

REGULAR MEETING
Wednesday, March 06, 2024, 3:10 p.m.
Minutes

Meeting was called to order at 3:10 p.m.

All Senators were present except: Vanessa Hunt, Aviation Senator, Tim Melbourne, James Seth, Robert Trumpy,

Guests: Cristina Bistricoan, Benjamin White, Gabriel Genzel, Daniel Conley, Sydney Thompson, Joy Fuqua, Tim Englund, Rose Spodobalski Brower, Mike Pease, Sathy Rajendran, Mike Harrod, Elvin Delgado, Matt Martinson, Tim Englund, Jason Knirck, Rodrigo Renteria-Valencia, Yoshiko Takahashi

CHANGES TO AND APPROVAL OF AGENDA - Approved

MOTION NO. 23-24(Approved): APPROVAL OF MINUTES of February 7, 2024

THEATRE ARTS NAME CHANGE – Natasha Lindsey - See written proposal.

COMMUNICATIONS - None

SENATE CHAIR REPORT

The Provosts office will be holding the annual Faculty Recognition event the evening of May 20th. Please save the date to join us in celebrating the achievements of your colleagues. More details on the event to come.

With spring fast approaching, the Wildcat Shop has sent out details about Faculty Commencement Regalia. I urge you to take part in commencement, which is a time of excitement for students, families, faculty, and staff. As I prepare for my 16th commencement, I find it to be consistently bittersweet. While I am immensely proud of their hard work, dedication, and achievements, bidding them farewell is always tinged with sadness. This year's commencement holds particular significance as it marks the fourth year since the pandemic began. Many of these graduates missed out on the experience of a high school graduation, underscoring the importance of this commencement. I also believe it's a celebration of faculty. You are the steady guide that mentors and supports students throughout their academic careers, playing a pivotal role in their journey to graduation. I sincerely hope we can achieve our largest faculty turnout yet at this year's commencement. Please note that the deadline for regalia sign-up is April 12th.

Included with today's agenda is a handout on CWU Sustainability Initiatives and Sustainability in the Curriculum Professional Development Opportunities. CWU's Strategic Plan includes initiatives to develop and implement a Climate Change Action Plan and to integrate sustainability in the curriculum. Included in the handout are opportunities to provide feedback on the Climate Change Action Plan and to participate in sustainability in the curriculum professional development. Please be sure to share the opportunities with your department.

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 Shields.

As always if you have faculty questions, concerns or comments please reach out to your EC representative, me, or come to Open Executive Committee (EC) meeting, which is the Wednesday following Faculty Senate.

FACULTY ISSUES

UPDATES:

Senator Lewis brought forward concerns about vacant secretary lines and the timeliness of filling these crucial positions. I met with Gregg Schlanger, chair of the Art and design department to get more information and then followed up with Provost Kirstein. The Provost put forward the vacant secretary positions to the ELT for review. Art and Design was approved for a full-time secretary position and its currently posted on the CWU website. A second position to be shared between World Languages and Cultures and Philosophy/Comparative Religion was also approved.

Senator Bisgard brought forward questions about value-based I have discussed the need for more clarification on value-based budgeting from the faculty perspective with President Wohlpart and this is in the works for the spring.

Senator Bisgard also brought forward questions about DFW rates. Provost fellow Pamela McMullin-Messier is working on a DFW project and EC Member David Rolfe is representing Faculty Senate and assisting with the project. Provost Kirstein will update us further in his Provost report.

Senator Harper indicated that they tried to look for the MyCWU link under the dropdown “resources for” on the CWU homepage and its confusing that its under the student section. I worked with Marty Romero, and it is now at the top of the “Resources for Faculty” page. As a reminder the MyCWU link is the same for all faculty, staff, and students.

