

**REGULAR MEETING**  
**Wednesday, February 01, 2023, 3:10 p.m.**  
**Minutes**

Called to order at 3:10 pm

All Senators were present except: Vanessa Hunt and Keith Lewis

Guests: Brayden Smith, Evelyn Roehn, Charles Johnson, Sathy Rajendran, Ediz Kaykayoglu, Carolyn Thurston, Joy Stochosky, Joy Fuqua, Delayna Breckon, Jeff Dippmann, Rose Spodobalski Brower, Sydney Thompson, Samuel Pavel, Erika Pazian, Gregg Schlanger, Pam McMullin-Messier, Andy Piacsek, Jeff Stinson, Arturo Torres, Chad Schone

**CHANGES TO AND APPROVAL OF AGENDA Approved**

**MOTION NO. 22-15(Approved): APPROVAL OF MINUTES** of January 11, 2023

**COMMUNICATIONS** – No communications

**MEDICAL DOCUMENTATION REQUESTS FOR STUDENTS** – Joy Stochosky talked about the Health Center’s sick note policy for missed classes ([www.cwu.edu/health-services/cwu-sick-note-policy](http://www.cwu.edu/health-services/cwu-sick-note-policy)). They strongly discourage faculty from requiring medical or legal documents from a student for any absences. This policy is in alignment with American College Health Association (ACHA) and peer institutions. Some of the concerns prompting this policy are financial impact for the student, clinical services availability reduced, effects of stress vs. rest and contagion/contamination risks. There has been a fundamental shift in general views on illness and the focus is on protection of self and others. With home testing, individuals are not going into the doctor but isolating at home. Equity and access also factor into this policy. There is also potential legal ramifications due to HIPAA laws. Joy indicated that Student Engagement and Success (SES) strongly supports faculty evaluation of participation/attendance as part of academic success. Joy indicated the use of creativity and collaboration around attendance is becoming more common. Shifting from absence penalties to attendance rewards. Other suggestions are: connect with department faculty and chair for additional guidance; revise syllabi and attendance practices to remove request for sick notes and other medical documentation; consult with Joy Stochosky; consult with Joy Fuqua.

**CANVAS RETENTION – Joy Fuqua and Delayna Breckon and Chad Schone** – Multimodal Learning will halt the implementation of the Canvas 6-year retention policy. Panopto recordings will be set to archive videos that haven’t been viewed in 6 years. Unarchiving a Panopto recording can easily be done by the faculty owner. Kaltura videos are not part of the retention policy, currently. Faculty can provide feedback and suggestions on a potential Canvas Retention Policy using this form [Canvas Retention Policy Faculty Input Form \(office.com\)](#). Joy provided information on the call for proposals for Innovative Teaching faculty showcase, as well a winter faculty social on February 16 from 5:00 – 6:30 p.m.

**SENATE CHAIR REPORT** – Chair Samples talked about artificial intelligence and its effects on higher education. Many have heard of ChatGPT and similar technologies, and their ability to compose convincing prose in response to prompts. This technology can write an essay, argue a point convincingly, create discussion posts with ease, write workable computer code, and much more. Like other technologies that have come before it, such as the calculator or the personal computer, it has the potential to impoverish our students’ critical thinking skills, but also immense educational potential. The conversation around a

balanced response to this technology has already started across campus. If you would like to be a part of the conversation, I encourage you to reach out to Chad Schone in the Multimodal Educational Center.

The Shared Governance Sensemaking Group had its second meeting on January 23. We continued our discussion of traditional responsibilities under university shared governance. Our next meeting will be February 27. At that meeting, we will discuss several statements on shared governance written by the American Association of University Professors, or AAUP. Further details can be found on the group's webpage: <https://www.cwu.edu/president/shared-governance>.

We are hitting the halfway point of the year, and after this meeting, there will be only 4 Senate meetings left in the year. That means that there will be more motions coming from committees. Please continue to be prepared to communicate back to your department about policy and other items that will come up on the agenda.

Next is senator elections. If your department hasn't already been thinking about elections for next year, now is a good time to do so. If your term is ending, consider talking with your chair about having elections soon. While next year seems far away, workload plans will be scheduled in the near future.

**FACULTY ISSUES** - Here are some updates to faculty concerns that have been brought forward:

1. Senator Erdman brought a concern regarding CWU's Academic Dishonesty policy, which says that if a student has been "found responsible" of academic dishonesty, they will be prohibited from completing an SEOI for the course. Timing makes this policy difficult to enforce. Accusations of academic dishonesty have to go through a process that respects student rights, and this process is typically not completed by the time that SEOIs are administered for the course in question. The Evaluation and Assessment Committee will need to consider policy revisions on this. All potential revisions would come back to Senate for approval.

2. Senator Klosterman asked if instructors could be sent notifications when students add a course after the first day of classes, so that the instructor could welcome them and help get them caught up. This is not currently possible in either MyCWU or Canvas, though if there is broad interest in such a feature, a solution might be able to be developed by IS. If departments are interested in such a solution, please let Mark know.

