENT.

Figure 3: Faculty Response to Model Feature 2 in %



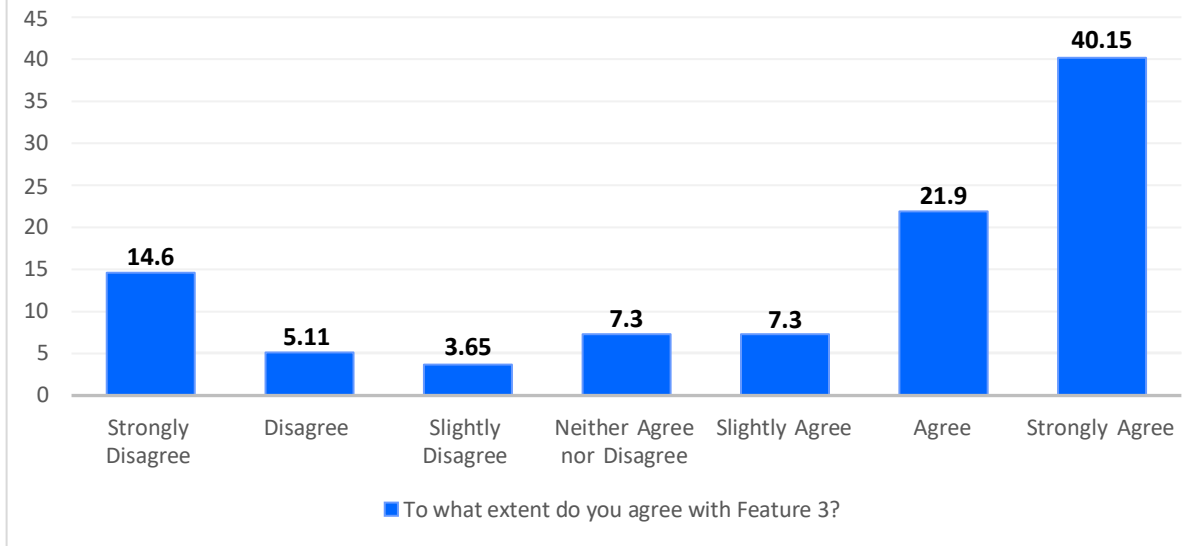
Overall, the survey data gathered indicates strong support for this feature. 71% of faculty agreed or strongly agreed with the requirement, and 13.14% disagreed or strongly disagreed with it; two participants commented that C- was too low. Feedback from the listening sessions and campus meetings were generally supportive, but there were concerns a C- minimum grade is different from similar CWU requirements, which confuses and creates barriers for students. There was also concern for advisors and degree checkout.

## REVISIONS

Given the concerns from campus constituents that this would be inequitable and potentially increase time and cost for some students who had passed the course, this feature was removed from the final model.

**MODEL FEATURE 3: COURSES THAT MEET THE LEARNING OUTCOMES OF THE CWU ADI GRADUATION REQUIREMENT MAYBE OFFERED BY ALL ACADEMIC DEPARTMENTS, PROGRAMS, MAJORS, AND MINORS.**

Figure 4: Faculty Response to Model Feature 3 in %



This feature initiated the most discussion across data collection methods. Data from the survey supports this feature, with 62% of faculty agreeing or strongly agreeing with allowing all departments and programs to develop ADI courses, and only 20% disagreeing or strongly disagreeing with it. Data from the open-ended survey comments, listening sessions, and campus constituent meetings were consistent in their concerns related to implementation and were noted for consideration in the next phase of this process. Concerns relevant to this phase included:

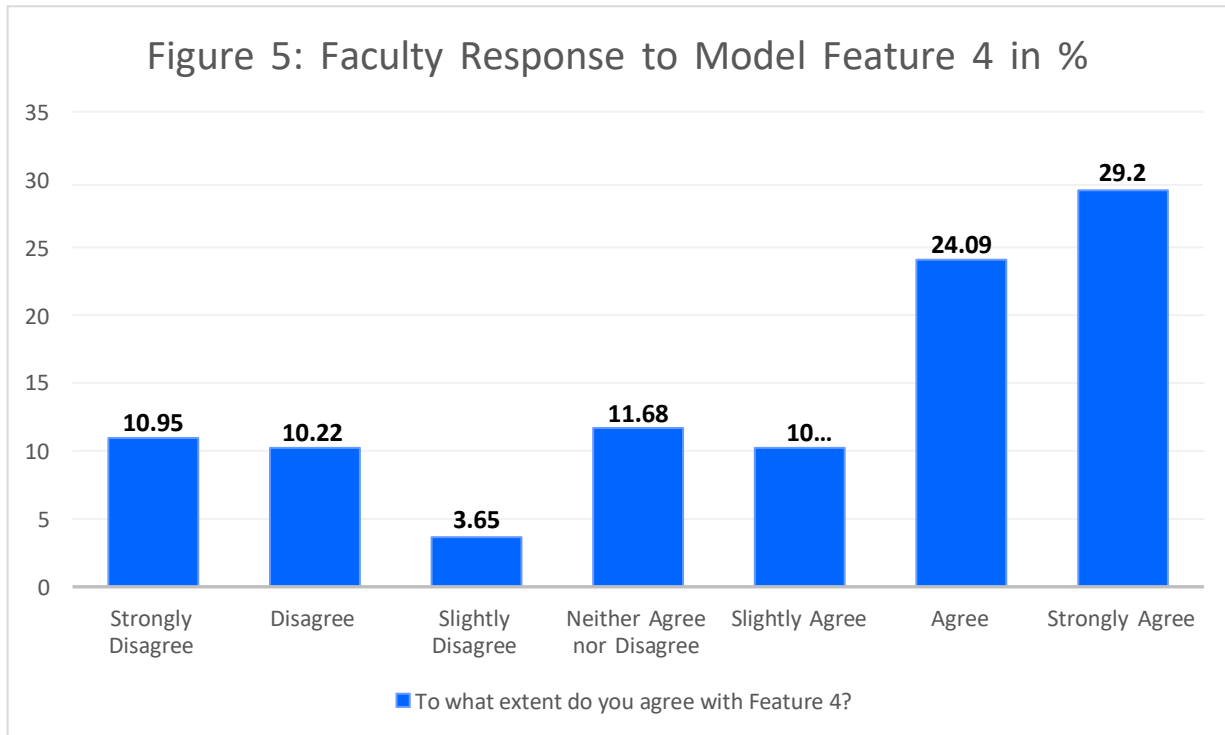
- Dilution of content, losing the salience and value of the initiative
- Competition for FTE
- Lack of relevance and preparation to develop these courses in some departments/programs
- Added credits if not included in the general education program
- Lack of comprehensive

Participants also expressed the benefits of having a flexible model that maximizes student choices and utilization of faculty expertise and experience across the academic community.

#### REVISIONS

Given the data and the primary charge to ensure that all departments and programs are given an opportunity to develop ADI courses, this feature was retained for the final model. It was edited for clarity to indicate that each course must meet all of the learner outcomes, demonstrating a focus on ADI content.

**MODEL FEATURE 4: IN ADDITION TO REGULAR COURSES, APPROVED CWU ADI COURSES WILL INCLUDE INDIVIDUALIZED COURSES (I.E., INTERNSHIP/INDEPENDENT STUDY/SPECIAL TOPICS) THAT MEET THE ADI OUTCOMES AND MINIMUM GRADEREQUIREMENT).**



Data from the survey supports this feature, but less so than the previous features. 53% of faculty agreed or strongly agreed with the inclusion of individualized courses, and only 21% disagreed or strongly disagreed with it. Data from the open-ended survey comments, listening sessions, and campus constituent meetings revealed several concerns:

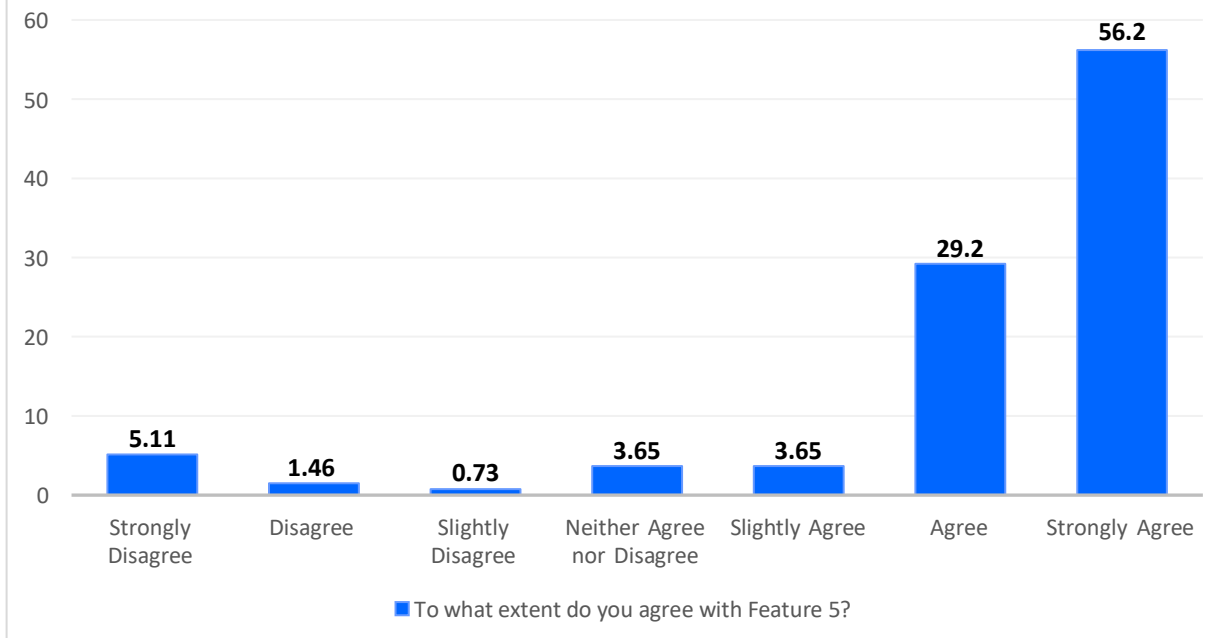
- Poor consistency
- No budget for these courses
- Credits not adequately reflecting the work involved for the faculty or student
- The review and approval process for independent studies, directed research, and internships
- The S/U grading policy for these courses
- Consequences for advisors and degree checkout

## REVISIONS

Given the concerns, particularly for independent studies, directed research, and internships, this feature was removed from the final model. Special topics was added to feature 3 as a potential option for departments and programs to develop courses with fewer students.

**MODEL FEATURE 5: COURSES THAT MEET THE ADI OUTCOMES MUST INCLUDE A VARIETY OF MODALITIES TO PROVIDE EQUITABLE ACCESS TO ALL CWU STUDENTS, INCLUDING THOSE AT THE CENTERS AND THOSE COMPLETING THEIR DEGREES ONLINE.**

Figure 6: Faculty Response to Model Feature 5 in %

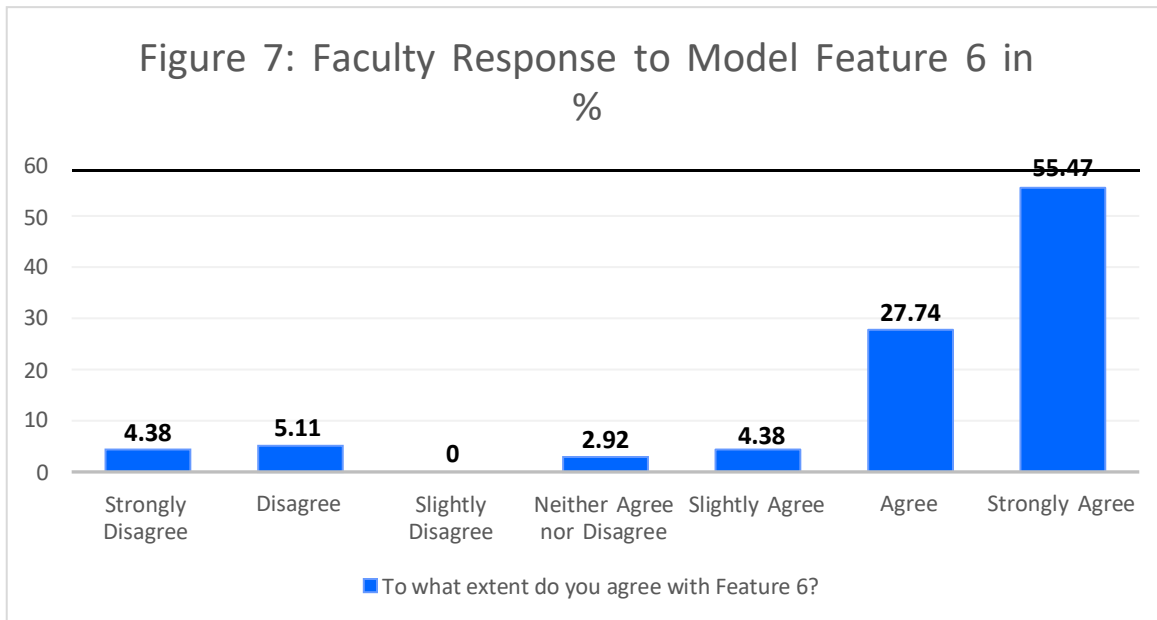


Data from all sources supported this feature. 85% of faculty agreed or strongly agreed with including courses across modalities, and only 7% disagreed or strongly disagreed. The concerns from participants were based on a confusion about whether each course would have to be offered across modalities and campuses, which is not the case. The intention was that collectively, the group of courses offered each quarter would have options for all students, including those studying online and at the centers.

## REVISIONS

The feature was edited to clarify that not all courses need multiple modalities, but that students in every learning modality will have the opportunity to meet therequirement in a timely manner.

**MODEL FEATURE 6: TRANSFER STUDENTS MAY SUBSTITUTE ADI COURSES THEY HAVE COMPLETED AT OTHER INSTITUTIONS OF HIGHER LEARNING PROVIDED THEY MEET THE CWU ADI LEARNING OUTCOMES. STUDENTS WILL NEED TOMEET THE SAME MINIMUM GRADE REQUIREMENT OF C- FOR THEIR TRANSFERRED COURSES.**

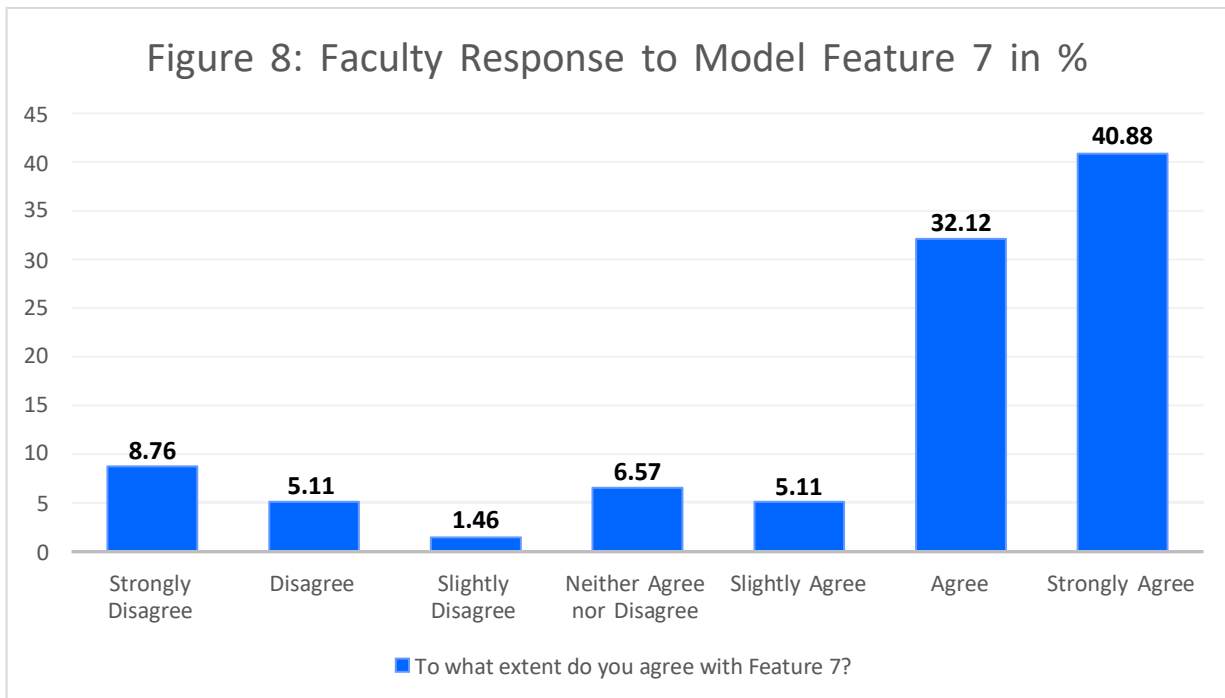


Generally, this feature was supported across data collection points. 83% of faculty agreed or strongly agreed with allowing transfer students to substitute for courses, and only 9% disagreed or strongly disagreed with this. There were some comments in the surveys and listening sessions that argued for all CWU students to take a course at CWU to ensure rigor and timeliness. There were also recommendations for the next phase of this work to minimize the impact for transfer students, particularly those with Direct Transfer Agreements.

**REVISIONS**

With the overall support, and charge to minimize time to graduation for students, this feature was not revised.