Senator Bowen reported that a colleague indicated that they have had a recurrent issue of not enough textbooks available the first day of class. I followed up with the bookstore and they advised that they cannot order on enrollment for each class because they would end up with excess books. If they know an instructor will be using a book for the foreseeable future and they are encouraging students to buy from the Wildcat shop, they are happy to order enrollment for that class. Otherwise, they need to bring in just enough for every student that will come to us for their books without having any left over. To do this, they take many factors into consideration. During the first week of class, any special order that we place gets ordered with 2nd day shipping to help ensure that students get their book in a timely manner.

To help combat the problem of running out of books, the bookstore has been looking into adopting a digital-first policy. What this would mean is that if a textbook was available digitally, that is how they would provide it to the students. They can provide unlimited copies of each eligible eBook for a fraction of the price of its physical counterpart. Inclusive Access was developed to provide convenience as well as affordability by delivering the eBooks directly to the student’s Canvas page. The more books they can provide digitally, the less students will have to pay for them and the more likely they are to have them by the first day of classes. If you have special textbook or supplies needs, please reach out to the bookstore so they can assist you to assure your students are getting what they need.

New Faculty Issues

Senator Cheney, Sociology asked for an update on university leadership conversation regarding the profiles of diversity within their leadership. What are the trends in hirings?

Senator Toto, Law & Justice indicated that special topics courses proposals are acting like a new course proposal for courses that are just running once. Wondering if there is an abbreviated form that could be used to have a shorter process for these.

Senator Schiel Music asked how recycling is being done at the university. There are can containers for aluminum and plastic. What do we recycle, and does how it work?

Senator Dormady, History indicated currently faculty are having to hunt, peck and beg for funds. Without some sort of rationalized system, especially for a younger faculty there is little they can do for students. Could there be a rationalized system to ask for funds for the academic side. Senator Dormady had the opportunity for a trip to Seattle and had to tell students this is an academic program and there are not funds for that.

Senator Dormady, History reported that among some faculty there is discomfort and conflict with deans. The Code does talk about no retaliation about things said in the Faculty Senate meetings. Is there a way to help faculty more comfortable speaking up?

Senator Reynolds –CSEL prepares teachers who will be teaching in other languages. With CWU becoming an HSI how will faculty help facilitate to teach students whose academic language needs more support?

Senator Bisgard, Math indicated that COTS has been told cut 15% of our classes. What will likely end up happening is that classes won't be available that are needed for graduation or faculty will be asked to increase class size. There is a correlation between class size and DFW rates. Has this been considered in the discussions of DFW rates?

STUDENT REPORT

The ASCWU Executive Board is currently discussing the options for the Multicultural Center. They hope to come to a decision in the next couple of weeks. The Student Senate would like to see a campus wide push to require faculty to make themselves available for a set number of hours per course in accordance with the number of course credits. There are student vacancies on the Enterprise Information Systems, Business Technology Advisory Council, Parking Advisory Board and Research Advisory Board. There are three bills on their way for the Governor's signature. SB 5904 extending the term of financial aid programs from five years to six years will help students who take longer to finish schooling; HB 1889 allowing persons to receive professional licenses and certifications regardless of immigration status; HB 2004 providing early registration at institutions of higher education for military students. Sweezy Day will be May 23.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

[Academic Affairs Committee – see written report](#)

[Antiracism, Diversity, and Inclusivity Committee – see written report](#)

Budget and Planning Committee – see written report

Bylaw and Faculty Code Committee – see written report

Motion No. 23-25(First 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(First reading of three): Recommend approving amendments to Faculty Code Section 1 Faculty, B. Other Faculty Appointments as shown in Exhibit B.

Curriculum Committee

Motion No. 23-27(Approved): Recommend approving amendments to CWUP 5-50-010 Definition of Curriculum Terms, 5-50-020 Jurisdiction for Curriculum Matters and CWUR 2-50-010 Definition of Curriculum Terms, 2-50-020 Jurisdiction for Curriculum Matters as shown in Exhibit C.