3. Senator Reynolds brought forward an issue regarding disproportionate numbers of course preps between faculty in a given department. I brought the topic up to ADCO. While Faculty Senate can provide some guidance on this issue, it ultimately deals with management rights and workload, which fall to administration and the union, respectively. If faculty feel they are being discriminated against in this way, they are encouraged to consult with the union.

4. An issue was brought to Open EC regarding ChatGPT and other Artificial Intelligence technologies, and their impact on teaching and learning. There are several responses in the works, including draft policy created by faculty making its way to EC for consideration. Any policy would go through the normal process. The Multimodal Education Center will be scheduling opportunities for conversation around this issue very soon, so keep an eye out if you are interested.

5. An issue was brought forward via email regarding the 6-year Canvas retention policy and the potential loss of instructor materials. I talked with Multimodal, and as you heard earlier, they have paused this policy and will seek faculty feedback on how to move forward.

6. An issue was brought to Open Executive Committee (EC) regarding the recent death of a student, and the university's response. I talked with President Wohlpart and Provost DenBeste to learn more about their response to this tragedy. I was heartened to hear of the thoughtful ways they communicated to the

student's family, and to the instructors and students who were directly affected. I recommended that additional resources be given to all faculty and students in the unfortunate event of a student death.

## **New Faculty Issues**

1. Senator Erdman indicated they are hearing frustration from NTT faculty about the persistence in being deadnamed in academic early alerts. Some faculty won't use it because the name in the system gives the wrong information. Students are deadnamed in the class rosters as well. Hopefully this can continue to be worked on and would help with moral of both faculty and students.
2. Senator Schedler brought forward a concern about the communication of the death of a student. The English department is expressing concerns that students have brought forward about faculty not acknowledging this death. Students were triggered by the loss that occurred. It was requested that sharing resources with all faculty when something like this happens would help them serve students better.
3. Senator Serne reminded senators to provide feedback in the Safety Culture Survey.
4. Senator Beng requested that when faculty provide recommendations for students applying for a graduate program, neither the student or faculty member receive email notifications. Would like to see Graduate Studies implement a system that would provide these notifications.

**STUDENT REPORT** – Brady reported that about 50 students attended the student lobby day in Olympia to meet with legislators. Thomas Peterson will be on campus February 13<sup>th</sup> meeting with Student Senate from 4:00-5:00. All students are welcome to come and listen or ask questions. Brady asked that senators consider helping provide resources to the Wildcat Pantry so that all students have access to resources. ASCWU elections will start at the end of February. Ask that all CWU staff and faculty don't encourage students to vote in a specific way but can encourage them to vote.

**OLD BUSINESS** – No old business.

## **REPORTS/ACTION ITEMS**

### **SENATE COMMITTEES:**

#### **Academic Affairs Committee – Written report**

**Motion No. 22-16(Approved):** Recommends amending CWUP 5-90-040(44) Required Student Participation in Assessment Activities as outlined in Exhibit A.

#### **Budget and Planning Committee – Written report**

#### **Bylaws and Faculty Code Committee – Written report**

**Motion No. 22-14(Second reading of three):** Amend Section IV.D.1.f Faculty Senate Standing Committees as shown in Exhibit B.

#### **Curriculum Committee**

**Motion No. 22-17(Approved):** Recommends approving the new Art History BA and for the program to be over credit as outlined in Exhibit C.

**Motion No. 22-18(Approved):** Recommends approving the new Aviation Professional Pilot BS as outlined in Exhibit D.

**Motion No. 22-19(Approved):** Recommends approving a new prefix for Health Science (HESC) outlined in Exhibit E.

#### **Faculty Legislative Representative – Written report**

**PRESIDENT** – The Vice President of Student Success search will have their final candidates this week. President indicated they are working on an interim VP for Diversity and Inclusivity for spring quarter and next academic year. An email went out today with the next steps for the strategic planning process. The committee is asking departments to analyze the strengths and weakness of each of the models. The next step after that will be to pick one of the values and frameworks, and then to fill in that framework. STEPS is meeting regularly and doing research on best practices. President Wolhpart indicated they have received feedback regarding the recent death of a student. They changed the process as they wanted to make sure family was notified and work with them on how and when information was released. The Provost worked with the faculty that currently had this student in their courses.

**PROVOST** – SOURCE planning is underway. There are changes to the organization of SOURCE. This year will be a transitional year. Please provide any feedback regarding SOURCE to the OUR email or to Dean Takahashi. We will need more volunteers throughout this process. Provost DenBeste asked that faculty encourage students to present and/or attend SOURCE. High impact practices planning counties. A survey will be send out this week on high impact practices (HIP). This survey will be distributed by deans and department chairs. This survey is seeking input on what is currently being done and may not need to have everyone fill this out. Applications for the summer institute are due February 17<sup>th</sup>. They are working with deans on budgets and will be reaching out about the process, expectations and questions. More will be done in late winter and early spring around budgeting.