**MODEL FEATURE 7: TRANSFERRED COURSES MUST HAVE BEEN COMPLETED IN THE PAST 5 YEARS (IN COMPLIANCE WITH SB 5227)**



Generally, this feature was well supported by the survey respondents. 73% agreed or strongly agreed with this requirement, and 14% disagreed or strongly disagreed. There was discussion among the campus constituents and listening session participants about the need for learning about ADI in current contexts, and the language in RCW 28B.10.149 regarding the higher education requirement for ADI programming for all undergraduates. There was also concern that this would disadvantage transfer students and have consequences for advising and degree checkout.

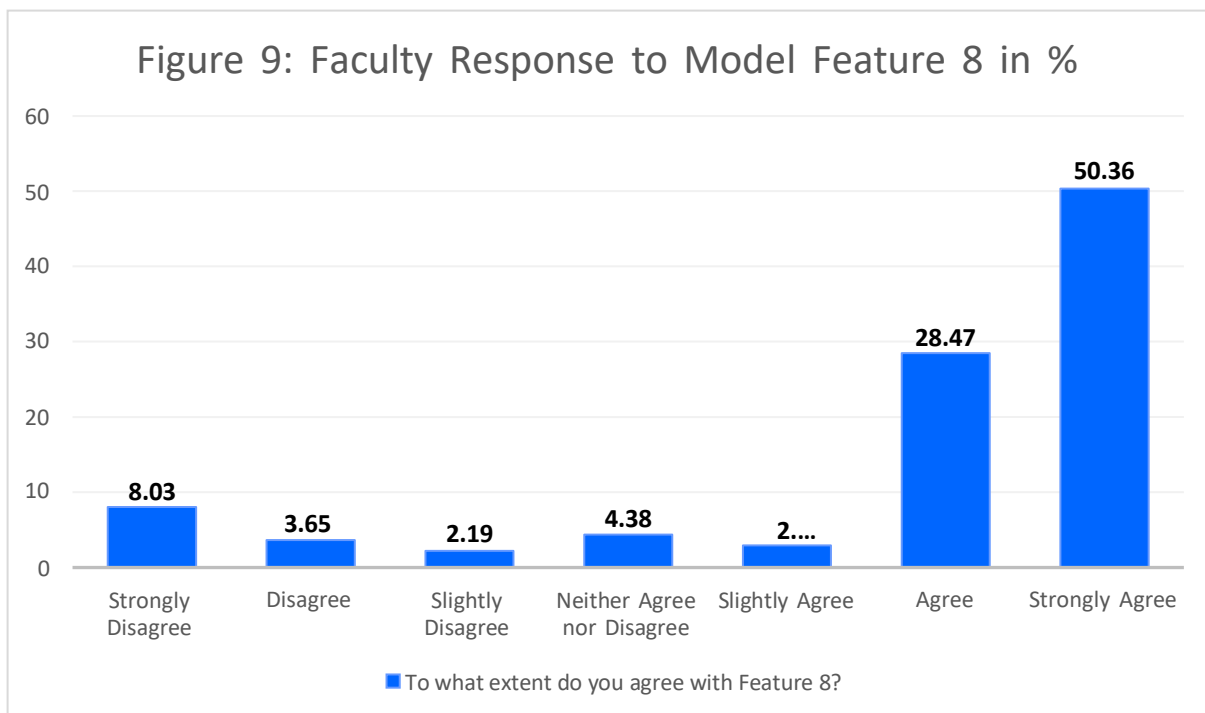


## REVISIONS

The charge of the ADI Committee predates the law and is complementary but separate from the requirements of RCW 28B.10.149. Students completing the ADI graduation requirement within the 5-year deadline may potentially meet the WA ADI requirement, but this feature was removed from the final model to minimize the impact on transfer students.

### MODEL FEATURE 8: STUDENTS WILL BE ALLOWED TO TAKE AN ADI COURSE FROM ANY DEPARTMENT, INCLUDING THOSE OUTSIDE THEIR COLLEGE.

Figure 9: Faculty Response to Model Feature 8 in %



Data from all sources supported this feature. 79% of faculty agreed or strongly agreed with students to access courses across departments, and only 12% disagreed or strongly disagreed. The concerns from participants reported in the survey, listening sessions, and constituent meetings were similar to the concerns for feature 3; they were primarily related to issues around implementation. Others noted that this feature would allow students more choice and also increase the

course offerings each quarter to facilitate completion of the graduation requirement.

REVISIONS
The feature was edited to align with the revisions for feature 3 and clarify that the courses must be approved and address all ADI learning outcomes.

### STEP 3: FINAL ADI MODEL FEATURES

After considering proposal options for an anti-racist/or race and ethnicity graduation requirement for undergraduate students in full consultation with the CWU’s academic community and key stakeholders, the ADI Ad Hoc Committee revised the proposed model for the ADI graduation requirement to include these features:

- Feature 1: All undergraduate students will be required to complete a minimum of 4 credits from the approved CWU anti-racism, diversity, and inclusivity (ADI) courses.
- Feature 2: Students will be allowed to take an approved ADI course from any department, including those outside their college.
- Feature 3: Transfer students may substitute ADI courses they have completed at other institutions of higher learning provided the course(s) meet the CWU ADI learning outcomes.
- Feature 4: Courses that meet all the ADI learning outcomes may be offered by any academic department, program, major, and minor (including Special Topics and General Education courses).
- Feature 5: Departments, colleges, and programs submitting ADI courses for approval must demonstrate an effort to collectively include a variety of modalities (face to face, hybrid, online, distance ed) to provide equitable access to all CWU students, including center and online students.

### FACULTY SENATE MOTION

Motion No. 21-\_: The Antiracism, Diversity, and Inclusivity Ad-hoc committee recommends approval of a model for the antiracism, diversity, and inclusivity graduation requirement for all undergraduate CWU students, projected to begin in Fall 2023, as outlined in Exhibit A.

Exhibit A: ADI task force course model recommendation

1. All undergraduate students will be required to complete a minimum of 4

credits from the approved CWU anti-racism, diversity, and inclusivity (ADI) courses.

- 2.** Students will be allowed to take an approved ADI course from any department, including those outside their college.
- 3.** Transfer students may substitute ADI courses they have completed at other institutions of higher learning provided the course(s) meet the CWU ADI learning outcomes.
- 4.** Courses that meet all the ADI learning outcomes may be offered by any academic department, program, major, and minor (including Special Topics and General Education courses).
- 5.** Departments, colleges, and programs submitting ADI courses for approval must demonstrate an effort to collectively include a variety of modalities (face to face, hybrid, online, distance ed) to provide equitable access to all CWU students, including center and online students.

## CONCLUSION

The ADI task force was initially created to respond to 2020 racially incited national events and a call to action from the CWU Vice President of Inclusivity and Diversity. Our task was and is specific to undergraduate curriculum. Subsequent to the establishment of the ADI task force, Senate Bill 5227 requiring ADI student programming, faculty professional development, and improving campus climate at all Washington state institutions of higher education was signed into law May 26, 2021, by Governor Jay Inslee. CWU President Jim Wohlpart is committed to restructuring CWU's vision and mission, with civic engagement, sustainability, and diversity at the forefront; a recently completed campus survey lists diversity as the top priority in the restructuring. The June 2, 2021, passage of Motion 20-65 (34 yes, 4 no) requiring an ADI component for all CWU undergraduates was the first step in implementing ADI into the CWU curriculum.

Adopting a universal model for the implementation of the ADI graduation requirement is the next step in fulfilling the charges given to the ADI task force. As earlier stated, the recommended model is a result of intensive research of successfully implemented ADI requirements at other institutions of higher education and feedback received from university faculty and stakeholders. The ADI task force's objective is to put forth a model that CWU faculty will adopt, paving the way for the next and most crucial step: defining the course objectives, outcomes, and assessments to be applied to all ADI approved courses at CWU.

## FUTURE OBJECTIVES

- 1.** Develop proposed learning outcomes and assessment in consultation with CWU faculty and by incorporating models from successful ADI programs at other higher education institutions.

- 2.** Obtain feedback on preliminary outcomes and assessments draft by means of a faculty survey, listening sessions, and stakeholder meetings.
- 3.** Submit final draft of outcomes and assessments for a vote at Faculty Senate at their March 2, 2022 meeting.

#### PROPOSED TIMELINE WINTER 2022

Once a model is approved by Faculty Senate, the ADI task force will address charge 1b to develop learning outcomes and assessments:

- 1.** Identify concrete ways to incorporate ADI into the curriculum.
  - b.** Develop proposed learning outcomes and evaluation process for potential courses that incorporate all required ADI elements.
    - i.** Learning outcomes will include ways to address structural racism, promote diversity, equity, and inclusion, improve outcomes for students from historically marginalized communities, and highlight commonalities and humanity.
    - ii.** Develop ways to promote full consultation with the academic community via surveys and listening sessions to receive feedback regarding the learning outcomes.
    - iii.** Work closely with relevant Senate Standing Committees, including the General Education Committee, the Curriculum Committee, and the Academic Affairs Committee to revise the proposed outcomes as needed.

