REGULAR MEETING
Wednesday, April 03, 2024, 3:10 p.m.
Draft Minutes

Meeting was called to order at 3:11 p.m.

All Senators were present except: Fabio Ambrosio, Jared Dickinson, Vanessa Hunt, Thomas Long,

Guests: Chelsea Riddle, Liz Fountain, Cristina Bistricean, Faiza Khoja, Benjamin White, Sathy Rajendran, Joy Fuqua, Rose Spodobalski Brower, Arturo Torres, Christina Denison, Andrea Guillen, Sydney Thompson, Charles Johnson, John Neurohr, Arviso Alvard, Lucinda Carnell, Elvin Delgado, Bobby Cummings, M. Eliatamby-O'Brien, Jon Belford, Teresa Divine, Moss

CHANGES TO AND APPROVAL OF AGENDA Approved

MOTION NO. 23-29(Approved): APPROVAL OF MINUTES of March 6, 2024

PRESENTATIONS

CourseLeaf – Arturo Torres – Arturo indicated that the university is moving away from the spreadsheets for course schedules and implementing CLASS. The Office of the Registrar has been working for a year in preparation for the launch. This will begin starting with the Winter 2025 course schedule. Currently there are consultations with the company. An advisory group was created, and a lot of departments have helped us navigate the implementation of this product. This product is giving us a better platform to enter in the data. It will also provide us an opportunity to look at schedules across the university to help with overlap. The program will have the ability to deal with class patterns, like hybrid courses.

Basic Needs Resource - Andrea Guillen – Andrea talked about the WSAC SSEH Grant Opportunity. This is a grant that is open to students that are enrolled at Central that meet at least one or more of the following criteria: aged out of foster care, experiencing housing insecurity, or currently homeless. Funds may be used for housing, food, healthcare, childcare, transportation, or technology. Students may be referred either using a direct email to Andrea or utilizing the Concern and Support Form (Behaviors of Concern). Once the referral is received, the student will be contacted and will be helped through the process. The first thing is to fill out the Intake Form, schedule a meeting with the student, meet with BNRC, submit an application and then the student is notified if their request has been approved or denied. It is about a 2-3 week process. Faculty may email Andrea Guillen at guillenhera@cwu.edu or basicneeds@cwu.edu. Funds for this year need to be spent by June 30th.

COMMUNICATIONS – None

SENATE CHAIR REPORT

On March 15th our community experienced a tragic incident. An active shooter took the life of another. We now know that this was not a random act, but during the event it was unknown and very scary. I myself was in a final with students and they were shaken by the incident. The following Monday I reached out to Jason Berthon-Koch, Chief of Police and advised him that many faculty didn't receive emergency text alerts while the incident was in progress, and that no one received a computer, email, or phone call alert. I inquired about how that could have happened and how we can prevent it from happening in the future. There were many factors in play. In December Peoplesoft went to the cloud and it's believed that some information did not transfer, note that the MyCWU system pulls information from six different information platforms. This

system usually includes automatic backup checks but with the transfer over it was not done since December.

Going forward there will be quarterly emergency communication tests to assure the system is working properly and to catch any issues. The first test is planned for next week and I urge you to check your MyCWU information to assure your contact information is correct.

Another concern is since this event was off campus the police decided to do a text alert only. Going forward no matter the event, a notification will be sent via text, phone, computer alert, and email. Lastly, there was the 1800 high school students the Theatre department were hosting for the Washington State Thespian Festival. During the event the students were unaware of the incident, and many were outside walking around campus. The Theatre faculty and staff acted promptly and communicated information to the event staff, teachers, and chaperones but parents were of course frantic trying to find out information and where their kids were. This brought forth the issue of the safety of visitors to campus and in this case 1800 potential CWU students. To address this issue of guest safety on campus CWU will be purchasing an add on service that will notify guests on campus of any emergency alert.

It's regrettable that we discovered flaws in our system under these circumstances. I'm hopeful that implementing these solutions will preemptively address any issues before they arise during a real emergency.

I want to highlight the upcoming Emergency Preparedness Fair scheduled for Tuesday, April 9th, from 10:30 to 1:30 in SURC 137. I strongly encourage all faculty members to stop by during the event as various organizations from across the county will be providing valuable emergency information.

Additionally, I extend my condolences and send peaceful energy to the affected individuals, who were minors, and their families. This tragedy is heartbreaking, and its impact will be felt by them forever.

I want to address the recent discussion of a re-organization at the university. The conversation regarding a re-organization began with President Wohlpart reaching out to the EC about the faculty perspective of a possible re-org. The EC discussed the matter thoroughly and brought initial feedback and concerns to the president. Some of it included that we have experienced a lot of change recently and the impact this re-org might have on faculty, the concern for the budget which we are all feeling, and the data faculty would want to see to be able to give informed feedback about the possibility of starting a re-org conversation.

We shared an extensive amount of feedback and had a subsequent meeting with President Wohlpart to further detail our concerns and discussed them thoroughly.

The president put together a draft and the EC reviewed it, in the feedback were many of the same concerns. This is the "super drafty draft" as I called it that was circulated, which you may have seen.

The President then made an additional draft that the EC reviewed and gave feedback on, expressing our continued concerns. In response to our feedback and feedback from other groups on campus including ADCO and deans, President Wohlpart has decided to slow down this conversation and process and return to it at the beginning of next academic year. Senate EC will continue to advocate for an open and transparent process that is data-informed and collaborative.

As representatives of faculty, Senate and EC are committed to voicing the concerns of our faculty. Throughout our discussions, we have consistently kept the entire faculty in mind. What makes the Executive Committee unique is our diverse backgrounds, experiences, connections, knowledge, and relationships with colleagues, which enrich our conversations and provide a broader perspective.

During our meetings and discussions on faculty concerns about reorganization, I witnessed shared governance in action. The Executive Committee provided candid and critical feedback to President Wohlpart, and he listened to our concerns, seeking to understand our perspective. As a result, the decision was made to postpone the conversation until fall, allowing for a more deliberate and data-informed process led by the Provost.

While maintaining a collaborative relationship with the administration, we always prioritize the faculty perspective and advocate on your behalf.

Spring is here, and with it comes our annual SOURCE event on May 15th and 16th. SOURCE provides an incredible platform for students to showcase the research and creative activities that you have mentored them through. We are also seeking volunteer judges for the student presentations. Your positive and constructive feedback is invaluable to the students, helping them develop their critical thinking and presentation skills. The deadline for student abstracts is April 16th, and to sign up as a judge, please visit the SOURCE website.

Another reminder to sign up for Faculty Commencement Regalia, the deadline for regalia sign-up is April 12th. I hope to see our largest turnout of faculty yet at this year's commencement.

There are numerous faculty senate committee positions available for the next academic year. For detailed information on vacant positions, please refer to the email sent by Janet Sheilds.

As always if you have faculty questions, concerns or comments please reach out to your EC representative, me, or come to Open EC, which is the Wednesday following faculty senate.

FACULTY ISSUES
Senator Cheney, asked for an update on university leadership conversation regarding diversity within their leadership and trends in hiring?

This question holds significant importance for our university across all departments and levels. We are aware of the imbalance in the ratio of BIPOC students to faculty, staff, and administrators, and the resulting lack of representation is felt by BIPOC students. This is a problem because we know that when students see themselves reflected in leadership, there is a greater sense of belonging and more opportunities for shared experiences as the basis for learning.

Since the last meeting I have actively sought to gather data on leadership demographics at Central. I received data from President Wohlpart, from a faculty member, and from Jason Jones, executive director of IERP. Next, the Executive Committee (EC) will need to review and consider the data and determine subsequent steps with this conversation. Thank you to the faculty member, and to Jason and President Wohlpart for providing information. In the meantime, we will continue to advocate for living into our mission in tangible ways, including at the leadership levels of university administration.