Motion No. 23-28(Approved): Recommend approving amendments to CWUP 5-50-070 Rules for Degrees and CWUP 2-50-070 Rules for Degrees as shown in Exhibit D.

Faculty Legislative Representative – see written report

Dr. Jungblut provided some updates to the written report.

PRESIDENT – President Wohlpart reported that at the February Board of Trustee’s (BOT) meetings they had a straight research presentation that was not an undergraduate research presentation. This was solely the work that the faculty do in their scholarship and research. Amy Claridge was the faculty member that presented to the BOT setting a very high bar. President Wohlpart indicated he has been hearing that there isn’t a widespread understanding of values-based budgeting, especially on the instructional side. They are working on a presentation for spring quarter. Faculty need to have a detailed understanding of how the budget operates so that they can participate in the process. The last two months have been talking with several faculty about the fund split and maybe it hasn’t been explained well or how important this is. In 2018 the legislature decided that they needed to find a place to cut the budget. They place they targeted was higher education. The method they used was to not provide 100% of the funding for employee (faculty and staff) raises at the regional comprehensive institutions. The idea was the state would provide 50% and that institutions would increase the tuition rates and the tuition would fill out the additional costs. This created a couple of problems. One, the state capped how much we could raise the tuition. Two that 50% is not covered by the tuition increase. This left us in a budget deficit. Three, in the past when they fully funded the institution, Central used the tuition increase to cover inflation for our existing goods and services. The university has been hit in three different ways, creating challenges with our budget. The budget office now has a very detailed formula to understand how this has affected the institution. President Wohlpart has been speaking with legislators, they seem to understand the situation. Will be providing them with the specific details sometime this summer. The compounding deficit that has accrued since 2018 is \$16.5 million. The structural deficit is \$2.3 million on an annual basis. The legislature is not going to backfill this money. Will be arguing that the state needs to fund salaries at 100% and provide inflationary increases for goods and services. Three candidates for the Vice President of Equity and Belonging will be on campus the last week of March and beginning of April. Enrollment is about 13% ahead of where we were last year at the same point in time. We have about 1,550 students who have indicated they want to come to Central. The delay in FAFSA had created some problems for students deciding. Financial Aide feels that everything should be caught up in April. The go ahead has been authorized to let students know about their WASFA grants. That information should be coming out to students in the next couple of weeks. This has been one of the most successful supplement budgets. The SNAP program that Bernadette talked about is one that Central has been very much in the mix of. Many of our students are eligible. In the supplemental budget Central received funding (\$16.5 million) for the second geothermal well on south campus. It will heat and cool Health Science and Discovery. Central also received funding (\$6 million) for the energy efficiency and decarbonization for the science building. The caveat for this funding is if the Climate Commitment Act is repealed in the state of Washington in November

that funding will go away. If the voters do not repeal the Act, the funding will start January 1, 2025. On the operating side, the 7.5 FTE we received last year is now permanent funding for the Basic Needs Coordinator. The funding that we got in the student needs package is for the food pantry. The state created a formula to fund the College in the High School and they utilized last year's numbers, but that funding is inadequate because Central has increased by 3,000 students. Currently it looks like Central will be able to keep the \$1.2 million that had been identified as an overfund. Central is working on the biennium request.

PROVOST – Provost Kirstein reported that he will be leading a team that will be working with the new Provost to help with onboarding. When Provost Pease starts in April, they will be visiting 8-10 departments to start to get to know the institution. While there have been discussions about DFWs we want to make sure our approach is not focused on individual faculty. We will not be asking faculty to inflate grades or asking to lower academic rigor. There will be an ongoing process to identify areas that DFW rates are lower and dig into those to see what they are doing to see if they have information that can be shared with other faculty. CWU has identified peer institutions required by NWCCU. CWU will be looking at the metrics of these institutions that we would like to aspire to. Some of them have better retention and graduation rates and will be looking to see if there are things we can adapt. Provost Kirstein indicated they have almost gotten through all of the Academic Affairs Strategic Plan feedback. There will be notifications for faculty forums during spring quarter. The Equity and Evaluation process has kicked off. A committee will be focused on the recommendations from the report done during fall quarter. This process may take a couple of years to get it done correctly. There are changes coming for advising and UNIV 101. Looking at changing the curriculum of this course. The course sections will be distributed to the colleges.