**CHAIR-ELECT** – Chair-elect Eklund reported that there is an open Executive Committee meeting next Wednesday February 8 at 3:00 p.m. in the Grupe Center or via Zoom.

**NEW BUSINESS** – A concern was brought forward about still having issues with hearing during the meeting and if there could be amplification. Chair Samples suggested that individuals sit closer to the front to hear. There are issues with feedback in trying to do amplification in the room.

Meeting was adjourned at 4:35 p.m.

# Exhibit A



**Number (if applicable):** CWUP 5-90-40(44)

**Title of Section:** Assessment for placement

**New**  **Revision**

**Summary of policy/procedure content and Impact:**

Section 5-90-40(44) describes situations in which students are required to participate in assessment activities. Paragraph (A)(1) refers to assessment that enables incoming students to be placed into appropriate Academic Writing I and Quantitative Reasoning courses. This paragraph has been revised to reflect recent changes in the structure and philosophy of this type of assessment by the English and Math departments.

**The policy and/or procedure change has a budget impact?** Yes  **No**

**Justification and Itemization of changes:**

- The proposed revisions to CWUP 5-90-40(44)(A)(1) reflect recent changes in how assessment for placement is conducted by the English and Math departments:
  - References to “placement exams” have been replaced by the more general “assessment for placement”. Standardized exams are no longer used for placement into Academic Writing I courses and they are no longer the only type of assessment accepted for placement into Quantitative Reasoning courses.
  - References to remedial coursework and “deficiencies” that need to be addressed have been eliminated. Some remedial courses for which students do not earn credit towards graduation, such as ENG100T, are no longer offered.
  - The time frame for assessment no longer refers to Orientation. Assessment activities are designed to be completed at home during the summer before enrolling in classes.
- Paragraph 5-90-40(44)(A)(2) has been simplified to make it consistent with other paragraphs.
- The remainder of 5-90-40(44) is unchanged.

The revised policy approved by AAC on 1/12/23 is presented below.

#### (44) Required Student Participation in Assessment Activities

(A) Assessment of students - As part of the continual evaluation and pursuit of excellence in ongoing programs, students are required to participate in assessment activities at several points during their academic careers.

1. Students will be assessed for placement into Academic Writing I and Quantitative Reasoning upon entering as new students. ~~Through the placement exams, students identified with deficiencies in English usage/reading or computation must correct them prior to enrolling in Academic Writing I or Quantitative Reasoning, respectively. Students will take a placement exam prior to or during orientation. Assessment for placement should be completed prior to enrollment. Any student not assessed for placement prior to enrollment shall be assessed during their first quarter.~~

2. ~~To promote success,~~ Students will be assessed for placement into courses that require a specific skill set or proficiency level (e.g. mathematics or foreign languages). ~~These placement opportunities will be available prior to or during orientation for new first year students.~~

3. Students enrolling in programs that require auditions/evaluations must follow department requirements.

#### (B) Assessment of Programs

1. Students will participate in an assessment of intended student outcomes of the general education program.

2. Students will participate in all required assessments prior to graduation.

# Exhibit B

Bylaw and/or Code Section:

Title of Section: Faculty Code Section IV. D. 1. f.

New                      Revision X

## Summary of changes and/or additions:

Removal of the following sentence from the Budget and Planning Committee description, "If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the BPC to the PBAC."

## Rationale for changes and/or additions:

Sentence is procedural and based on previous sentence, is redundant.

## Change:

Section IV. Faculty Senate

D. Committees

1. Standing Committees

f. The BPC shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of the university budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the President's Budget Advisory Council (PBAC). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the PBAC. Whenever possible, especially on matters of great importance, the BPC's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. ~~If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the BPC to the PBAC.~~ The BPC shall perform other duties as assigned by the EC.

# Exhibit C

## Art History, BA [Art History, BA - Fall - 2023 | Curriculog](#)

### Required Courses Credits: 29

- ART 215 Art beyond the West, Prehistory to 1492 (3)
- ART 216 Art beyond the West, 1492 to 1804 (3)
- ART 217 Art beyond the West, 1804 to 1992 (3)
- ART 235 Prehistoric through Medieval Art (3)
- ART 236 Renaissance through Mid-19th-century Art (3)
- ART 237 Impressionism through Postmodernism (3)
- ART 414 Recent Art (4)
- ART 479 Methods and Theories of Art History (4)
- ART 481 Art History Capstone (3)

### Studio Art Courses Credits: 9-12

Select three courses from the following options. Please note that some options have prerequisites.