I contacted Staci Sleigh-Layman and Lucinda Carnell to learn more about our diversity efforts in the hiring process.

One of Central's DEI initiatives is working to better represent our students in hiring across campus. To work toward this Central has a goal of increasing the diversity of our faculty and staff by 5 percent in five years, from 16% to 21%. We need to work to expand our pool of qualified candidates to get them to want to come to CWU and we have work to do.
Lucinda Carnell has led an initiative to support Investment in Active Recruiting. This initiative provides one-time funding for proactive recruitment efforts of open faculty or staff positions, including attending conferences and professional group meetings. This is available for all hiring managers and search committees, those interested can submit a request to Dr. Carnell.

Currently our main mechanism to keep diversity at the forefront of searches is the Diversity advocate program. This program was created to advance the university's efforts to obtain faculty and staff that is representative of the CWU student body. The mission of the DAP is to enhance equity, integrity, validity, and inclusivity in employee search and selection. If you are interested in becoming a Diversity Advocate you can take the Foundations Diversity Advocate Training, which is offered each quarter, with the next one happening later this month. There is also the opportunity to request a *Diversity Advocate Search Committee Training* that addresses inclusive recruitment, hiring, and retention strategies, research on implicit bias, and diversity for your entire committee.

Senator Toto indicated that special topics courses proposals are acting like a new course proposal for courses that are just running once. She asked if there is an abbreviated form that could be used to have a shorter process for these. Registrar is not in favor of an abbreviated form since special topics can be converted to full courses and not have to resubmit course. An abbreviated approval process is in consideration for a potential committee charge for the following academic year.

Senator Schiel asked how recycling is being done at the university.   Recycling is collected across campus. The custodians gather the recycling materials throughout the buildings and place in a central collection site in each building. It is then collected daily from each building and brought back to Facilities and placed in the appropriate 30-yard dumpsters (plastic, aluminum, paper, and cardboard). Twice a month Waste Management picks up the 30-yard dumpsters, weighs them and then the recycle materials are shipped to Spokane to their Recycling Center. CWU tracks the weights for mixed recycle and cardboard.

Senator Dormady indicated faculty are having to search for funds for student one-time academic endeavors. I reached out to Provost Kirstein, and he advised that this would be with the Deans. I followed up with each of them and this is what I found.

The library offers very few courses and they have yet to see a request to support academic activity tied to specific courses. Requests for funding to support librarianship services and activities come through the dean's office and are supported through goods & services and foundations accounts.

The College of the Sciences is on a case-by-case basis and might be able to assist but there is no pool of funds explicitly for this purpose. If a department is likely to experience a fairly regular financial need for a course exploring a course fee would be an alternative approach to providing funding for the course's consistent needs.

The College of Business does not have any additional funds set aside in their college good and services but could potentially find funding for nominal one-time requests. However they do have a process through which a proposal can be submitted to the CB budget committee, who then recommends to the dean for final approval.

The College of Arts and Humanities does not have funds in goods/services to fund student travel for conferences/presentations/exhibits/performances, which is what the bulk of the requests are in CAH. They do have a proposal process for student-focused requests with a quarterly deadline for proposals, which are then ranked by the CAH budget committee), the funding for those proposals primarily comes out of the CAH Dean's Foundation account.

Within the College of Education and Professional Studies Departments propose and receive a budget for their own Goods and Services expenses, which these requests can come out of if the department chooses to do so. In addition to this, they also have other funding sources such as self-support or foundation funds.

Senator Dormady reported that among some faculty there is discomfort with deans attending faculty senate as this may make faculty hesitant to candidly voice concerns. While we understand these concerns, faculty senate is an open meeting and live streamed online. If a faculty member has a concern and do not feel

comfortable sharing during Faculty Senate, we encourage them to reach out to me, I am always happy to meet, or another EC member directly. There is also the open EC meeting for faculty to come voice their concerns. We are also willing to have a closed portion of the Open EC meeting for faculty members if needed.

Senator Reynolds shared a concern that with CWU working to become an HSI faculty will not be prepared for the language difference of Spanish speaking students, to assure the students success and feeling of inclusion. I corresponded with Leah Valverde, Manager Learning & Talent Development in HR about the Wildcat Spanish Program, which is aimed at building fundamental Spanish language skills and cultural understanding. I advised Leah that faculty would be interested in the opportunity, she has noted that for future offerings of the program.

Senator Bisgard indicated that COTS has been instructed to reduce their class offerings by 15%. This approach to dealing with budget constraints is worrisome. There have been instances where students were directed to take courses at other universities and transfer credits back to CWU for their major courses, as well as cases of full classes being canceled to meet the 15% reduction target. This approach does not benefit our students or faculty and is not a sustainable solution to the budget challenges we face. I recently became aware of these specific examples and have shared them with President Wohlpart. I also plan to discuss them with Provost Pease when he arrives on April 16th. Senator Bisgard also highlighted the link between class size and DFW rates. DFW rates are a key topic of discussion, and there is a project to highlight best practices for reducing these rates. I intend to share this information with both the project leads and Provost Pease.

New Faculty Issues
Senator Harper reported that there has been conflicting information about the review period for NTT faculty annual review. Faculty have received a memo from the Provost stating that NTT faculty on annual contracts only need to include review materials for Fall 2023, and Winter 2024. However, many departments are requiring their NTT faculty on annual contracts to include Spring 2023, Summer 2023, Fall 2023 and Winter 2024. As a result, there has been quit3e a bit of confusion and stress over the review process. There needs to be continuity across the board with departments, colleges, and the Office of the Provost of what is required for their review. The NTT faculty run the risk of being poorly reviewed for not including material, because they follow the Provost memo or looking at departments requiring for material beyond the scope of expectation.

Secondly, there has been an issue with merit and may be more of a UFC issue. Senior lecturers with merit have on numerous occasions been underpaid because merit does not appear under contracts in all appointment letters. This might be a clerical or communication oversight, but it is really difficult for faculty to figure out if they have been underpaid.
Chair Eklund reported that she has reached out to Charlene Andrews for clarification on the NTT review process.

Senator Lewis, Art + Design – There has been a persistent faculty issue over the years regarding the communication of information that needs to be included on syllabi. This has been frustrating and no there is consistent information. On March 26th faculty received a communication that asked faculty to update their syllabi to include information regarding Sexual Harassment. How do new faculty who teach in summer or next fall know about this information? There is a syllabi checklist in Canvas but has not been updated.

Senator Beng, Chemistry asked a question about the substance abuse email that was sent out today. Will this information be used against us if we utilize these funds? Requesting to get more information as students would like to apply but are afraid the information will be utilized against them.

Senator Reynolds, CSEL asked if there was an update on the quarter to semester discussion?

STUDENT REPORT – Charles Johnson reported that the ASCWU Executive Board has decided to move forward with the renovation of the DEC on the first floor of black hall. This means that half of the first floor of Black Hall will be renovated. These spaces will likely include the current DEC, rooms 103-108, 112, 113, and 127. There are student vacancies on the following committees: Enterprise Information Systems, Business Technology Advisory Council, Parking Advisory Board, and the Research Advisory Board. Two of the Executive staff and Charles will be attending the Universities Fighting World Hunger conference in Fayetteville, AR with the Wildcat Pantry and Basic Needs Coordinator. They will be presenting on how they as well as ASCWU address basic needs and food insecurities on campus. There have been some concerns raised over the University response to the recent shooting and the lack of communication about the details of what was going on. ASCWU events coming up: Sweecy Day May 23rd and five ESC Grads.