#### SPRING 2022

Assuming Faculty Senate approves the final draft of outcomes and assessments, the task force will move on to charges 2-4:

- 2.** Examine ways to evaluate all ADI course outcomes and course assessment strategies.
  - a.** Draft recommendations for standards by which participating departments can review and update outcomes and assessment statements to remove any biased, exclusionary, and/or ableist language/expectations.
  - b.** Consider ways to evaluate participant's level of satisfaction with the course and how they will apply the program to their education
  - c.** Work closely with the Curriculum Committee and Office of Diversity and Inclusivity as appropriate.
- 3.** Communicate the recommendations to the academic community.
- 4.** Ensure that all departments and programs are given an opportunity to develop ADI courses.

## FALL 2022

CWU departments and programs begin submitting courses for ADI approval to the Faculty Senate Curriculum Committee.

## FALL 2023

ADI approved courses are available for enrollment.

NOTE: This schedule is ambitious and will need revising if the Faculty Senate votes anticipated for December 1 (model) and March 2 (outcomes and assessments) are not successful, requiring reworking and revision of new motions.

## Communication



LEARN. DO. LIVE.

November 4, 2021

Dear CWU Provost DenBeste and CWU Faculty Senate President Lyman,

During the Faculty Senate meeting on November 3, 2021, Associate Professor Goerger shared his concerns about the CAH Academic Advising Program. His comments referenced concerns of five students who shared their frustration because CAH academic advising sessions are booked two weeks out.

Thank you for the opportunity to respond to these concerns and we hope that this letter and the attached Appendices A-C appear in the official Faculty Senate Minutes transcript of the November 3, 2021, meeting.

The white paper (Appendix A; attached) titled "CAH's Academic Advising Model: A Principled Approach" illustrates CAH's commitment to academic advising excellence. The principled approach is bolstered by these facts and initiatives:

- While other CWU colleges assumed advising directors and advisors familiar with CWU, implementation of CAH's advising model has been delayed, but not deterred, because
  - the program director started full time in July 2021 after an extensive national search, and
  - the resignations of three previous academic advisors (two in May and July and one two weeks prior to the beginning of the fall 2021 quarter) meant that three new academic advisors needed to be recruited, interviewed, hired, and onboarded.
- Two new academic advisors began their onboarding and advising duties on October 18, 2021, three weeks prior to Winter 2022 registration.
- A third new academic advisor will begin onboarding and advising students on November 15, 2021.
- CAH student advising for winter 2022 has been conducted by the CAH director of advising, one full-time CAH advisor, the Chair of the Department of Art and Design, and the CAH Associate Dean.

### **College of Arts and Humanities**

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Hall 127 • Email: CAHDean@cwu.edu • Web: cwu.edu/CAH  
EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU



- Students have received numerous emails (Appendix B, attached) from the CAH Director of Advising outlining and clarifying
  - o The advising appointment sign-up process that offers students a choice of face-to-face, and Zoom advising sessions (using a newly created Bookings site available at): <https://outlook.office365.com/owa/calendar/CWUCollegeofArtsandHumanitiesCAH@cwuwildcat.onmicrosoft.com/bookings/>
  - o The newly constructed CAH drop-in advising initiative (offered every Wednesday from 9am-5pm)
- CAH department chairs and administrative staff are constructing 4-year degree plans and career maps as evidenced by two CAH Dean's Office workshops on October 15 and October 29 (Appendix C; attached).
- Updating the CAH Advising webpages remain a priority and the "dead links" now have accurate content.

Again, thank you for sharing this information broadly and for encouraging all CWU faculty, staff, and students to contact academic advisors and directors directly with any advising concerns.

Sincerely,

*Mark Meister*

Mark Meister,  
Ph.D. CAH  
Associate Dean

Veratta Pegram-Floyd

Veratta Pegram-Floyd  
CAH Director of Academic Advising



## APPENDIX A

### CAH's Academic Advising Model: A Principled

#### ApproachBy:

Dr. Jill Hernandez, Dean College of Arts and Humanities

Dr. Mark Meister, Associate Dean College of Arts and Humanities, and

Ms. Veratta Pegram-Floyd, Director of Academic Advising, College of Arts and Humanities

#### Background

CWU converted its university-wide professional advising system into a college-focused initiative in January 2021. After a national search, Ms. Veratta Pegram-Floyd was selected and hired as the inaugural Director of CAH Academic Advising (previously at the University of Oregon) to oversee programmatic design and initiatives, supervision of CAH academic advisors, and implementation of recruitment and retention strategies.

Ms. Pegram-Floyd reports to CAH Associate Dean, Dr. Mark Meister, and in collaboration with CAH Dean Dr. Jill Hernandez, designed the CAH Academic Advising Program on four fundamental principles. Cumulatively, these four principles constitute and direct all CAH and CWU student-centered, grounded, and guided practices.

These principles are:

1. Accessibility to students
2. Collaboration with faculty and staff
3. Career and professional development
4. Equity and Parity

These principles illustrate a commitment to CAH students that academic achievement and professional preparation are the "central" commitment of all CAH faculty, staff, and administrators.

#### SWOT Analysis

As a precursor to the initiatives outlined later in this proposal, Dr. Meister conducted a basic SWOT analysis of the CAH Academic Advising Program. The analysis identified internal strengths and weakness as well as external opportunities and threats.

#### Internal Strengths: Experience, Expertise, and Equity

The leadership of the CAH Academic Advising Program boasts valuable academic advising experience and expertise. CAH Dean Dr. Hernandez and Associate Dean Dr. Mark Meister have extensive experience in creating and supervising academic advising programs and services at the University of Texas, San Antonio and North Dakota State University, respectively.

Ms. Pegram-Floyd brings valuable academic and professional experience as the inaugural and new CAH Director of Academic Advising. Her graduate education in student affairs combined with her advising experiences at Eastern Carolina University and the University of Oregon are primary reasons why Ms. Pegram-Floyd qualifications

and vision transcended all other 76 applications solicited in the national recruitment and search process for the CAH Director of Academic Advising.

Dr. Kristen Boldt-Neurohr serves as the academic advisor for the Department of Music. She advises music students and assists in curriculum coordination with faculty members.

Recently, the CAH Advising Team extended offers to two new academic advisors with October 15, 2021, starting dates. Presently, search committee members for the third CAH academic advisor are holding final interview

The stated principles, experience, and expertise of the program are further bolstered by an unwavering commitment to equity.

Transformative academic advising blooms in a system of fairness, equality, justice, and open-mindedness. In this way, the CAH Academic Advising Team embraces the duality of responsibilities and obligations of both the academic advisor and the student advisee. As such, academic advising is a partnership between students and their advisors, and in the CAH, there are clear expectations of both parties.

CAH student responsibilities, at a minimum, include:

- Reading and reviewing all CWU and CAH emails
- Knowing and meeting with assigned CAH academic advisors, at least once per quarter
- Scheduling CAH advising appointments promptly and attending advising appointments as an active learner
- Registering and enrolling in classes promptly and efficiently based on the academic expertise learned during CAH advising sessions
- Taking initiative in the CAH advising process by understanding, organizing, and collecting CWU, CAH, GE, and major/minor degree program requirements
- Understanding CWU and CAH course and program pre-requisites
- Reviewing and following all CWU and CAH academic policies and guidelines
- Asking CAH faculty, staff, administrators, and advisors for academic help and support
- CAH academic advisor responsibilities, at a minimum, include:
  - Informing CAH students of preferred modes of contact and accessibility
  - Offering advising meetings in a variety of ways that emphasize accessibility, including by Zoom, phone, face-to-face, and if needed during alternative days and hours of the day
  - Connecting CAH students to faculty mentors and program department administrators
  - Documenting all notes and insights resulting from CAH advising meetings, consultations, and emails
  - Listening attentively to student academic goals
  - Offering insight on student academic interests, goals, and abilities as well as CWU student affairs services, programs, and organizations
  - Maintaining student confidentiality as mandated by the Family Education Rights and Privacy Act (FERPA)
  - Assisting CAH students in creating graduation plans and attending commencement
  - Understanding CWU and CAH course transfer and substitution processing
  - Collaborating with the CAH Academic Credential Evaluator in preparing students to apply for graduation and attend commencement
  - Assisting in recruiting potential CAH students and retaining them

In short, the shared experience and expertise of the CAH Advising Team culminates in a shared system whereby equity is fundamental and student-success paramount.

### Internal Weaknesses: Focus, Functionality, and Form

Presently, CWU academic advisors are not consulted by CWU faculty about curriculum and instruction learning outcomes and initiatives. CAH students often lack clear understanding about curriculum, course rotations, and degree-completion progress.