- ART 150 Introduction to Drawing (3)
- ART 170 Two-Dimensional Design (3)
- ART 171 Three-Dimensional Design (3)
- ART 172 Computer Fundamentals in Art and Design (3)
- ART 225 Beginning Photography (4)
- ART 241 Beginning Wood Design (4)
- ART 246 Beginning Jewelry/ Metals (4)
- ART 250 Figure Drawing (3)
- ART 251 Beginning Illustration (4)
- ART 260 Beginning Painting (4)
- ART 262 Beginning Watercolor (4)
- ART 265 Beginning Ceramics (4)
- ART 274 Beginning Typography (4)
- ART 280 Beginning Sculpture (4)
- ART 283 Beginning Graphic Interface Design (4)
- ART 285 Printmaking I (4)
- ART 325A Intermediate Photography: Color (4)
- ART 325B Intermediate Photography: Analog Processes (4)
- ART 325C Intermediate Photography: Visual Narratives (4)
- ART 341 Intermediate Wood Design (4)
- ART 346A Intermediate Jewelry/Metals: Casting and Link Structures (4)
- ART 346B Intermediate Jewelry/Metals: Enameling (4)
- ART 346C Intermediate Jewelry/Metals: Form and Surface (4)
- ART 350 Mixed-media Drawing (4)
- ART 360A Intermediate Painting: Narrative and Representation (4)
- ART 360B Intermediate Painting: Color (4)
- ART 360C Intermediate Painting: Abstraction (4)
- ART 362 Intermediate Watercolor (4)
- ART 365A Intermediate Ceramics: Hand-Building (4)
- ART 365B Intermediate Ceramics: Wheel-Throwing (4)
- ART 365C Intermediate Ceramics: Mold-Making (4)
- ART 370 Beginning Layout and Design (4)
- ART 371 Intermediate Layout and Design (4)
- ART 372 Beginning Design and Production (4)
- ART 380A Intermediate Sculpture: Object and Form (4)
- ART 380B Intermediate Sculpture: Installation Art (4)
- ART 380C Intermediate Sculpture: Materials and Processes (4)
- ART 383 Intermediate Graphic Interface Design (4)
- ART 441 Advanced Wood Design (4)
- ART 470 Advertising Graphic Design (4)
- ART 474 Intermediate Typography (4)



## Upper-Division Art History Courses Credits: 20

Select five courses from the following options:

- ART 324 History of Photography (4)
- ART 333 Art, Design, and Popular Culture (4)
- ART 374 History of Graphic Design (4)
- ART 416 International Experience in Art, Architecture, and Design (1-4)  
(Must be taken for 4 credits)
- ART 420 American Art and Architecture (4)
- ART 490 Cooperative Education (1-12)  
(Must be taken for 4 credits)
- ART 498 Special Topics (4)  
(Must be taken for 4 credits)

## Related Area Courses Credits: 11-15

Select three courses from the following options. Please note that chosen courses must align with the student's intended art historical area of interest.

- ABS 300 Black Diaspora Studies: Afro-Latin America and Afro-Caribbean Cultures (5)
- ABS 301 Contemporary Movements and Migrations in the African Diaspora (5)
- AIS 101 American Indian Culture before European Contact (5)
- AIS 102 American Indians in the Contact Period (5)
- AIS 103 Contemporary American Indian Experience (5)
- ANTH 360 Introduction to Museum Studies (4)
- ANTH 361 Museum Exhibit Design (4)
- ANTH 362 Museum Curation and Management (4)
- AST 102 Introduction to Asian Studies (5)
- AST 310 Japan Today (3)
- AST 348 Contemporary China (4)
- AST 350 Korea Now (5)
- FR 200 Introduction to French Culture (5)
- FR 201 Appreciation of French Cuisine (5)
- HIST 101 World History to 1500 (5)
- HIST 102 World History: 1500-1815 (5)
- HIST 103 World History Since 1815 (5)
- HIST 143 United States History to 1865 (5)
- HIST 144 United States History Since 1865 (5)
- HIST 313 History of Rome 500 B.C. to 500 A. D. (5)
- HIST 321 Latin America Through Film, Art, and Music (5)
- HIST 322 World Prehistory (4)
- HIST 325 Renaissance and Reformation (5)
- HIST 328 Modern Latin America (5)
- HIST 330 Africa to 1800 (5)
- HIST 331 Colonial Africa (5)
- HIST 332 History of the Black Diaspora (5)
- HIST 333 Visual Cultures of Africa (5)
- HIST 334 History of Gender and Sexuality in Africa from Pre-colonial Times to the Present (5)
- HIST 339 Colonial British America (5)
- HIST 370 Medieval European History (5)
- HIST 375 The European Enlightenment 1688-1815 (5)
- HIST 380 Modern East Asia (5)
- HIST 383 East Asian Civilization (5)
- HIST 385 Aztec, Inca, Maya: Empire and City in the New World (5)
- HIST 386 The Latin American Colonies (5)
- HIST 422 Roman and Medieval Britain (5)
- HIST 424 Modern Ireland: 1798-present (5)
- HIST 426 France 1789-1945 (5)
- HIST 427 Modern Britain and the Empire since 1763 (5)
- HIST 428 Early Modern Britain 1485-1763 (5)
- HIST 429 Ireland and Empire (5)
- HIST 432 The Era of World War I (5)