OLD BUSINESS - None

REPORTS/ACTION ITEMS
SENATE COMMITTEES:
Bylaw and Faculty Code Committee
Motion No. 23-25(Second reading of three): Recommend approving amendments to Faculty Code Section 1 Faculty, 2. Emerit Faculty Appointments as shown in Exhibit A.

Motion No. 23-26(Second reading of three): Recommend approving amendments to Faculty Code Section 1 Faculty, B. Other Faculty Appointments as shown in Exhibit B.

Curriculum Committee – see written report
Motion No. 23-31(Approved, 1 abstention): Recommend approving the Information Technology Management BS, Cybersecurity Specialization to exceed the 110-credit limit as outlined in Exhibit C.

Evaluation and Assessment Committee – see written report

General Education Committee - see written report

Faculty Legislative Representative - see written report

PRESIDENT – Thank you Faculty Senate Chair Eklund. Good afternoon to everyone. I want to take this moment to update you on some recruitment of new students and the numbers and our overall enrollment projections and then I want to reflect on the conversations we have had around the reorganization. I also want to note that Fiscal Year 25 supplemental budget has been signed and that is in your report. It is all done.

For Central it is one of the best supplemental budgets we have ever had. One of the things that did happen is that Andrea Guillen's position went from .75 to 1.0 FTE. Partly because the recognition of the way in which Central has used the funds in the past really, really well. We received $100,000 last year in this grant funding and used it in one quarter. It took us some time to get Andrea's position filled which is part of the reason we are behind. It would be great to keep pushing this money out and get it used, but the money will be there next year and will have a full year right off the bat to be able to push this information out. Students who have been in need have been assisted through our emergency funds which we have in various pockets across campus. We are really working hard to consolidate the location and awareness of where are those funds to make sure we are pushing them out to the students.

I want to start by letting you know that the large increase we had experienced in applications, admits, and confirms last year has narrowed considerably. You will remember I was sharing great news that we had 30% more from that point in time to last year, that has narrowed down to about 5% from where we were last year. Some of that was expected but the extent of the narrowing was not. It is possible that the result of this fact was because we cleaned up our applications. We have taken out duplicate applications this year and we haven't always done that in the past. That could be part of it, which means we will have

a higher yield rate this year than we did last year. It could also be because of the issues with the FAFSA, which we will talk more about in a minute. Or it could be that students applied early, got in the pipeline rather than late. We are now projecting 1600 to 1700 first-year students, but our goal was 2000. In the past we had been around 1900 – 2000 new freshman.

What this means is that we will likely have another decrease in our overall enrollment next year, but it should be much smaller decrease than that previously really large freshman class that graduated. If our freshman class keeps growing, and it will this year just not as many as we would like, our overall should too. Let me talk a little bit about FAFSA. We received 9000 Information Collection Requests (ICRs) that the forms the federal government sends to higher education to process and Pell Grants. Most of that information came to us having the correct information initially. Some of it has been corrected and sent back to us. We did push out, two weeks ago, to students who were eligible for a full Pell Grant that they were eligible. That was a thousand students we pushed that out to. We were the first institution to do that. I also had asked the Financial Aid office to process all of the WAFSA awards, state financial aid awards. We were the first to push those out. We had been talking about waiting until the FAFSA was ready because we like to package the whole thing. I suggested that wasn't good for freshman or returning students, so we pushed that information out. In addition to that one of the pieces of legislation that is in the report HB 2214 provides financial aid assistant from the state to any student or their family is in the SNAP program or has food stamps that guarantees coverage of their tuition. That won't help us this year but will help next year. It reduces a major barrier. Those students will simply be told that you have your tuition covered without having to fill out anything. The Council of President's, with WASAC, working to marry the Guaranteed Admissions Program (GAP) program and HB 2214. Imagine what it would be like to be a senior to get automatically admitted to Central and to know that your tuition is covered. What a game changer that would be without having to do anything. As you know we have shifted the recruitment of new students from a very transactional model. In the past we would buy a lot of names and send a lot of post cards, emails, texts, and phone calls. We have been shifting that to a more relational approach. So we are building relationships with students, families, organizations in the community, and the high schools themselves. I do think this will pay off long term, but relationships take time to build. We haven't always been in the schools believe it or not, so people are wary of why all of a sudden, we are and that takes time. Before the pandemic almost half of our new student population were transfer students. We were getting about 1900-2000 freshman a year and 1400 transfer students. With the huge decrease in the community college population that number dropped to about 600 transfer students. So over a 50% decrease in those numbers. The community college enrollment has started to come back up but not anywhere close to what they were before the pandemic. We were projecting 800 new transfer students and that will likely be about 700. As you know the community colleges enroll a student demographic that were affected the most by the pandemic. Pell eligible, first generation and that is part of the reason that is taking time. What we are doing together is working toward that brighter future.

I want to talk about one thing, I know there are conversations about renegotiating our DTAs with our community college partners. We can do the renegotiation of our Direct Transfer Agreements (DTA) with an equity lens, reducing barriers, providing clear pathways to our programs. That will have an impact on transfers.

There is also a conversation on streamlining the General Education program and greatly appreciate the fact that you are working towards that. I think I t would be very important for us to be able to hand a first-generation student who doesn't have family who knows how to navigate higher education a piece of paper and they can figure out how to make it through our General Education program.

Let's turn to reorganization. A very early draft for consideration of possibly reorganizing the academic colleges was developed after a conversation with Andrea and Peter and that was shared with the idea of sharing it with the Faculty Senate Executive Committee that made its way to all faculty. The intent was this was a very early brainstorming draft and have conversations with your elected faculty leaders understand concerns, perspectives, and to work with them. I take responsibility for that document got

out. It was shared in other ways, and I did not make it clear that it shouldn't have been shared. I want you to know how I work as a President is to work with your faculty elected leaders about conversations about where we want to go before that conversation goes public. The feedback that I have been getting from the Executive Committee and my meeting with Andrea have been incredibly helpful and allowed me to do a lot of discernment and self-reflection which I won't go into detail here, but I have shared with them it was very helpful information. I did also talk with the incoming Provost, and he had suggestions that we should not be rushing this. You all know that I selected him to be the Associate Provost at the University of Northern Iowa. You should know that the University of Northern Iowa as a Provost I was very reflective and moved very slowly and he was the driver. It was wonderful for him to flip the script and said "Wohlpart what is the rush?". But to make sure we involve the faculty and to get their voice to figure out what the critical things are to talk about. He is working toward coming here and I think we already have departments signed up to be meeting with him. I suggested he get to 8-10 departments before the school year ended and that would be a fantastic opportunity. He will come and do a lot of listening and he will also be gathering data and then will be fashioning some kind of town hall with faculty to share the information and have conversations about what are the critical things we need to work on. Maybe you all will surface college reorganization as part of that process. Probably not. I appreciate, one of the wonderful things that has happened as a result of this information going out, we were able to share a story about how there is good, healthy shared governance here and a lot of listening. If it hadn't gotten out it would have been a private conversation and you all wouldn't know about the way the Faculty Senate is listening to your voices and sharing those concerns. I will tell you that you have excellent faculty leaders, I would strongly encourage you to have strong faculty leadership if you are interested in working with the administrators on what is best for the institution. I also reached out to UFC and ADCO. There are about a half dozen faculty who feel very comfortable calling me and saying, "Jim what are you doing?" I appreciate that.

I want to take a moment to address a really unfortunate and even unacceptable incident that occurred to one of our most distinguished faculty members this past week. When I heard about this incident first thing Monday morning from Lucinda, I asked her to meet with me, met with the faculty member to understand what had occurred, to keep me posted on how I as President and we as an institution can assist and respond to this situation. What I know is that any of that, won't undo the harm that occurred. I do also know that this is harm, upon harm and we keep perpetuating it and it continues to grow. A few of you have reached out to me and suggested that this incident be discussed by the Police Task Force, and it will be. Some of you have offered suggestions of what we might be thinking about differently and I have passed that on to the Police Task Force.   Even if the learning grows from this incident the harm remains. Somehow, we have to find a way to stop perpetuating this harm.