The CAH Academic Advising Program bridges the needs of faculty in teaching an innovative and challenging curriculum with academic advisors who coordinate student engagement with the curriculum. Every CAH academic department and interdisciplinary program, in collaboration and consultation with the CAH Academic Advising Team, construct and disseminate clear curriculum maps, course rotations, and 4-year graduation plans for each of its major or minor programs. These fundamental learning tools will add increased function and form in the CAH advising process, whereby both CAH students and academic advisors share curriculum knowledge and academic progress. A focus on clear curriculum standards, courses, and plans connects CAH faculty, CAH academic advisors, and CAH students in a symbiotic network of innovative curriculum design, implementation, assessment, and progress.

To achieve the focus, functionality, and form needed to solidify the CAH academic advisor- student partnership, Dr. Meister and Ms. Pegram-Floyd will create and supervise four workshops with CAH department chairs and curriculum committee members during the fall 2021 quarter. The goal of these workshops is the development of department curriculum maps and 4-year plans for each academic program offered by CAH departments by November 1, 2021.

Moreover, Ms. Pegram-Floyd's position on CWU's Academic Advising Council (AAC) and other formal and informal advising community groups, facilitates important connections with CWU student affairs and enrollment management units. Innovative and challenging academic programs best serve students when focus, functionality, and form are coordinated and shared within a seamless network constituting student-learning.

### External Opportunities: Accessibility, Ambition, and Alumni

CWU's proximity to Seattle, its well-established partnership with WA state agencies, and its profound economic impact to central WA are primary resources that will positively impact CAH's Academic Advising Program. As a regional, 4-year comprehensive university, CWU's student-centered approach to learning offers clear opportunities with CWU and CAH alumni. CAH's Academic Advising Program seeks broad and vital partnerships with its alumni.

The CAH Compact best exemplifies how access and engagement with ambitious and successful CAH alumni is a fundamental tenant of the CAH Academic Advising Program. The CAH Compact, a visionary promise of providing every CAH student a transformative educational experience, emphasizes student partnerships and direct access to CAH philanthropic donors and alumni.

Formal CAH student and CAH alumni networks will begin in the winter 2021 quarter with the launching of the CAH's Externship program. This program provides access and full funding for CAH students to "shadow" and network with successful CAH alumni. Externships translate CAH degree programs into applicable professional applications whereby students witness how the professional success of ambitious CAH alumni translate into professional careers in public service and industry.

The CAH Academic Advising Program will coordinate student-centered career development and alumni networking with CAH's Career Counselor, Mr. Aaron Woods and CAH Alumni Relations Coordinator Ms. Jessika Roe.

### External Threats: Demographics, Decline, and Distractions

CAH's Academic Advising Program must implement strategies that fundamentally address nation-wide higher education declining enrollments, sustained public scrutiny, and unpredictable threats to human health and safety. Much has been written the demographic realities, political complexities, and human-natural catastrophes facing higher education. The CAH Academic Advising Program addresses these challenges by incorporating strategic initiatives that bolster retention of CAH students.

Simply put, CAH students must return to CWU each quarter confident that their academic plan prioritizes degree completion and professional development. Bolstering student confidence of their graduation success is fundamental to the recruiting, retaining and graduating students.

The emphasis here is not on customer service, but rather *service that instills student confidence*. The transformative power of academic advising programs that bolster student confidence increases when students understand that programs and initiatives are being facilitated by experienced academic professionals with expertise in creating and implementing clear, focused, and functional degree programs destined for retaining and graduating students.

### Strategic Initiatives

1. Institutionalize CAH Compact into Academic Advising
  - UNIV 101 offered every FALL and SPRING quarters.
  - Academic advisors attend selected classes and request that CAH faculty share important advising information on course CANVAS.
  - Academic advisors attend department-affiliated meetings and student functions
  - Academic advisors promote Externship and alumni interactions by coordinating with Jessika Roe
  - Academic advisors volunteer to as "guests" in selected CAH classes
  - Academic advisor coordinate with CAH Career Counselor in the creation of accessible programs and initiatives
2. Bolster and Clarify Student Access to CAH Advising
  - Formalize network with credential evaluation in registrar's office

- Host "drop-in" advising sessions in Black Hall headquarters
  - Establish consistent access to students at CWU westside centers
  - Streamline CAH and CEPS advising collaboration for CAH-education teaching majors
  - Create student-friendly web and social media presence
  - Formalize networks with Transfer Office and First-year and Exploratory student advising
3. Facilitate the design of curriculum maps and plans for CAH programs
    - Share insight on enrollment management trends and patterns, course rotations and offerings, and partnership with CAH departments and chairs
  4. Extend and strengthen CAH Advising Team presence with CWU Orientation Office

Emails to CAH students for CAH Director of Academic Advising, Ms. Veratta Pegram-Floyd

Thus far, there have been three emails to CAH discipline completing students regarding changes for and access to CAH academic advising. The most recent email was sent on Sunday, October 31<sup>st</sup> with the first and second emails having been sent on Thursday, September 9<sup>th</sup> and Friday, September 17<sup>th</sup>. These emails will be shared in reverse chronological order. All emails were sent via the [CAHAdvising@cwu.edu](mailto:CAHAdvising@cwu.edu) email account.

**Sunday, October 31st Email Subject Line: Winter 2022 CWU Registration Begins on Monday, 11-8: Preparation and Advising Information**

Hello, Student:

Happy Sunday! My name is Veratta Pegram-Floyd, and I am the inaugural/new Director of Academic Advising for the College of Arts and Humanities (CAH). / ***am reaching out to you because you are still listed as an advisee of either Greg Rankin, Katherine Green, and/or Mayra Nambo, former College of Arts and Humanities (CAH) academic advisors and you are in a declared CAH major/minor/certificate program, to both introduce myself and to also inform you of how you will access advising/information for preparation for Winter 2022 registration.***

**CAH Advising Updates-Two New Advisors Have Been Hired!**

For CAH, there are four advisors in total. Previously, we had three out of four advisor vacancies, with our remaining advisor being Dr. Kirsten Boldt-Neurohr, Music advisor. *As a recap, the advisors that have vacated their positions and moved onto other opportunities are Greg Rankin, Katherine Greene, and Mayra Nambo.* **As of Monday, October 18<sup>th</sup>, two of those three positions have been filled with the incoming advisors who are currently undergoing training to then be able to advise you all. I would like to introduce to the CAH Advising Team, Amber Hay (former Office of First Year and Exploratory Advising Advisor) and Nasiha (Na-see-ha) Alicic (Ah-lee-chich).** When both Amber and Nasiha are formally ready to advise, I will be following up again with their assigned majors and their advisor Canvas site to the students whose majors they will be advising for.

In the meantime, the bulk of the advising will come from myself and Dr. Mark Meister, CAH Associate Dean, with some assistance also from Dr. Kirsten Boldt-Neurohr, Music advisor, who will also be assisting non-Music CAH majors via drop-in advising.

Preparation for Winter 2022 Registration:

As of Monday, October 25<sup>th</sup>, both the Winter 2022 class schedule and enrollment appointments (registration date and time) have been released. Winter 2022 registration begins on Monday, November 8<sup>th</sup>.

**Search for Classes and Checking Your Enrollment Date:** Under the "Enrollment" Tab in your MyCWU Student Dashboard, you can check your enrollment date for Winter 2022 by clicking on "Enrollment Dates," and begin searching for classes by clicking on "ClassSearch."

**Checking for Holds:** Holds can be financial and/or related to an academic requirement that has yet to be met.

- o **General Education and/or Advising Holds:** In the case of a "General Education" and/or "Advising" hold, these are both holds advisors must remove. It is your responsibility as the student to schedule an appointment and/or come into drop-in advising so that CAH Advising can assist you with hold removal.
- o **Incomplete Financial Agreement Hold:** In the case of an "Incomplete Financial Agreement" hold, this is a hold that you as the student are responsible for removing. Should you need assistance, please [watch this video](#) about how to remove that hold.

Access to Advising - Appointment Scheduling and Drop-in for Winter 2022 Registration:

**Appointment Scheduling:** To schedule an advising appointment, please visit [the College of Arts and Sciences \(CAH\) Appointment Scheduling Link](#).

**Drop-in Advising:** Drop-in advising consists of non-appointment advising meetings that extend no more than 10-15 minutes per student on a first come, first serve basis to cover quick academic questions, add a last class to your schedule, forms to sign that do not require a meeting in advance, removal of advising holds, etc. **If you have yet to have an initial advising appointment, would like to craft a graduation plan, discuss in-depth academic and/or personal concerns, that is NOT for drop-in advising.** If you do come to drop-in advising with circumstances that last beyond 15 minutes, we will triage what we can within that timeframe and get you set up with an appointment/referred to other resources as necessary depending on your holistic needs. Please do keep this in mind.