HIST 433 World War Two in Europe (5)  
HIST 438 American Indian History since 1795 (5)  
HIST 440 The American Revolution (5)  
HIST 442 Jefferson, Jackson, and American Growth, 1800-1848 (5)  
HIST 443 The West in American History (5)  
HIST 444 Sectionalism, Civil War, and Reconstruction (5)  
HIST 450 Exploring U.S. Cultural History (5)  
HIST 452 20th Century U.S.: 1919-1945 (5)  
HIST 454 American Environmental History (5)  
HIST 455 The 1950s: An American Cultural History (5)  
HIST 456 The 1960s: An American Cultural History (5)  
HIST 457 Rock and Roll as Art and History (5)  
HIST 460 Religion in Latin America (5)  
HIST 468 Modern Japanese History: Tradition and Change (5)  
HIST 469 History of Russian and Soviet Women (5)  
HIST 472 German History since 1815 (5)  
HIST 473 Russia to 1881 (5)  
HIST 474 Russia Since 1881 (5)  
HIST 476 History of Modern East Europe (5)  
HIST 478 Russian Far East (5)  
HIST 479 History of Korea (5)  
HIST 483 Modern China (5)  
HIST 488 Mexico in the Modern Era (5)  
KRN 311 Korean Cinema and Visual Culture (5)  
LLAS 102 An Introduction to Latino and Latin American Studies (5)  
LLAS 302 Chicana/Latina Feminist Voices in the U.S. (5)  
LLAS 388 Mexican Cultural Studies (5)  
PHIL 403 Philosophy of Art (5)  
RUSS 200 The Art of the Protest: Censorship and Resistance in Russian Culture (5)  
WGSS 201 Introduction to Women's, Gender, and Sexuality Studies (5)  
WGSS 250 Introduction to Queer Studies (5)  
WGSS 326 Intersections of Gender, Race, Class, and Sexualities (5)  
WGSS 340 Gender and Sexuality in a Global Context (5)  
WGSS 351 Feminist Theory (5)  
WGSS 384 Language and Gender (5)

Total Credits: 69-76

# Exhibit D

## Aviation: Professional Pilot BS [Aviation: Professional Pilot BS - Fall - 2023 | Curriculum](#)

### Professional Pilot Core Credits: 66

The Professional Pilot core provides the aeronautical knowledge and practical skills to earn an FAA Commercial Pilot certificate.

- AVM 330 Aviation Law (3)
- AVP 101 Private Pilot Flight Laboratory I (2)
- AVP 102 Private Pilot Flight Laboratory II (2)
- AVP 103 Private Pilot Flight Laboratory III (2)
- AVP 131 Introduction to Aviation (1)
- AVP 141 Principles of Flight I (4)
- AVP 142 Principles of Flight II (4)
- AVP 201 Instrument Pilot Flight Laboratory I (2)
- AVP 202 Instrument Pilot Flight Laboratory II (2)
- AVP 203 Instrument Pilot Flight Laboratory III (2)
- AVP 211 Meteorology for Pilots (4)
- AVP 221 Aircraft Systems I – Reciprocating (2)
- AVP 222 Aircraft Systems – Complex (2)
- AVP 241 Instrument Flight I (4)
- AVP 242 Instrument Flight II (3)
- AVP 304 Commercial Pilot Flight Laboratory I (2)
- AVP 305 Commercial Pilot Flight Laboratory II (2)
- AVP 306 Commercial Pilot Flight Laboratory III (2)
- AVP 319 Applied Aerodynamics (4)
- AVP 331 National Airspace System (4)
- AVP 340 Human Factors in Flight (5)
- AVP 354 Commercial Pilot (4)
- AVM 418 Threat and Error Management in Aviation (3)
- AVP 470 Professional Pilot Capstone (1)

### Electives Credits: 24

#### CFI or Multiengine Option Credits: 4-7

Choose either AVP 352 and AVP 401, or AVP 402 and AVP 448

AVP 352 Multiengine Principles (2)

and

AVP 401 Multiengine Flight Laboratory (2)

OR

AVP 402 Certified Flight Instructor Laboratory (2)

and

AVP 448 Fundamentals of Flight Instruction (5)

#### Additional Electives Credits: 17-20

Students may use any AVP or AVM prefixed course not used elsewhere in the program to reach 24 total elective credits, including the CFI/Multiengine option not used above.

#### R-ATP Approved courses

Student must have at least 90 total credits from R-ATP courses to receive a 500 flight-hour reduction and earn the FAA R-ATP certificate.