CHAIR-ELECT – Chair-Elect Klosterman reported that the next open Executive Committee meeting will be next Wednesday, March 13th from 3:00-4:00 p.m. in the Grupe Center. Reminder our Faculty Friday lunch this Friday from 12:00-1:30 p.m. in Grupe.

NEW BUSINESS - None

Meeting was adjourned at 4:31 p.m.

Exhibit A

Faculty Code

Title of Section:

Section I. Faculty

2. Emerit Faculty Appointments

c. ii

d. i and ii

New Revision

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 (WLU) as a member of the teaching faculty.

- iv. Any eligible faculty member may be nominated, including 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, emeritus faculty:
- i. shall be issued staff cards and parking permits each year without charge, if budget permits;
 - ii. shall have ~~the same~~ library and computer services, including an email account, ~~as regular faculty~~;
 - iii. shall receive university publications without charge;
 - iv. shall qualify for faculty rates at university events, if available;
 - v. may be assigned an office, if space permits
 - vi. may have clerical support, if budget permits
 - vii. may serve on any committee in ex officio, advisory, or consulting capacity according to expertise and experience.
- 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 emeritus 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 this Code shall mean only the following individuals employed by ~~CWU the university~~ **CWU**:
 - 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

Policy or Procedure Section CWUP 5-50-010 and 5-50-020, CWUR 2-50-010 and 2-50-020

Title of Sections: CWUP 5-50-010 Definition of Curriculum Terms
CWUP 5-50-020 Jurisdiction for Curriculum Matters
CWUR 2-50-010 Definition of Curriculum Terms
CWUR 2-50-020 Jurisdiction for Curriculum Matters

New **Revision X**

Summary of changes and/or additions:

The curriculum committee proposes to move the Definition of Curriculum Terms section from its current place at CWUP 5-50-020 to CWUP 5-50-010. In this move, it will trade places with Jurisdiction for Curriculum Matters (currently CWUP 5-50-010, but moving to CWUP 5-50-020). Complimentary changes are also being made to procedures such that definition procedures are in CWUR 2-50-010 and jurisdiction procedures are in CWUR 2-50-020.

The curriculum committee has cleaned up the formatting in the Definition of Curriculum Terms part of policy (currently CWUP 5-50-020, but proposed to move to CWUP 5-50-010). We have also moved two items (numbers (17) and (18)) out of policy and placed them in the complimentary section of procedures (will be CWUR 2-50-010). Part of our review was also to ensure definitions were arranged in alphabetical order.

The policy language in Jurisdiction for Curriculum Matters (currently CWUP 5-50-010, but proposed to move to CWUP 5-50-020) was reorganized to provide a better flow (and to move away from alphabetical ordering). Language was added to describe the responsibility of the Faculty Senate ADI committee with regards to curriculum. The section discussing the Board of Trustees was revised to clarify that they approve new major degrees, graduate degrees, and degree types. The section on Governance was edited so that the Office of the Provost is not required to be part of answering any and all curriculum policy questions that arise from curriculum proposals. Finally, office names were updated and formatted using consistent capitalization.

Rationale for changes and/or additions: The curriculum committee was charged (CC23-24.04) with updating the Jurisdiction for Curriculum Matters section of policy based on feedback from Provost's Council. The revisions described above update and clarify existing policy language and include new language to describe the responsibilities of the ADI committee with regards to curriculum.

Faculty senators provided feedback during the January 10 Faculty Senate meeting that they wished to see policy structured such that definitions come first. To meet that request, the curriculum committee proposes to move the Definition of Curriculum Terms section from its current place at CWUP 5-50-020 to CWUP 5-50-010. Since the curriculum committee is proposing to move the Definition of Curriculum terms segment of policy, the committee also took this opportunity to update it and unify its formatting.