I do appreciate all the work that Lucinda has done in responding to this incident. Thank you all for doing what you do. I know how much you care about our students and about this institution. This quarter will go fast, very, very fast as it always does. When we get the opportunity to celebrate our students in all important ways. Get to celebrate faculty as well.

PROVOST – Out of town

CHAIR-ELECT – Next open Executive Committee meeting will be April 10th from 3:00-4:00 p.m. in the Grupe Center. Faculty Friday lunch will be this Friday in the Grupe Center from 12:00-1:30 p.m.

NEW BUSINESS - None

Meeting was adjourned at 4:40 p.m.

Exhibit A

Faculty Code

Title of Section:
Section I. Faculty
      2. Emerit Faculty Appointments
      c. ii
      d. i and ii

New   X   Revision   X

Summary of changes and/or additions:

1) Moved Section I.2.c. to new d.
2) Section I.2.new c. – in addition to the inclusion of emerit faculty in the CWU course catalog, emerit faculty will be added to the CWU Faculty Directory webpage.
3) Section I.2.new c.ii – emerit faculty, due to licensing, will not have access to the same computer software as regular faculty.
4) Divided new section d. into two new subsections (i. and ii.).
5) Added new language to new section d. i. outlining (RCW 42.52.160).

* red font indicates new language, green font indicates original language that has been moved.

Rationale for changes and/or additions:
Licensing agreements for software has been restricted. Additionally, new section d.i. was added to remind emeritus faculty that state resources may not be used for personal benefit or their state positions to obtain special privileges.

Proposed change:

Section I. Faculty
    2. **Emerit Faculty Appointments**

        a. Faculty, who are retiring from the university, may be retired with the honorary title of "emerit" status ascribed to their highest attained rank or title.
           i. Faculty with emerit status may refer to themselves as emerit, emeritus, emeriti, emeritum, or emerita.
           ii. The emerit status is recommended for faculty members who have an excellent teaching, scholarly, and service record consistent with their appointments. A normal requirement for appointment to the emeritus faculty is ten (10) years of full-time service as a member of the teaching faculty.
           iii. The emerit status is recommended for non-tenured track (NTT) faculty members who have an excellent teaching record. A normal requirement for eligibility to the emeritus faculty is for the faculty member to teach at least thirty (30) quarters over a minimum of ten (10) years and have an accumulated total of at least 200 workload units (WLUs) as a member of the teaching faculty.

iv. Any eligible faculty member may be nominated, ~~including~~ or may self-nomination, for emerit status to the department chair. Nominations shall include a current vitae and may include letters of support.

v. A simple majority of the eligible faculty in a department as defined in I.B.1.a.iv must approve the recommendation of emerit status. Departments must adhere to the simple majority vote.

vi. The BOT may grant emerit status to any faculty member at their discretion.

b. Process:
i. The department chair will send the nomination to the college dean with a copy to the nominee. The dean will arrange for a department vote of all eligible faculty.

ii. The college dean will then forward the nomination to the Provost with a recommendation of action and the results of the faculty vote. The Provost will then submit the nomination to the ~~Board of Trustees~~ BOT with a recommendation of action and the results of the faculty vote and a copy of the recommendation by the dean.

~~c. Emerit status is a privilege and is subject to state ethics laws and the Washington State Constitution. University-related activities that are not part of any part-time employment at the university as described in the CBA are considered "volunteer hours." These volunteer hours must be reported to the university payroll office by any emeritus faculty member every quarter for insurance purposes and for Department of Labor and Industries reporting.~~

c. ~~d.~~ The emerit status ascribed to the faculty member's highest rank or title provides for the listing of their name in the ~~university~~ CWU catalog and CWU Faculty Directory website, use of the library and other university facilities, and participation in academic, social and other faculty and university functions. In addition, emerit~~us~~ faculty:
i. shall be issued staff cards and parking permits each year without charge, if budget permits;

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

iii. shall receive university publications without charge;

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

v. may be assigned an office, if space permits

vi. may have clerical support, if budget permits

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

d. Emerit status is a privilege and is subject to state ethics laws and the Washington State Constitution.
i. As per the Ethics in Public Service Act (RCW 42.52.160), state employees may not use state resources for personal benefit or their state positions to obtain special privileges.

ii. University-related activities that are not part of any part-time employment at the university as described in the CBA are considered "volunteer hours." These volunteer hours must be reported to the university payroll office by any emerit~~us~~ faculty member every quarter for insurance purposes and for Department of Labor and Industries reporting.

e. The BOT may grant the status of emerit faculty posthumously to faculty members deceased during their term of service to ~~the university~~ CWU. See CWUP 2-30-240 regarding benefits extended to a surviving spouse.

Exhibit B

Faculty Code

Title of Section:
1) Code Abbreviations
2) Section I. Faculty, B. Other Faculty Appointments, 1. **Election, and Removal of Department Chairs, a. Election of Department Chairs, b. Removal or Replacement of Chairs, c. Filling Temporary Chair Vacancies.**

Revision X

Summary of changes and/or additions:
1) Addition of CBA date and where to find the CBA to the abbreviations section of the Code.
2) 2) Removal of text in Code that corresponds to the same text in the CBA in Code Section I.B.1.a, b, c.

Rationale for changes and/or additions:
Addition of the most current version of the CBA and where to find the CBA was added to the Abbreviations section. Hyperlink was considered but not feasible. Text in Code is redundant and would need to be updated as the CBA changes.

Proposed changes to Code:

Abbreviations:
CBA: The collective bargaining agreement between CWU and the United Faculty of Central Washington University, September 1, 2023 – August 31, 2027. The CBA can be found at www.ufcentral.org.

Section I. Faculty

A. Faculty-Defined

1. The word "faculty" as used in theis Code shall mean only the following individuals employed by CWU the university:

a. Those individuals who conduct scholarship; who teach, coach, or supervise students or who engage in similar academic endeavors in which students receive credit or academic benefit; and
i. who hold the academic rank of professor, associate professor, assistant professor, or emerit professor; or
ii. who hold the professional designation of clinical faculty, senior research associate, research associate, senior lecturer, lecturer, visiting professor or coach.

b. Those individuals who occupy an administrative post, and who hold one of the academic ranks or professional designations listed in 1.a. above, and who hold academic tenure.

c. Those individuals who serve as librarians or professional media specialists or as members of the counseling or testing service, and who hold one of the academic ranks or professional designations listed in 1.a above.

2. The word "faculty" as used in theis ~~Faculty~~ Code shall not apply to any employees of CWU ~~the university~~ other than those listed in A.1 above. Thus employees such as civil service employees, civil service exempt employees without academic rank, or student employees are not entitled to the rights and privileges of theis ~~Faculty~~ Code unless specific ~~Faculty~~ Code provisions make such allowances.

B. Other Faculty Appointments
The specific rights and responsibilities of faculty working in special roles shall be delineated in the agreement and/or contract with the appointing authority, subject to the terms of the CBA, e.g., interdisciplinary program director, academic program director within a department or graduate program director.