AVM 332 Aviation Legislation (4)

AVM 417 Aviation Safety Management (4)

AVM 420 Aviation Labor Relations (4)

AVP 104 Program Transition (4)

AVP 348 Air Carrier Operations (4)  
AVP 375 Mountain and Canyon Flying (3)  
AVP 410 Crew Resource Management (4)  
AVP 421 Aircraft Systems III-Turbojet (4)  
AVP 469 Turbojet Operations (4)  
AVP 489 Turbo FTD, CRJ-200 (3)

Total Credits: 90

## **Exhibit E**

Health Science department is proposing a new prefix HESC.

This prefix will be in addition to existing prefixes and will be used for both Undergraduate and Graduate courses.

The department plans to offer generalized and interdisciplinary Health Sciences courses that will benefit students from across the disciplines and are not specified to a single program prefix.

[HESC | Curriculog](#)

# Reports

## Faculty Senate Academic Affairs Committee Report

February 1, 2022

Since our previous report for the 11/17/22 Faculty Senate meeting, the AAC has met three times: December 1, 2022, and January 12 and 26, 2023. Meetings are conducted via Zoom.

We continue to work on developing policy regarding departmental honors (charge #1). Important issues were raised before the Faculty Senate Executive Committee at the beginning of winter quarter. As we address these issues, we will also visit ADCO to ensure that all departments are familiar with the proposed new policy, to answer questions, and to note additional concerns. Our goal is to bring a revised policy to Faculty Senate that has been vetted by departments.

We revised academic policy 5-90-040(44) to reflect new approaches used by Math and English to place students into Quantitative Reasoning and Academic Writing I courses. This motion is being brought forward at the February 1 Faculty Senate meeting.

In our most recent meeting, we heard from Amber Darting, who pointed out ambiguity in the policy language of 5-90-40(35) regarding the academic standing of some students based on recent and cumulative gpa, which has led to confusion among academic advisors. The Committee agreed that the policy language should be clarified; we are requesting that FS Executive Council add this to our charges for this year.

We also consulted with Amber Darting regarding our charge (#3) to develop policy and procedure dealing with holds on student accounts that potentially inhibit academic progress. She provided very helpful context on the many types of holds, especially those related to academic advising. Since AAC can write only policy that affects Academic Life (5-90-xx), there is some uncertainty about how, or whether, to address holds that originate outside of academics (e.g. financial, student life, etc) that still have an impact on student academic progress.

Upcoming issues that will be addressed include charge #6, developing policy that facilitates students transferring General Education credits from institutions that have closed, and considering a proposed new charge relating to the new Associate's degree being offered at CWU.

Andrew Piacsek

Chair, Academic Affairs Committee

Bylaws and Faculty Code Committee (BFCC)  
Faculty Senate Report  
2/1/2023

The BFCC has met weekly in January 2023 (with the exception of 1/23). Below is a summary of the charges in progress and completed:

**BFCC22–23.01 Continue working and moving forward language for the CWUP policy language that strengthens the code and shared governance and that would protect the Senate. Timeline: Fall Quarter.**

The EC has reviewed this language and the BFCC anticipates presenting this language to the Senate at the March 2023 Senate meeting.

**BFCC22–23.02 Consider changes to Bylaws, Section I.C.1 regarding senate representation for departments. Timeline: Fall Quarter.**

During the 2021-2022 year, BFCC was charged with reviewing the Senate representation for each academic department/library. Currently, Senate representation is based on the following tiers: 1-14 FTE = 1 senator, 15 – 29 FTE = 2 senators, 30 – 44 FTE = 3 senators, 45 + 4 senators (Bylaws Section I.C.1). At that time, BFCC recommended adjusting the first tier to 2 – 15 FTE, due to the low probability of a department with only 1 FTE. The BFCC determined that in order to progress with this charge, a definition of ‘department’ was required. This charge is on hold.

**BFCC22–23.03 Review the Code and Bylaws for “gendered” language (his/her, etc.) and make recommendations for revisions as appropriate. Timeline: By the end of Winter Quarter.**

The BFCC has completed the review of the Code for gendered language and the review of Bylaws is in progress. The committee will present alternative language to the gendered terms with further corrections to the Code from last year (2021-2022) at the March Senate meeting. Corrections to the Bylaws will also be presented at the March Senate meeting. Proposed alternative terms include ‘emerit’ to replace emeritus and ‘their/they’ to replace his/her.

**BFCC22–23.04 Compare CBA and Code language regarding department chair elections and make recommendations for bringing them into alignment. Timeline: By the end of Winter Quarter.**

This charge is currently in progress and the BFCC anticipates presentation before Senate at the March meeting.

**BFCC22–23.05 Review the process for departments to conduct elections for senators and make recommendations for updates as appropriate. Timeline: By the end of Winter Quarter.**

During Fall quarter and Winter quarter, the BFCC reviewed Code Section IV.B.1.a. (Voting members) and Bylaws Section I.B (Nomination and election). EC is currently reviewing the committee’s suggestions. The BFCC anticipates presentation of our recommendations at the March Senate meeting.