**For the Week of Monday, November 1<sup>st</sup> Drop-in Advising will take place with Veratta Pegram-Floyd, Director of Academic Advising for CAH.**

**In-Person:** Monday, November 1<sup>st</sup> from 1:30pm-3:30pm in 127 Black Hall

**Virtual:** Friday, November 5<sup>th</sup> from 9:30am-Noon, accessible at this Zoomlink: <https://cwu.zoom.us/j/9712823585>.

- o Please note that for virtual drop-in advising, you will be "waiting" in the virtual waiting room as well.

**For the Week of Monday, November 8<sup>th</sup> Drop-in Advising will take place with Dr. Kirsten Boldt-Neurohr: In-Person on Wednesday, November 10<sup>th</sup> from 9:00am-10:30am in 127 Black Hall**

**For the Week of Monday, November 15<sup>th</sup>, Drop-in Advising will take place on:**

**In-Person:** Wednesday, November 17<sup>th</sup> from 9:00am-10:30am in 127 Black Hall with Dr. Kirsten Boldt-Neurohr

**Virtual:** Friday, November 19<sup>th</sup> between 1:00pm-3:00pm with Veratta Pegram-Floyd, accessible at this Zoom link: <https://cwu.zoom.us/j/9712823585>.

*Please note that for virtual drop-in advising, you will be "waiting" in the virtual waiting room as well.*

**For the Week of Monday, November 22<sup>nd</sup>, dDrop-in Advising will take place In-Person with Veratta Pegram-Floyd on Wednesday, November 24<sup>th</sup> between 9:00am-10:30am in 127 BlackHall.**

**#GoWildcats #CAHStudentsAreBae**

Best wishes for a smooth Winter 2022 registration!

Best,  
Veratta

Veratta Pegram-Floyd, M.Ed.  
(Pronounced Va-ret-ta Pee-gram  
Floyd) Director of Academic Advising

**College of Arts and Humanities (CAH) Advising**  
Central Washington University  
[CAHAdvising@cwu.edu](mailto:CAHAdvising@cwu.edu)  
<http://cwu.edu/arts/>

Schedule a [virtual](#) or [in-person](#) appointment with me!

**\*\*\*If you are a current or re-admitted CWU student, please include your CWU ID# when emailing with an academic concern and/or question.\*\*\***

**Friday, September 17<sup>th</sup> Email Subject Line: CAH Advising Updates: New Advising Director and Access to Drop-in and Appointments**



Hello, Student:

I hope you are all having a great Friday and are GETTING EXCITED about the return to campus and the start of the Fall 2021 quarter! *You are receiving this email because you are in progress of a College of Arts and Humanities (CAH) major and/or minor.* For those of you who I have yet to have the pleasure of meeting and/or corresponding with, my name is Veratta Pegram-Floyd, and I am both the inaugural (first)/new Director of Academic Advising for the College of Arts and Humanities (CAH). I began in this role on Wednesday, June 16<sup>th</sup> and have just officially surpassed being a Wildcat for three months! As the director, it is my job to set the strategic direction for advising and supervise the advisors within the college. A little about me: I am a native Seattleite/Washingtonian, but I most recently came to Central from the University of Oregon as an Academic and Career Coordinator (supervisor) and Pre-Law Advisor for Tykeson College and Career Advising. I am Seattle educated, having attended Seattle Public Schools for my K-12 education and then Seattle University for both my undergraduate and graduate degrees. My Bachelor's degree is in Social Work with an additional major in Sociology and my Master's is in Education, the formal name of my program is "Student Development Administration," which is a fancy way of saying that the focus of my masters is working with primarily undergraduate students in various departments and/or divisions on a college/university campus. When you have the opportunity to interact with me, you will realize how much you all (students) **ARE MY JAM** and how passionate and committed to you all I am, as well as my commitment to the removal of student barriers at the systemic level. My pronouns are she/her/hers and I am a Black woman, inclusive educator, first generation college and master's graduate and a former foster youth. I am excited to be here! More importantly, I am excited to serve, work alongside with, help you learn and learn from you all! Want to connect with me? Follow me on my newly created CAH Director Instagram @CWU\_CAH\_Advising\_Director. #CAHStudentsAreBae

Naturally, I have emailed you all to introduce myself and to provide a brief overview of who I am, but that is but one purpose of this email. I am also emailing you all to let you know how you will be supported by CAH advising (in general), but especially through the upcoming Fall 2021 quarter add/drop period which extends until Tuesday, September 28<sup>th</sup>.

#### **CAH Advising Updates:**

For CAH, there are four advisors in total. Currently, we have three out of four advisor vacancies, with our remaining advisor being Dr. Kirsten Boldt-Neurohr, the advisor for Music. **The advisors that have vacated their positions and have moved onto other opportunities are Greg Rankin, Katherine Greene, and Mayra Nambo.** If you were a previous advisee of either Greg or Katherine, you may have been assigned a temporary advisor in Dr. Mark Meister, my direct supervisor, and the Associate Dean for CAH. For all other non-Music CAH majors who had either Mayra and/or no advisor listed, we will not be assigning temporary advisors as we are in the process of filling all three of those vacant academic advisor positions. All non-music CAH majors and/minors were sent an email to your CWU email from me on Thursday, September 9<sup>th</sup> in the afternoon titled, "CAH Advising Updates: Advisor Changes and Access to Advising Services." If you are one of the students impacted by not having a permanent advisor, please refer to that email for more information.

General Advising and Advising During the Fall 2021 Add/Drop Period:

**Beginning Fall 2021, we will be instituting Drop-in Advising. Drop-in Advising will take place in person in Black Hall 127 (administrative and central advising offices for the College of Arts and Humanities). Drop-in Advising will take place during high volume periods of the term (Add/drop period and registration). If you are unfamiliar with how drop-in advising works, drop-in advising consists of non-appointment advising meetings that extend no more than 10-15 minutes per student on a first come, first serve basis to cover quick academic questions, add a last class to your schedule, forms to sign that do not require a meeting in advance, removal of advising holds, etc. If you have yet to have an initial advising appointment, would like to craft a graduation plan, discuss in-depth academic and/or personal concerns, that is NOT for drop-in advising.** If you do come to drop-in advising with circumstances that last beyond 15 minutes, we will triage what we can within that timeframe and get you set up with an appointment/referred to other resources as necessary depending on your holistic needs. Please do keep this in mind.

**For the Fall 2021 Add/Drop Period, this is the Drop-in Advising we will offer:**

**Tuesday, September 21<sup>st</sup>: 9:00am-Noon** with me, Veratta Pegram-Floyd, Director of Academic Advising for all non-Music College of Arts and Humanities (CAH) majors and minors

**First Day of Fall 2021 Classes - Wednesday, September 22<sup>nd</sup>: 9:00am-Noon** with me for all non-Music CAH majors and minors

**Thursday, September 23<sup>rd</sup>: 1:30pm-3:30pm** with me for all non-Music CAH majors and minors

**Friday, September 24<sup>th</sup>: 9:00am-Noon** with Dr. Kirsten Boldt-Neurohr (Music Advisor) for all CAH Majors and Minors (Music and non-Music)

**Music Majors:** Earlier in the week, you all will have access to drop-in advising with Dr. Kirsten Boldt-Neurohr in the music building (McIntyre Hall, Rm. 103).

**For Drop-in Advising out of Black Hall, you will check in on a form/computer located at the front desk in 127 Black Hall. Once you check-in, you will need to have a seat in the waiting area and take care to be mindful of both remembering your mask (covering both your nose and your mouth) and noise as this is an office suite with other people working. Based on the order of student check-ins, that is the order in which we will be meeting with students. When we are ready for you, we will come to the front waiting area, call out your name and then have you come back to our office and/or cubicle for advising.**

**Appointment Scheduling for Music Majors:**

Please visit [Dr. Kirsten Boldt-Neurohr MS Bookings Link](#).

## Appointment Scheduling for Non-Music CAH Majors/Minors:

**Should you need and/or want to schedule an advising appointment, [please visit this MS Bookings link to do so.](#)** You will notice on this Bookings link that there are multiple dates of availability. A couple of things to note:

Should you choose to schedule an appointment with either Dr. Mark Meister (CAH Associate Dean; availability listed under "Advising Consult") or myself (CAH Director of Academic Advising; availability listed under "VIRTUAL Academic Advising Appointment with Veratta Pegram-Floyd, Director of Academic Advising"), **we will NOT be sending you a follow up Zoom link as you have the link included within both the initial confirmation email you receive after you book your appointment AND within 24 and 1hour reminders ahead of your appointment.** **These confirmations will be sent to the email you designate when you schedule your appointment. There was a previous issue with students receiving the confirmations and it has since been resolved.**

Due to the above-mentioned advising shortage, we have had professional advisors from the other colleges step in to assist with advising CAH students on specific *Saturday dates, the last one available being September 25<sup>th</sup> as we have received requests from some students for Saturday advising availability.* Please note: These are special circumstances in which we are providing Saturday availability as this is not common practice. **For these special Saturday hours, the advisor you schedule with WILL be sending you a Zoom link in advance of your appointment** as there are multiple advisors across these Saturdays with varying availability. Depending on the Saturday, availability may begin as early as 8:30am and extend through 5:30pm.