1. ~~Election and Removal of~~ Department Chairs

a. For appointment, **election, and removal** of department chairs, **see** CBA Article 12.2 and Article 12.3

b. Any faculty complaints about the appointment, election, or removal of department chairs that are not explicitly addressed by the CBA should be directed to Senate. Complaints will be addressed following the process outlined in Code Section IV.G.1.d. Complaint Process. ~~a. Election of Department Chairs Department chairs are appointed upon the joint recommendation of the appropriate Dean and department based on the process established in CBA (CBA section 12.2.1). Department chairs are appointed to a four-year term (CBA section 12.2.2).~~

~~i.   For internal searches, each department holds an election to select its chair using a process supervised by the appropriate Dean. The election of a chair is subject to the approval of the Dean and the Provost.~~
~~ii. Unless approved in writing by the Provost, only tenured faculty are eligible to serve as department chair.~~
~~iii. Only eligible faculty in a department shall vote. Eligible faculty include tenured tenure-track/tenured faculty (TT/T) tenure-track faculty and senior lecturers with annual or multi-annual contracts teaching one-half time or more in that department. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.~~
~~iv. The election result shall be determined by absolute majority of the votes cast by eligible voters. Ballots must be cast either in person, by certified proxy, or by absentee ballot.~~
~~v.   In the case where three or more candidates are running, if no candidate receives an absolute majority of the votes cast by eligible voters, there will be a runoff vote for the candidates receiving the two highest vote totals. If two or fewer candidates are running and no candidate receives an absolute majority of the votes cast by eligible voters, the election will be considered a failed election. In such failed elections the Dean, in consultation with the Provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.~~
~~vi. In consultation with the department faculty eligible to vote and the Provost, the Dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.~~

vii. Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (i.e., academic year chair and summer term chair). Prior to the election, roles and responsibilities of each co-chair will be delineated in consultation with the Dean and must specifically address and delineate which one has the responsibility for department management decisions such as budget, personnel, and curricular matters. (CBA 2021-2023, Section 12.3.1.)

b. **Removal or Replacement of Chairs**
   i. At any time, an absolute majority of faculty eligible to vote for department chair may petition in writing to the Dean for a review of the chair's effectiveness.
   ii. If after the review, the Dean, in consultation with the Provost, determines that a vote to recall and/or remove a department chair is warranted, the Dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include by proxy vote or absentee ballot, eligible faculty who are in off campus positions or on leave.
   iii. The Dean may remove a chair at any time after consulting with and considering input from the Provost, the chair, and the faculty eligible to vote for department chair, if in the judgment of the Dean, removal is in the best interest of the department or CWU the University. (CBA 2021-2023, Section 12.3.2.)

c. Filling Temporary Chair Vacancies
   i. When a chair is to be absent from the campus for a period of less than a full academic year, the appropriate Dean, in consultation with the department faculty eligible to vote for department chair can appoint an acting chair. When a chair is to be absent from campus for a period of a full academic year or longer, the department shall elect an acting chair, in accordance with Section I.B.1.a.
   ii. An elected acting chair may serve for a period of up to two (2) years.
   iii. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair be elected. (CBA 2021-2023, Section 12.3.3.)

Exhibit C

Information Technology Management BS, Cybersecurity Specialization

IT Management-BS Program and Core Requirements

~~ITAM-BS~~ IT Management-BS Core Requirements
    ~~ADMG 201 Introduction to Business~~
    ADMG 285 Sustainable Decision-Making
    ADMG 302 Financial Analysis for Administrative and IT Support
    ADMG 371 Administrative Management
    ADMG 372 Leadership and Supervision
    ADMG 374 Project Management
    ADMG 385 Business Communications and Report Writing
    IT 165 Seeing Through the Data
    IT 202 Change Ready: Technology Skills for Civic and Community Leaders
    IT 228 New Innovations in IT
    IT 238 Introduction to Cyberwarfare
    IT 248 Digital Systems Fundamentals
    IT 260 Integrated Information Technology Application Projects
    IT 301 Information Technology Security, Privacy, and Ethics
    IT 305 Artificial Intelligence Tools for IT Managers
    IT 312 Advanced Digital Systems
    IT 468 Projects in Database
    RMT 340 Influencing Customer Decisions
    RMT 366 Customer Relationship Management
    RMT 379 IT Management Career Planning
    RMT 490 Cooperative Education
    [Right]
        (Must be taken for ~~8-12 credits, typically during the summer quarter.)~~ **8 credits)**
    [Left]
        OR
    ADMG 490 Cooperative Education
    [Left]
        OR
    IT 490 Cooperative Education

~~ITAM-BS~~ IT Management-BS Total Core Credits: ~~75-79~~ 83

Cybersecurity Specialization
Required Courses
    IT 336 Digital Forensics
    IT 351 Computer Networks
    IT 436 Cyberattack/Defense
    IT 438 IT Risk Management
    IT 456 Advanced Computer Network Management
    IT 463 Computer Network Management
    IT 482 Cybersecurity Capstone

Total Specialization Credits: 28
Total Credits: ~~103-107~~ 111

Committee Reports

Faculty Senate Curriculum Committee Report
April 3, 2024

Charge #	Timeline	Charge/task	Progress	Action
CC23-24.01	Fall	Identify an approval timeline for curriculum policy and procedure changes that ensures policy is prioritized for timely senate review and approval	A timeline was presented and agreed upon at the 10/5/23 FSCC meeting. This timeline is stored in the FSCC Teams folder for use by all committee members.	Completed during Fall Quarter
CC23-24.02	Fall	Meet with Graduate Council Curriculum Committee (GCCC) to acquaint new members and identify how GCCC interacts/communicates with FSCC.	The FSCC chair met with Graduate Council Curriculum Committee Co-Chairs, Roger Schaefer and Roxanne Easley, on 10/20/23 from 12:00-1:30 pm. We coordinated meeting dates so proposals approved by GCCC one week will be able to move to the FSCC review step during the next week. The GCCC will also add notes to proposals within Curriculog so that FSCC reviewers will know what issues the GCCC may have addressed or discussed regarding proposals reviewed at their step.	Completed during Fall Quarter
CC23-24.03	Continuous	Review and approve curriculum proposals	The curriculum committee has completed reviews of 468 Curriculog proposals since the start of the academic year (15 on 10/5/23, 16 on 10/19/23, 18 on 11/2/23, 52 on 11/16/23, 51 on 12/7/23, 52 on 1/4/24, 44 on 1/18/24, 53 on 2/1/24, 51 on 2/15/24, and 116 on 3/7/24).	In progress
CC23-24.04	Fall	Consider revising CWUP 5-50-010 language in response to feedback from Provost's Council.	The curriculum committee discussed revisions to CWUP 5-50-010 during its 10/5/23 and 10/12/23 meetings. Revisions were made and approved, after receiving feedback from the executive committee, during the 11/9/23 FSCC meeting. The FSCC filed a motion to Faculty Senate to approve these changes, but the motion was postponed to allow for additional revisions. The policy was resubmitted as a motion for the	Completed – Motion 23-27 was approved during the 3/6/24 Faculty Senate Meeting

			1/10/24 senate meeting. After substantial discussion about some of the language in CWUP 5-50-010, Senate referred this policy back to committee. The curriculum committee made revisions to 5-50-010 during its 1/11/24 meeting (including re-organizing CWUP 5-50 so that the curriculum jurisdiction section will become CWUP 5-50-020 instead of 5-50-010). Additional revisions were made during meetings on 2/8/24 and 2/22/24. The FSCC approved the revisions in a vote on 2/22/24. Faculty Senate approved the revisions in a vote during its 3/6/24 meeting.	
CC23-24.05	Fall	Review policy on processing internships with regard to standardization of placements and contracts. Make policy or procedure recommendations as appropriate.	Toni Burvee (Director of Business Services), Katrina Whitney (Director of Career Services), and Dale Larson were guests at the FSCC meeting on 11/2/23. They met with the curriculum committee for about 40 minutes. This included a brief presentation concerning how contracts for off-campus internships and field experiences are currently handled. There was also time for committee questions and discussion. The curriculum committee has gathered information on all current policy that governs this process and will be reviewing it to see if any policy and/or procedure recommendations can be developed to standardize it.	In progress
CC23-24.06	Fall	Approve the calendar for curricular deadlines for the 2025-2026 academic year	The curriculum committee discussed the curriculum proposal deadlines for the 2025-2026 catalog during its meeting on 11/9/23. In addition to agreeing upon deadlines, the committee made some revisions to the document to make it easier to read/interpret. The calendar and curricular deadlines were approved by the FSCC during its 11/9/23 meeting.	Completed during Fall Quarter