**BFCC22–23.06 Review feedback and recommendations from the Distinguished Faculty Selection Committee, and consider changes to Code as appropriate. Timeline: Winter Quarter.**

The BFCC and the EC completed the review of the Distinguished Faculty Selection Committee’s recommendations and concluded no action should be taken at this time. This charge is concluded.

**BFCC22–23.07 Consider revising the Budget and Planning Committee description in Code to improve clarity. Timeline: Winter quarter.**

This motion (Motion No. 22-14) was presented at the January Senate meeting. The second reading of three will occur at the February Senate meeting.

The BFCC welcomes any questions you may have regarding the responsibilities and charges of the committee.

Sincerely,

Mary Radeke (report author)  
Nathan White  
Melissa Schiel  
Andrea Eklund (EC liaison)

## Report of the Faculty Senate Budget and Planning Committee

February 01, 2023

Since our last report the Budget and Planning Committee has been working on the following charges:

**BPC22–23.02** Continue to take an active role in the budget governance process and push for greater clarity in the various roles in that process.

**BPC22–23.03** Provide recommendations for a transparent budget process for the ASL non-college budget.

**BPC22–23.05** Continue monitoring implementation of the budget model at Central by collecting and analyzing data regarding impacts to programs, departments, and colleges. Work with stakeholders for developing accurate and accessible budget data.

**BPC22–23.05** Continue monitoring implementation of the budget model at Central by collecting and analyzing data regarding impacts to programs, departments, and colleges. Work with stakeholders for developing accurate and accessible budget data.

**BPC22–23.06** Consider providing recommendations about tuition waiver policies.

At our first meeting in January, we met with Michelle DenBeste, Provost/VP Academic & Student Life, and Joel Klucking, VP Finance & Administration to discuss the new budget model and the charges listed above. We will be working with the administration to advocate for to implement a governance structure for the new budget model and process that provides clear dates for budget development, consistent and readily available budget data, and mechanisms for feedback from the university community.

**BPC22–23.04** Develop regular communication processes with college budget committees.

As part of this charge, we have requested meetings with representatives of the college budget committees to begin to develop lines of communication and determine how the college budget committees are functioning. We have met with representatives of nearly all the college committees and have found that the college committees are:

- Very different in membership and function. Some the committees consist of the department chairs in the college. Other committees include faculty and staff representation other than the chairs of departments.
- In general, the committees feel that they have little to do because college budgets have little discretionary spending.
- The college budget committees were created to function within the RCM/ABB environment and it's not clear what the role of the committees should be in the new budget model.

We have also been monitoring the budget development for the 2023-2024 academic year and have been getting regular updates from representatives of the President's Budget Advisory Committee and The Budget Development Committee. The initial forecasts for projected enrollment for the next academic year are currently being developed and will be distributed in the next few weeks. The first budget projections will be coming later in the quarter.



**TO:** Faculty Senate

**FROM:** Bernadette M.E. Jungblut, Ph.D.

**DATE:** 27 January 2023

**RE:** Faculty Legislative Representative Report

This report is comprised of two sections: 1) a summary of bills introduced in the House of Representatives Postsecondary Education and Workforce Committee that are relevant to CWU; and 2) a summary of bills introduced in the Senate Higher Education and Workforce Development Committee also relevant to CWU. If there are questions about any of the bills summarized below, I hope you will not hesitate to contact me. Thank you again for this opportunity to serve the faculty of Central Washington University.

#### **House Postsecondary Education and Workforce Committee**

- [House Bill 1030 – Concerning Applied Doctorate Degree-granting Authority:](#)
  - Expands applied doctoral degree granting authority to all regional institutions
  - Does not include “research” doctoral degrees
  - Rather than needing to make a request to the legislature, this bill only requires Board of Trustees’ approval for proposed applied doctoral degree programs (which is already the last step in the program approval process at CWU).
  - Passed by the House Postsecondary Education and Workforce Committee; sent to the Rules Committee; passed by the House of Representatives on 26 January.
  
- [House Bill 1142 – Increasing Tenure-Track Faculty at the Public Baccalaureate Institutions:](#)
  - Proposes 50 tenure-track faculty lines for CWU
  - Encourages (but does not require) institutions to convert part-time faculty to full-time, tenure-track status
  - Historically, similar bills have not made it through the House Appropriations Committee.
  - The implementation timeline is a concern (proposed start date for these positions is AY2023-24). Additional costs are also a concern – for example, search costs, relocation costs, and start-up packages.
  - Faculty Legislative Representatives from the University of Washington and Eastern Washington University provided in-person testimony in support of this bill.
  - The bill was subsequently amended in committee to prioritize hiring in departments with the highest number of non-tenure track faculty and with the majority of faculty lines to go to the highest demand programs. These amendments changed the bill to “Substitute House Bill 1142.”
  - The bill was passed by the House Postsecondary Education and Workforce Committee and referred to the House Appropriations Committee on 23 January.
  - A companion bill has been introduced in the Senate (Senate Bill 5507); please see below.
  