I know that this was a lot of information to cover in an email. At this time, this was the best way to get this information in front of all of you. **As a reminder, classes for Fall 2021 begin on Wednesday, September 22<sup>nd</sup>• If you have yet to enroll in fall quarter classes and plan to do so, please set up an academic advising appointment as soon as possible at the designated link meeting your major/minor situation provided above.**

I look forward to meeting with and supporting you throughout your academic trajectory as a CAH major/minor! See you IN A COUPLE OF DAYS!

**#GoWildcats #CAHStudentsAreBae**

Best wishes for a STRONG start to your Fall 2021 quarter!

Veratta Pegram-Floyd



**Veratta Pegram-Floyd, M.Ed.** (*Pronounced Va-ret-ta Pee-gram Floyd*) Pronouns: [She/Her/Hers](#)  
Director of Academic Advising College of  
Arts and Humanities Central Washington  
University [CAHAdvising@cwu.edu](mailto:CAHAdvising@cwu.edu)  
<http://cwu.edu/arts/>

**Learn. Do. Live.**

Hello, Student:

Happy Thursday! I hope you are having a great start to your day! My name is Veratta Pegram- Floyd, and I am both the inaugural/new Director of Academic Advising for the College of Arts and Humanities (CAH). You may be/have been aware that academic advising at Central has been and is still undergoing a restructure (which began before my tenure at Central). I started in my role as director on Wednesday, June 16<sup>th</sup>, and I'm **very happy** to be a part of the Wildcat Family, and to also interact, support, and uplift you and your holistic experience for year(s) to come as it is my job to set the strategic direction for academic advising within the College of Arts and Humanities.

**Along with the changes that have been made to the overall academic advising structure at Central, we have also had advisor personnel changes in the college. Currently, we have three academic advisor vacancies. Greg Rankin, Katherine Greene, and Mayra Nambo have all resigned from their positions and are no longer employed at Central.** *I am reaching out to you because you are a CAH major and Greg, Katherine, and/or Mayra were your assigned advisor(s) and/or you do not currently have an advisor assigned.* If you were a previous advisor of either Greg or Katherine, you may have been assigned a temporary advisor in Dr. Mark Meister, my direct supervisor, and the Associate Dean for CAH. We are currently in the process of filling those vacant academic advisor positions. In the interim, you will not be assigned a permanent academic advisor; however, you will still have access to academic advising in the following ways:

**College of Arts and Humanities (CAH) Email for Academic Advising Questions:**

Should you have academic advising questions related to your general education and/or CAH major and/or minor requirements, please direct those questions to [CAHAdvising@cwu.edu](mailto:CAHAdvising@cwu.edu). I am the administrator for that email, and I will either answer your question(s) directly or ensure your email gets routed to the appropriate person that can assist you. *Please note, if you are a double major and/or minor with question(s) related to academic requirements outside of CAH, you will need to address those question(s) to the specific advisor(s) in the college that houses those requirements. If you are unsure where to go, please still send your email to [CAHAdvising@cwu.edu](mailto:CAHAdvising@cwu.edu) and I will make sure it is routed accordingly.*

**How to Schedule Academic Advising Questions: **Should you need and/or want to schedule an advising appointment, please visit this [MS Bookings link](#) to do so.****

You will notice on this Bookings link that there are multiple dates of availability. A couple of things to note:

- o **Until the start of fall quarter, academic advising appointments will be conducted via Zoom.**
- o Should you choose to schedule an appointment with either Dr. Mark Meister (CAH Associate Dean; availability listed under "Advising Consult") or myself (CAH Director of Academic Advising; availability listed under "VIRTUAL Academic Advising Appointment with Veratta Pegram-Floyd, Director of Academic Advising"), **we will NOT be sending you a follow up**

**Zoom link as you have the link included within both the initial confirmation email you receive after you book your appointment AND within 24 and 1 hour reminders ahead of your appointment. These confirmations will be sent to your CWU email as that is the email you are promoted to input when you schedule your appointment.**

- o Due to the above-mentioned advising shortage, we have had professional advisors from the other colleges step in to assist with advising CAH students on specific Saturday dates of September 11<sup>th</sup>, September 18<sup>th</sup>, and September 25<sup>th</sup> as we have received requests from some students for Saturday advising availability. Please note: These are special circumstances in which we are providing Saturday availability. We will not continue to offer this service if there are repeated no shows as it is your responsibility as the student to be knowledgeable of, attend, and have active engagement for your advising appointment. **For these special Saturday hours, the advisor you schedule with WILL be sending you a Zoom link in advance of your appointment** as there are multiple advisors across these Saturdays with varying availability. Depending on the Saturday, availability may begin as early as 8:30am and extend through 5:30pm.

Classes for Fall 2021 begin on Wednesday, September 22<sup>nd</sup>• If you have yet to enroll in fall quarter classes and plan to do so, please set up an academic advising appointment as soon as possible at the link provided above.

I look forward to meeting with and supporting you throughout your academic trajectory as a CAH major! See you in a couple of weeks!

**#GoWildcats #CWUStudentsAreBae**

Best,  
Veratta Pegram-Floyd



**Veratta Pegram-Floyd, M.Ed.**  
*(Pronounced Va-ref-ta Pee-gram Floyd)*  
Pronouns: [She/Her/Hers](#)  
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## **CAH Major 4-year Plans and Degree Maps Facilitate Student Engagement in the Academic Advising Process**

4-year PLAN (roadmap of degree requirements):

October 15

Degree MAP (works as a supplement to the PLAN-

fosters interest in career preparation and

development): October 29

CAH Dean's Office presentation on the necessity of 4-year plans and degree maps:  
October 15 and 29

### **CAH 4-Year Plans EdAD: Friday October 15, 2021**

Benefits these Audiences/Purposes:

Students

New CAH Advisors

Course rotation/planning

Faculty

Staff

## Step 1: Illustrate

1. Create a table with four horizontal quadrants (4 times); each represents a quarter during an academic year.

Fall 20\_ Winter 20\_ Spring 20\_ Summer 20\_  
**Gather Input from Faculty, Staff & Students**

GE Class 184 (credits)	GE Class (credits)	GE Class (credits)	GE Class (credits)
WV 101 (1 credit)	GE Class (credits)	GE Class (credits)	GE Class (credits)
Total Credits: 14-17	Total Credits: 14-17	Total Credits: 14-17	Total Credits:

Central Washington University-

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3

## Step 2: Course Designations

When designating classes, consider:

- 100J 200J 300, 400 level classes
- Pre or Co Requisites
- 14-17 credits each quarter
- Online and f2f courses
- GE courses designations and placement
- GE quantitative course and placement
- "Block," "Cohort," or Individual scheduling

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## Step 3: Final Considerations

Be sure each 4-year plan (for each major) includes the following:

- 180 total credits
- All GE Knowledge areas and Pathways
- Foreign language requirement
- Identifies OTA student

5

## Some examples:

- <https://www.cwu.edu/art/sites/cts.cwu.edu.art/files/documents/BA%20Art%20studio%20track%20with%204%20year%20plan%202021.pdf>
- <https://oregonstate.app.box.com/s/x002vg6bwnef4z9ukhbrqycc23vb0Ibs>
- [https://catalog.uoregon.edu/arts\\_sciences/psychology/#deqreeplantext](https://catalog.uoregon.edu/arts_sciences/psychology/#deqreeplantext)
- <https://cs.wvu.edu/plan-study>

6



## CAH Degree Maps

### EdAD: Friday October 29, 2021

Benefits these Audiences/Purposes:

- Students and Parents during recruiting
- Faculty and staff when mentoring students
- Admissions, Orientation, and Career Services staff

7

## Why and What?

- **The Major Maps serve as a general guide** to help students and their faculty mentors and academic advisors plan a holistic *future*, which includes identifying the kinds of *coursework, connections, and experiences necessary to transform plans into reality*. Students enrolled in UNIV 101-CAH develop customized Major Maps to fit their individual goals and interests.
- Another benefit of Major Maps is that students **hear consistent messages from faculty and staff** on how they can structure their education in CAH and CWU. This will maximize the success of students through graduation and beyond.

8

# When constructing degree major maps...

...consider:

1. What is your plan or strategy for the future? This first question leads to additional questions:
2. Who to *connect* with,
3. What *coursework* should be pursued,
4. What *work experiences* may be necessary, and
5. How to *broaden perspectives*?

Major Maps are not meant to be overly prescriptive but to provide a general framework of how students can get the most from their CAH and CWU education.