CC23-24.07	Fall	Complete work on defining "program" in policy and standardize implementation across campus.	The committee began conversations about how to tackle this challenge during its 10/12/23 meeting. The committee continued this discussion of defining "program" during its 1/25/24 meeting. The committee started addressing this charge while making revisions to the Definition of Curriculum Terms section of CWUP 5-50 (this is currently CWUP 5-50-020 in policy but the committee placed it first in policy so that it will become CWUP 5-50-010 per Motion 23-27). These revisions took place during the committee's 2/8/24 and 2/22/24 meetings. The committee approved the revisions to the definitions section of policy on 2/22/24 and will be applying the definitions as revisions to other sections of policy are considered.	Completed
CC23-24.08	Fall	Revise policy and procedure regarding the creation of new degree types.	The curriculum committee discussed revisions and additions to CWUR 2-50-070, pertaining to the procedure for approving new undergraduate and graduate degree types, during its 11/9/23 and 1/11/24 meetings. The new language was approved by a vote during the 1/25/24 committee meeting. During its meeting on 2/8/24, the committee included some final revisions so that the approval process covers other degree types (such as associates). This language was approved by the committee during its 2/8/24 meeting. Faculty Senate approved the revisions in a vote during its 3/6/24 meeting.	Completed – Motion 23-28 was approved during the 3/6/24 Faculty Senate Meeting
CC23-23.09	Winter	Rearrange CWUP 5-50 and CWUR 2-50 from alphabetical to progressive order of importance and hierarchy.	Each time the curriculum committee has worked on revisions to any segment of CWUP 5-50 or CWUR 2-50, we have included rearranging the order of that segment's content as part of our work.	In progress
CC23-23.10	Winter	Identify modality options in CurricuLog to include hybrid options.	Mark Oursland and Peter Klosterman were visitors during the curriculum committee's meeting on 2/22/24. They informed the committee about an issue that is affecting students	In progress

			enrolled in the STEM Master's Program. The issue is essentially that these students are almost entirely online students, but they are being charged fees that are intended for students who attend classes on campus. Mark and Peter asked the committee to learn more about how student fees are assigned and whether creating a hybrid modality option for graduate programs is appropriate. Mike Gimlin met with Dawn Varnum on 2/23/24 and learned that fees are currently assigned based on the student's service campus. Students taking online courses can petition to change their service campus to online/web campus. The curriculum committee is still planning to consider whether a new modality should be defined/created.	
CC23-23.11	Winter	Consider the inclusion of certificates on transcripts.	The curriculum committee discussed this issue during its 3/14/24 meeting. We learned that the Office of the Registrar is currently working on making milestones more robust and more prominent on transcripts. Most certificates have associated milestones, and these are currently the primary mechanism by which certificates are reported on transcripts. The curriculum committee will look into ways it can assist this effort by the Office of the Registrar. The curriculum committee will also review policy/procedures pertaining to certificates to see whether revisions are appropriate.	In progress
CC23-23.12	Spring	Review procedures to ensure curriculum review process is consistent from year to year and update as needed (CWUR 2-50-40 Curriculum change procedure).		Not started

CC23-23.13	Spring	Clarify what is/isn't in the curriculum approval process and make necessary changes.		Not started
CC23-24.14	Continuous	Continue working with the Registrar's Office to address any Curriculog issues that impact faculty and the curriculum submission process.	This is an on-going task that requires occasional action by the committee.	In progress
CC23-23.15	Spring	Review committee procedures manual through an equity lens, including committee functions, processes, and membership.	The curriculum committee plans to start reviewing the procedure manual during its first Spring-quarter meeting on 4/4/24.	Not started
CC23-23.16	Spring	Review committee procedures manual and update as required.	The curriculum committee plans to start reviewing the procedure manual during its first Spring-quarter meeting on 4/4/24.	Not started

Additional Information

The Faculty Senate Curriculum Committee (FSCC) has sixteen charges to consider during the 2023-2024 academic year. A substantial portion of the committee's workload is associated with just one of those charges – to review and approve curriculum proposals. However, the committee is doing its best to prioritize implementing revisions to policy and procedure as well. The FSCC has organized its work for the year around addressing its charges; however, the committee is also committed to responsively handling any unforeseen and urgent curriculum matters that were not included among those charges.

During the Fall quarter, the FSCC revised its proposal review form. The proposal review form is used to provide meaningful feedback from the committee to proposal originators when changes to a proposal are requested. The updated version of the form includes text fields that allow the originator to respond directly to committee feedback within the form. This means that the conversation between committee reviewers and originators can be archived in one place (as opposed to within a collection of e-mails as had previously been the case). Furthermore, this review form can be attached to the proposal within Curriculog. These revisions to the review form should lead to increased transparency in the curriculum review process.

The FSCC has reviewed 468 Curriculog proposals so far during the 2023-2024 academic year. During this time period, the curriculum committee has reviewed a proposal for one new program, Cultural and Environmental Resource Management, MAS, which required a new degree type. The Master of Applied Science (MAS) degree type was approved by the FSCC in May and policy language describing it was included as motion 23-15 on the 11/29/23 Faculty Senate meeting agenda. The new graduate program, Cultural and Environmental Resource Management, MAS, was included as motion 23-19 on the 1/10/24 Faculty Senate meeting agenda. Both of these motions were carried in votes by Faculty Senate.

The FSCC reviewed the proposal for the General Education program change during its meeting on 1/18/24 and voted to approve it during its meeting on 2/1/24. The program change was approved by Faculty Senate during its meeting on 2/7/24.

The FSCC has also reviewed 21 proposals this academic year for academic programs to be deleted or placed on reserve. Academic program deletion proposals include:
- Literacy, MEd
- Individual Studies, MA, MEd, MFA, MS
- Elementary Education MAT, Alternative Route to Teacher Certification
- Elementary Education MEd, Alternative Route to Teacher Certification
- Ethics Minor
- Alternative Route to Teacher Certification: Elementary Education Certificate
- Professional Sommelier Certificate
- Integrated Energy Management BS, Integrated Energy Business Specialization
- Integrated Energy Management BS, Integrated Energy Policy Specialization
- Integrated Energy Management BS, Integrated Power Systems Specialization

Proposals for academic programs to be placed on reserve include:
- Mathematics Major, BS (Large Plan)
- Mathematics Major, BS (Small Plan)
- Special Education, MEd - Endorsable
- Information Technology and Administrative Management BS, Network Administration and Management Specialization
- Information Technology and Administrative Management BS, Retail Technology Management Specialization
- Physical Activity and Recreation Programming Minor
- Teaching English to Speakers of Other Languages (TESOL) Certificate
- Human Centered Digital Systems Minor or Certificate
- Retail Technology Management Minor or Certificate
- Educating Highly Capable Learners Minor
- Physical Education - Dance Minor