- [House Bill 1156 – Extending the Terms of Eligibility for the Washington College Grant Program:](#)
  - Extends the terms of eligibility for the Washington College Grant (WCG) program from five to six years of funding eligibility or from 125% to 150% of the time for typical bachelor’s degree

completion (i.e., four years)

- Brings the WCG into alignment with federal financial aid (e.g., the Pell Grant)
- Passed by the House Postsecondary Education and Workforce committee; referred to House Appropriations Committee on 20 January. Scheduled for public hearing in House Appropriations on 30 January.

- [House Bill 1399 – Establishing a Native American Scholarship Program:](#)

- Proposes a Native American Scholarship program for students enrolled in an undergraduate degree program or registered apprenticeship program
- To be eligible, students must be members of a federally recognized tribe/nation and must also complete either the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WAFSA).
- This scholarship is designed to supplement federal and other state financial aid and can be used for tuition, fees, and other approved costs of college attendance (e.g., room and board, books, etc.)
- The Washington Student Achievement Council (WSAC) Office of Student Financial Assistance would administer the scholarship.
- There was a public hearing in the House Committee on Postsecondary Education and Workforce on 27 January; the bill is scheduled for a committee vote on 1 February.

- [House Bill 1522 – Addressing Sexual Misconduct at Scholarly or Professional Associations:](#)

- Current law requires all Washington higher education institutions (public and private) to ask applicants to college/university positions “...to declare whether they had been the subject of substantiated findings of sexual misconduct by a current or previous employer, whether they are the subject of current investigations of sexual misconduct by their employer, or whether they resigned employment during an ongoing investigation. It requires postsecondary educational institutions to request documentation of substantiated findings or investigations prior to extending an offer of employment.” (RCW 28B.112.080)
- This bill would expand this disclosure requirement to include findings of sexual harassment by professional associations.
- This bill would close a significant loophole: harassment incidents can occur off-campus at professional meetings or conferences, and under Title IX, universities are not required to investigate such incidents. Professional associations who sponsor meetings and conferences may have their own independent codes of conduct and investigative procedures.
- A public hearing on this bill is scheduled for 31 January in the House Postsecondary Education and Workforce Committee, and a vote is scheduled for 3 February.

#### **Senate Higher Education and Workforce Development Committee**

- [Senate Bill 5048 – Eliminating College in the High School Fees:](#)

- Beginning with the Fall 2023 term, students would no longer be required to pay fees to take College in the High School (CiHS) courses.
- Instead, these courses would be funded through state appropriations (at \$6,000 per course offered by four-year institutions).
- This bill reduces barriers to taking college-level courses.
- CWU has the largest CiHS program in the state.
- This bill may benefit CWU in terms of student recruitment. Students who may not have

considered going to college (for example, lower income and first in the family to go to college students) may consider going to college and possibly to CWU after taking a CiHS course.

- This bill was amended to increase the state appropriations to Community and Technical Colleges offering CiHS courses from \$3,000 per course to \$4,000 per course.
- This bill was also amended to include 9<sup>th</sup> grade students. Previously, the bill had only included 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.
- The Senate Higher Education and Workforce Development Committee passed the substitute (i.e., amended) bill; it was sent to the Senate Ways and Means Committee on 20 January.

- [Senate Bill 5079 – Concerning the Date by which Tuition Operating Fees are Established:](#)

- The Office of Financial Management will calculate and transmit the maximum increase in tuition for resident undergraduates by 1 October for the following academic year.
- This will enable students and families to plan for college costs much earlier.
- Passed by the Senate Higher Education and Workforce Development Committee; sent to the Rules Committee on 19 January.

- [Senate Bill 5329 – Addressing Fees at Campuses Other than the Main Campus:](#)

- This bill proposes that fees may only be charged to students at campuses other than the main campus if:
  - “The fee for the service provided is specific to the student or the campus the student is enrolled at; or
  - The same or a comparable level of service is reasonably available to the student responsible for the fee.
  - Part-time students shall be charged mandatory fees proportionate to full-time student rates.”
- This bill would presumably include CWU’s University Centers and instructional sites. The legislator who proposed this bill said he did so based on concerns raised by a CWU student at CWU’s Lynnwood University Center.
- The Senate Higher Education and Workforce Development Committee held a hearing on 18 January at which the Council of Presidents (COP) raised various concerns. The COP is comprised of Washington’s six public higher education institutions (UW, WSU, EWU, WWU, CWU, and the Evergreen State College).
- During the 18 January public hearing, the legislator who sponsored the bill indicated he wants to work with the COP and others better to understand and address their concerns.

- [Senate Bill 5507 – Increasing Tenure-Track Faculty at the Public Baccalaureate Institutions:](#)

- This is a “companion” bill to House Bill 1142. (Please see above).
- Also proposes 50 new tenure-track positions for CWU
- First public hearing was 25 January