## Management Communication MAJOR MAP

	1 <sup>st</sup> YEAR	2 <sup>nd</sup> YEAR	3 <sup>rd</sup> YEAR	4 <sup>th</sup> OR FINAL YEAR	
<p><b>REAPHAUSE COURSEWORK</b></p> <p><b>D...vao..</b></p> <p><b>SEEK OUT CONNECTIONS</b></p> <p><b>U...-TANO</b></p> <p><b>GO! BUILD YOUR FUTURE</b></p>	<p>Start Pre-Communication coursework designed to introduce you to the major and establish fundamental competencies in the field of Communication. Meet with advisor to create a communication plan.</p> <p>Attend the annual and regional communication conferences in the fall to meet with professionals in your field.</p> <p>Explore internships, including part-time, and full-time through UF coursework and COM 210.</p> <p>Consider a study abroad experience while at NDSU.</p> <p>Staying with parents or other family members for the first semester, work with advisors, attending with with the Career Center, and attend Career Fairs during the year.</p>	<p>Complete the Communication coursework with a GPA and transfer the pre-professional status to the major. Coursework including EE responsibility takes a major and start participating in internships.</p> <p>Attend Career Fairs and have your first job experience with general public's companies. Attend COM 310 Day and submit a proposal for professional in your field.</p> <p>Explore internships, including part-time, and full-time through UF coursework and COM 310.</p> <p>Consider a study abroad experience while at NDSU.</p>	<p>Develop professional experience through 300- and 400-level coursework in your major. Take additional coursework for your advisor. Submit request for completing AMSE requirements.</p> <p>Consider participating in COM 410 Day, if not available is through Network with others at the event. Volunteer at a community development project to communicate.</p> <p>Apply to broaden your horizons for research, internships and experience (look for ways for students in majors). If needed, provide to take a graduate school test.</p>	<p>Submit research proposal to complete major and receive acceptance. Complete portfolio through graduate course (COM 499). Take additional courses as required to broaden perspective.</p> <p>Investigate a job or intern for fall, then job or other opportunities. Prepare to discuss at interview.</p> <p>Attend a conference and visit you are looking for an open work relationship, then, visit/visit.</p> <p>Do some targeted networking with alumni in the fall. Prepare professional registered with an industry and Transfer Visit the Career Center and prepare for career fairs (part-time internships and networking events).</p> <p>Prepare for work or studies in a foreign country and research possible visa requirements.</p> <p>Submit research proposal and receive acceptance.</p> <p>Submit your graduation plan and apply for jobs, graduate school, or additional training. Get help from the Career Center with job searching, resumes, letters, interviews, graduate school apps, etc.</p>	<p><b>Where could I go after graduation?</b></p> <ul style="list-style-type: none"> <li>Business Supervisor</li> <li>Administrative Consultant</li> <li>Marketing Assistant</li> <li>Executive Support Specialist</li> <li>Operations Supervisor</li> <li>Client Sales Manager</li> <li>Project Coordinator</li> <li>Property Management Coordinator</li> <li>Management Analyst</li> <li>Human Support Employee</li> </ul>

**COMPLETE REQUIRED INTERNSHIP**

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## Committee reports

To: Faculty Senate

From: Joshua Welsh, Academic Affairs Committee Chair

Date: November 29, 2021

Re: Faculty Senate Academic Affairs Committee Report

The Academic Affairs Committee continues to work through its list of charges. We began the year with a list of 17 charges, sent to us by the Executive Committee.

### Fall Charges

This fall we have been working on charges involving the following areas of concern.

Charge number, description, and timeline	Charge Status
Charge 01. Consider revisions to policy and/or procedure regarding required advising, to align with the Academic Advising Council's endorsed recommendations. <b>Timeline:</b> Fall Quarter	AAC has endorsed all but one of the Advising Council's recommendations and will discuss how to implement these in policy at our December 2 meeting.
Charge 02. Consider developing a policy and/or procedure for placing, communicating, and managing holds on student accounts. <b>Timeline:</b> Fall Quarter.	AAC has formed a sub-committee to deal with this charge and met with representatives of various stakeholders to discuss.
Charge 03. Continue revisions to warning/probation/suspension policy/procedure and craft modifications of policy/procedure to reflect these revisions. <b>Timeline:</b> Fall quarter	AAC has drafted a policy proposal, which will be on the Dec 1 Faculty Senate agenda.
Charge 04. Continue working with the ADI ad-hoc committee on policy language about the anti-racist and/or a race and ethnicity graduation requirement for undergraduate students <b>Timeline:</b> Ongoing	An AAC representative has met with the ADI ad-hoc committee on this issue.
Charge 05. Continue revisions to the academic dishonesty policy (CWUP 5-90-040(25)) and procedure to clarify the process overall and for appeals. <b>Timeline:</b> Fall Quarter	AAC has gathered feedback on this charge and will look at drafting policy language at our Dec 2 meeting.
Charge 06. Consider developing university policy or procedure to ensure departmental policies on plagiarism and other behaviors are consistent with the student conduct code, WAC, and FERPA. <b>Timeline:</b> Fall Quarter	AAC has gathered feedback on this charge and will look at drafting policy language at our Dec 2 meeting.
Charge 07. Continue working on the language for policy 5-90-80 regarding Disruptive Behavior in academic settings. <b>Timeline:</b> Fall Quarter	AAC is seeking feedback from the EC on this policy, which passed faculty senate last year, but was stopped at a higher level of policy review.

Charge number, description, and timeline	Charge Status
Charge 08. Consider developing policy and/or procedure for improving transfer students' catalog year and degree requirements consistency. <b>Timeline:</b> Fall Quarter. – High Priority	AAC has worked with stakeholders to develop a policy proposal, which will be on the Dec 1 Faculty Senate agenda.

## Winter Charges

We will begin working on the following charges in the Winter quarter:

- Charge 09. Consider revisions to honors definitions and honor roll requirements. **Timeline:** Winter Quarter
- Charge 10. Consider revisions to policy and/or procedure regarding academic probation rules and how they are implemented. **Timeline:** Winter Quarter

If you would like to provide feedback on any of our charges, please let me know at [josh.welsh@cwu.edu](mailto:josh.welsh@cwu.edu)

## **Bylaws and Faculty Code Committee (BFCC) Faculty Senate Report December 1, 2021**

During the months of October and November, the Bylaws and Faculty Code Committee continued to work on a number of charges, a summary of these charges and our progress is listed below:

**BFCC21-22.01** Continue working and moving forward language for the CWUP and correlated language in Faculty Code that strengthen the code and shared governance and that would protect the Senate. **Timeline:** Fall Quarter

**Progress:** This language was originally approved by the BFCC during the 2020-2021 academic year and was reviewed by the Senate Executive Committee. As the original purpose of this language was to strengthen the Code and shared governance and protect the Senate, it was felt that the scope and format required attention. The BFCC is continuing a review of the language and where the language should reside in CWUP.

**BFCC21-22.02** Consider changes to Bylaws, Section I.C.1 regarding senate representation for departments. **Timeline:** Fall Quarter

**Progress:** The BFCC is continuing to work with the EC to identify the number of FTE and senate representation in Faculty Senate. A consensus for the minimum FTE for Senate representation, as well as a minimum number of FTE per the definition of ‘department’ is currently being discussed.

**BFCC21-22.03** Consider strengthening language in Faculty Code, section II.G.1.i. regarding Senate jurisdiction in senate complaint policy and procedures, specifically with regard to the term ‘professionalism’. **Timeline:** Fall Quarter

**Progress:** The term “professionalism” is currently before Faculty Senate (second reading) and the potential removal of the term.

**BFCC21-22.04** Consider additional language regarding benefits and privileges for Emeritus Faculty as outlined in Faculty Code, Section I.B.2.d. **Timeline:** Winter Quarter

**Progress:** This language was passed in Senate during the 2020-2021 academic year and was to go before the BOT. It was requested that the BFCC review the addition of language regarding benefits and privileges for Emeritus Faculty, specifically budget responsibility and decisions (FC I.B.2.d.). The BFCC has requested that the BOT review the language to be included in the Faculty Code as passed by the Faculty Senate without addition of language regarding budget responsibility.

**BFCC21-22.05** Consider additional language regarding the definition of full-time service for NTT faculty eligibility for emeritus status in Faculty Code, Section I.B.2.a.i. **Timeline:** Winter Quarter.

**Progress:** The BFCC has identified the requirements for NTT promotion from the CBA and this language will be presented to Faculty Senate in during Winter quarter, 2022.

**BFCC21-22.06** Review and consider language in bylaws regarding rules for multiple members from one department serving on senate committees. **Timeline:** Spring Quarter.

**Progress:** The BFCC has reviewed the current and past language from previous versions of the Bylaws and is in the process of constructing language for Bylaws to be presented to Faculty Senate during Winter quarter, 2022.

**The Bylaws and Faculty Code Committee**  
Mary Radeke, Nathan White, and Elvin Delgado