Evaluation and Assessment Committee Report
March 01, 2024

Charge #	Timeline	Charge/task	Progress	Action
EAC23-24.01	Fall	Propose revisions to the dean survey so that it better aligns with the current job description of a dean at CWU. • Consult with deans on survey questions for faculty pertaining to their position description, duties, and interaction with departments/faculty. • Obtain deans job description from HR.	Acquired all position descriptions and reviewing them in comparison with the job descriptions. Once this is complete the members of the committee will consult with various deans on the questions. Committee agreed to set up meetings with their respective deans to identify survey questions they feel would be meaningful to evaluate with respect to their position as dean. A list of diversity terms was generated to present to the EC to ask Administration to help define, these are needed to continue with charge. A Qualtrics survey has been generated and has been reviewed by the committee and submitted to EAC for review	Continued
EAC23-24.02	Fall	Consider the addition of adding associate dean review to code. • Research purpose and demand for associate dean review. • Consult with associate deans on applicable survey questions for faculty pertaining to their position description, duties, and interaction with faculty.	As the committee reviews the Dean reviews, they will consult with associate deans to develop an applicable survey that fits their job duties. Committee agreed to set up meetings with their respective associate deans to identify survey questions they feel would be meaningful to evaluate with respect to their position as dean. Prior to this meeting the committee would develop questions based off of deans questions and then review with associate dean	Continued

		• If the addition of an associate dean review is recommended, propose draft survey language for review.		
EAC23-24.03	Fall	Identify barriers to student completion of SEOI and create SEOI fact sheet for faculty use in classes to increase SEOI completion rates.	Committee identified challenges in addressing definitions of diversity terms to be placed on fact sheet. Requested administration for further clarification. Will move forward with crafting a tip sheet with information that is known and incorporate DEI language at later date. Need further language to use when talking with students and why they are important to students.	Discussed
EAC23-24.04	Fall & Winter	Identify current process and documentation of peer review of in-person teaching across colleges and departments. Make recommendations for a university wide standard process based on best practices and in response to current practice. • Review EAC research completed in 2010 and 2014.	Committee is gathering information to address the charge and will discuss in the coming meetings.	Started
EAC23-24.05	Winter	Update RCM/ABB question in Faculty Senate survey. • Update question to new Value Based Budgeting Model.	Committee discussed the change or update to the budget question, this will be addressed. This was pushed back to EAC for review due to the fact that there was no language regarding RCM/ABB, EAC needed further clarification	Continued

				and determined this was already updated. The committee needs all other surveys that address this charge to update and verify the right information is within the question.	
EAC23-24.06	Winter		Identify who should have access to faculty SEOI's, create policy, and update CWUP 5-90-040(48). • Currently SEOI administrator has no guidance on who has access to evaluations. Need to create policy to assure department chairs and those using SEOI's for specific faculty development can request SEOI's.	A request for a list was made, this charge continues.	Continued
EAC23-24.07	Winter		Identify best practices to avoid bias in student evaluations and make recommendations. • Work with DEI committees to understand the issues on bias associated with instruction.	Discussions have been made on who to engage in this conversation.	Started
EAC23-24.08	Spring		Update president's evaluation survey to better align with current job description. • Consult with president's office on current job		Not started

		description and current presidential evaluations for consistency.		
EAC23-24.09	Spring	Conduct annual assessment of Faculty Senate and Faculty Senate Executive Committee.		Not started
EAC23-24.10	Spring	Conduct biennial assessment of administrators as described in Faculty Code. • Odd year of administrative assessment.		Not started
EAC23-24.11	Spring	Review committee procedures manual through an equity lens, including committee functions, processes, and membership. • Identify existing procedures that incorporate equity and update procedures to align with CWU's mission of equity and belonging.		Not started
EAC23-24.12	Spring	Review committee procedures manual and update as required.		Not started

Date	Meeting Summary
10/13/2023	Discussion of charges.

10/20/2023	Position Descriptions for Deans and other Administrators and SEOI Fact Sheet
11/03/2023	Reviewed Position Descriptions and Survey to Propose Changes
11/16/2023	Ranked Dean Survey Questions and Discussed. Reviewed EAC Report
12/1/2023	Reviewed and discussed Dean Survey Questions strategy for meetings with the Deans
1/5/2024	Further Reviewed and Refined Dean Survey for Presentation to EC
1/19/2024	Discussed and reviewed DEI issues around completion of SEOIs by students
2/2/2024	Presented Qualtrics Dean Survey, reviewed barriers to completion of SEOIs, explored current practices in peer review
2/16/2024	Discussed tip sheet and reviewed admin access rights to SEOIs
3/01/2024	Discussed SEOI access, continued work on library dean survey, initiated SEOI handout ideas.

Charge #	Timeline	Charge/task	Progress	Action
EAC22–23.01 If task and not charge put n/a here	Fall	*Copy and paste charge or write up task here*	Details of committee progress on charge/task	*Choose one:* Not started In progress Submitted Approved at FS Date
GEC 23-24.01	Fall	Review and approve proposals to add courses to or remove courses from the General Education program.	Complete (awaiting FS Meeting 2.07.2024)! The committee reviewed 21 new proposals. Files submitted. Review of Course Revisions has begun.	Completed.
GEC23-24.02	Fall	Create component-based General Education program level outcomes. • Review Recommended General Curriculum Outcomes.	In tandem with GEC23-24.07, GEC23-24.06, and GEC23-24.02. Meeting held with Dean Takahashi and Kurt Kirstein on 11.20.2023. Several robust conversations. Meeting with Assessment Committee on 1.05.2024. Dean Takahashi made final presentation to GEC on 1.08.2024. Pathways Faculty and Staff Survey has been created, edited, submitted to the FS EC, and distributed to faculty. Results are in and being assessed. Initial data suggests that faculty overwhelmingly approve of the two primary changes. Program Outcomes have been developed and sent to EC. Awaiting approval/revision.	In Progress.

| GEC23-24.03 | Fall | Draft guidelines for the review of new General Education courses to avoid ableist and other biased language in course documentation, including learner outcomes.
• Consult with Lucinda Carnell and Disability Services to develop guidelines.
• Guidelines should apply to newly submitted courses. | In tandem with GEC23-24.04.

Initial consultation has occurred with Lucinda Carnell, Wendy Holden, Naomi Peterson, Cynthia Pengilly, and A.I. Ross regarding the definition and contextual application of Ableist Language.

Review process has begun in tandem with Ableism specialists and the GEC. GEC reviewed PADStone 184 Learner Outcomes and Assessments. AWI and QR are next.

Review process of of PADStone, 184, AWI, QR and all Knowledge Areas have been completed (assisted by Wendy Holden who joined meeting on 3.11.24). GEC procedures manual, policy and rules is next. | In Progress. |
| GEC23-24.04 | Fall | Review Gen Ed program documents (program policies and rules) for ableist and biased language and make recommendations for revisions.
• Consult with Lucinda Carnell and disability services. | In tandem with GEC23-24.04.

Initial consultation has occurred with Lucinda Carnell, Wendy Holden, Naomi Peterson, Cynthia Pengilly, and A.I. Ross regarding the definition and contextual application of Ableist Language.

Review process has begun in tandem with Ableism specialists and the GEC. GEC reviewed PADStone 184 Learner Outcomes and Assessments. AWI and QR are next.

Review process of of PADStone, 184, AWI, QR and all Knowledge Areas have been completed (assisted by Wendy Holden who joined meeting on 3.11.24). GEC procedures manual, policy and rules is next. | In Progress. |

GEC 23-24.05	Ongoing	Review student petitions to courses from the General Education Program.	One submission. More TBA.	In Progress.
GEC23-24.06	Ongoing	Collaborate as needed with the Dean of Undergraduate Studies on collecting data for the General Education assessment plan. • As of this year, program assessment will be completed by the assessment committee led by the Dean of Undergraduate Studies, and a report will be submitted to the committee on an annual basis.	In tandem with GEC23-24.07, GEC23-24.06, and GEC23-24.02. Meeting held with Dean Takahashi and Kurt Kirstein on 11.20.2023. Several robust conversations. Meeting with Assessment Committee on 1.05.2024. Dean Takahashi made final presentation to GEC on 1.08.2024. Pathways Faculty and Staff Survey has been created, edited, submitted to the FS EC, and distributed to faculty. Results are in and being assessed. Initial data suggests that faculty overwhelmingly approve of the two primary changes. Program Outcomes have been developed and sent to EC. Awaiting approval/revision.	In Progress.
GEC23-24.07	Continuous	Analyze assessment reports provided by Undergraduate Studies office and make recommended updates to General Education Program as appropriate.	In tandem with GEC23-24.07, GEC23-24.06, and GEC23-24.02. Meeting held with Dean Takahashi and Kurt Kirstein on 11.20.2023. Several robust conversations. Meeting with Assessment Committee on 1.05.2024. Dean Takahashi made final presentation to GEC on 1.08.2024.	In Progress.

| | | | Pathways Faculty and Staff Survey has been created, edited, submitted to the FS EC, and distributed to faculty. Results are in and being assessed. Initial data suggests that faculty overwhelmingly approve of the two primary changes.

Program Outcomes have been developed and sent to EC. Awaiting approval/revision. | |
|---|---|---|---|---|
| GEC23-24.08 | Winter

(in order that they appear on Spring Quarter FS Agenda) | Review, seek broad input, and make decisions about any proposed General Education Program framework and rules changes.
• The GEC may consider any proposals for changes to the framework and rules of the General Education Program. The committee should solicit broad input and follow policy outlining the program change process as listed in CWUP 5-100-040. In addition, please adhere to curriculum committee deadlines to ensure any program changes can be submitted | In tandem with GEC23-24.07, GEC23-24.06, and GEC23-24.02.

Meeting held with Dean Takahashi and Kurt Kirstein on 11.20.2023.

Several robust conversations.

Meeting with Assessment Committee on 1.05.2024.

Dean Takahashi made final presentation to GEC on 1.08.2024.

Pathways Faculty and Staff Survey has been created, edited, submitted to the FS EC, and distributed to faculty. Results are in and being assessed. Initial data suggests that faculty overwhelmingly approve of the two primary changes.

Program Outcomes have been developed and sent to EC. Awaiting approval/revision. | In Progress. |

		on time for implementation and inclusion in the Fall 2025 course catalog.		
GEC23-24.09	Spring (by 2nd committee meeting of Spring Quarter)	Review committee procedures manual and update as required. • Update procedures responsibility of committee bullet three (3) on responsibility of assessment of gen ed program. • Update chair bullet nine (9) on annual assessment report.		Not started.
GEC23-24.10	Spring	Monitor the mapping of paths within the existing General Education Program framework for online-only students to be able to complete Gen Ed requirements.	Dean Takahashi made final presentation to GEC on 1.08.2024. Pathways Faculty and Staff Survey has been created, edited, submitted to the FS EC, and distributed to faculty. Results are in and being assessed. Initial data suggests that faculty overwhelmingly approve of the two primary changes.	In Progress.
GEC23-24.11	Spring	Monitor how General Education course changes affect students' Academic Requirements reports and the issues that arise.	Dean Takahashi made final presentation to GEC on 1.08.2024. Pathways Faculty and Staff Survey has been created, edited, submitted to the FS EC, and distributed to faculty. Results are in and being assessed. Initial data suggests that faculty	In Progress.

			overwhelmingly approve of the two primary changes.	
GEC23-24.12	Spring	Review committee procedures manual through an equity lens, including committee functions, processes, and membership. • Identify existing procedures that incorporate equity and update procedures to align with CWU's mission of equity and belonging.		Not started.

Additional Information

MEMORANDUM

TO: Faculty Senate

FROM: Bernadette M.E. Jungblut, Ph.D., Faculty Legislative Representative

DATE: 1 April 2024

RE: Washington Legislative Session Update

The Faculty Legislative Representatives tracked numerous bills this session. If there are questions about any of the bills summarized below, I hope you will not hesitate to contact me at Bernadette.Jungblut@cwu.edu or 509.906.2445. Thank you again for this opportunity to serve the faculty of Central Washington University.

- Second Substitute House Bill 2214: Permitting beneficiaries of public assistance programs to automatically qualify as income-eligible for the purpose of receiving the Washington college grant.
    - This legislation expands the eligibility criteria for the Washington College Grant (WCG) to Washingtonians who receive (or whose families receive) benefits via the Supplemental Nutritional Assistance Program (SNAP) (known as Basic Food in Washington) while in the 10th, 11th, or 12th grade in high school.
    - Rather than requiring students to complete the Free Application for Federal Student Aid (FAFSA) or the Washington Application for State Financial Aid (WASFA) to find out if they are eligible for the WCG, students receiving (or whose families receive) Basic Food benefits will be told – up front – that they will receive the WCG.
    - This will hopefully reduce uncertainty about financial aid status and the wait time attendant with the lengthy FAFSA process.
    - Bill as Passed Legislature.
    - **The Governor signed this bill on 15 March.**

- Senate Bill 5904: Extending the terms of eligibility for financial aid programs.
    - This legislation increases Washington College Grant (WCG) eligibility from 125% of time to degree completion (or five years) to 150% (or six years).
    - This brings the WCG into alignment with federal financial aid programs including the Pell grant.
    - Bill as Passed Legislature.
    - **The Governor signed this bill on 28 March.**

- Substitute Senate Bill 6053: Improving equitable access to postsecondary education.
    - This legislation requires the Washington Student Achievement Council (WSAC) and higher education institutions to enter into data-sharing agreements with the Office of the Superintendent of Public Instruction (OSPI) so that high school students' directory information (i.e., names, addresses, email addresses, and telephone numbers of the students and their parents or legal guardians) will be made available so students can be informed about postsecondary financial aid and educational opportunities in Washington State.
    - Having access to this directory information should make it easier for CWU to contact, recruit, and admit students to our institution.
    - Bill as Passed Legislature.

- o **The Governor signed this bill on 28 March.**

- House Bill 2004: Providing early registration at institutions of higher education for military students.
  - o This legislation requires higher education institutions that have an early course registration period (CWU does) to offer students who are eligible veterans, national guard members, active duty military personnel, and their spouses, domestic partners, and dependents early course registration.
  - o Bill as Passed Legislature.
  - o **The Governor signed this bill on 14 March.**

- Second Substitute House Bill 2112: Concerning opioid and fentanyl prevention education and awareness at institutions of higher education.
  - o This legislation requires all public and private higher education institutions to provide opioid and fentanyl prevention education and awareness to all students (likely via institutional websites). Students must also be made aware of the "good Samaritan" statute.
  - o This legislation also requires naloxone and fentanyl strips be available to students at multiple campus locations (e.g., the SURC, residence halls).
  - o Bill as Passed Legislature.
  - o **The Governor signed this bill on 19 March.**

- Engrossed Substitute House Bill 2441: Establishing a pilot program eliminating college in the high school fees for private not-for-profit four-year institutions.
  - o This legislation requires the Washington Student Achievement Council to select a private, not-for-profit, four-year institution in Yakima county that serves rural or underserved communities to participate in a pilot program to offer College in the High School courses at no cost to students enrolling in those courses.
  - o Bill as Passed Legislature.
  - o **The Governor signed this bill on 25 March.**

- House Bill 1889: Allowing persons to receive professional licenses and certifications regardless of immigration or citizenship status.
  - o Bill as Passed Legislature.
  - o **The Governor signed this bill on 13 March.**

Budget Information

1. The 2024 Supplemental Omnibus Operating Budget was released on **Wednesday, 13 March. The Governor signed a version of this budget on 29 March.** For information about the Governor's vetoes, please visit this website. For information about supplemental funding for CWU, please see the attached summary.

   The 2024 Supplemental Capital Operating Budget was also released on **Wednesday, 13 March. The Governor signed this budget on 29 March.** For information about CWU capital projects, please visit this website.