CWUP 5-50-010 Definition of Curriculum Terms

(1) Certificate - Certificate programs are specialized career programs, often geared for admission to licensing or career entrance tests, that result in a certificate (Type A-D). Certificate programs may also be noncredit. (See CWUR 2-50-090 for certificate type definitions.)

(2) Cross-listed course - Course that may be offered by two or more programs or within the same program. Cross-listed courses must bear the identical course outcomes, description, credit, title, and numbering; only the prefix will be different. A statement must be added to the course description of cross-listed courses that applies the following structure, “[BUS XXX and [ENG XXX] are cross-listed courses; a student may not receive credit for both.” A cross-listed course is available under both departments’ course numbers with a shared cap.

(3) Curriculum – Refers to individual courses and degree programs offered by the university

(4) Degree - Title or rank awarded by a college or university to a student who has successfully completed a required course of study (e.g., associate’s or bachelor’s or master’s or specialist).

(5) Degree program - A set of educational requirements, identified jointly by the department or other degree-granting unit and the college or university, which leads to a degree. Associate of Arts program requirements involve a combination of general education courses and elective courses. Baccalaureate program requirements involve a combination of general education courses, courses in the major field of study, and elective courses. Graduate program requirements involve intensive study in the major field, preparation in the use and conduct of research, and/or a field or internship experience; professional programs generally prepare individuals for professional fields (e.g., law, medicine).

(6) Degree title - A full designation of the degree including level (e.g., associate, bachelor, master), type (e.g., arts, applied science, science, education, fine arts), and major (e.g., mathematics, music, history).

(7) Layered Course – A layered course is one that has different number designations **for** undergraduate and graduate students at the 4XX/5XX levels taking the same course.

The 5XX level course must have additional learner outcomes and may have different course requirements.

(A) Graduate students in graduate/undergraduate layered courses, must take the course at the 5XX level or higher. Such courses provide faculty the opportunity to augment course material with graduate-level content and outcomes in a way that meets the intellectual rigor graduate students need and enhances the teaching of upper-division undergraduates.

(B) In all cases, distinctions expected between these corresponding levels typically focus on differences in content and assessment stemming from each **degree** program’s specific education objectives. In general these distinctions require a greater depth of student involvement and increased demands on student intellectual or creative capacities than would be expected at the lower level.

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

studio work. Examples of assessment distinctions include, but are not limited to: different grading scales and assessment of additional work.

A statement with the following structure must be added to the course description: “[MUS4XX] and [MUS5XX] are layered courses; a student may not receive credit for both.”

Both layered courses do not have to be offered at the same time.

(8) Major – The major forms the basis for granting of a baccalaureate degree. It is a coherent, in-depth degree program in a particular discipline or disciplines wherein the student will develop and demonstrate an increasing awareness of both the possibilities and the limits of the major program of study. Majors are designed to provide a mastery of the content, insights, skills and techniques appropriate to an undergraduate education in a particular body of knowledge. Majors will consist of courses that are often sequential, leading to advanced study in the discipline(s). A major will consist of a minimum of 45 credits. A 45 to 59 credit major requires completion of a minor and/or second major, in which case the total credits of the major and minor/2nd major must total at least 60 credits. (Refer to CWUP 5-50-020(3) for upper credit limit.)

(9) Minor - A minor is a coherent arrangement of courses in a particular discipline that provides an area that complements or supplements the student’s major. A minor will consist of a minimum of 20 credits and a maximum of 44 credits.

(10) New degree program – A proposed arrangement of courses which differ from any other offered by CWU in one or more of the degree title specifications ([CWUR 2-50-010\(1\)](#)). A program leading to a new degree (as defined above), even if constituted entirely of existing courses, requires review and approval.

(11) PADstone (CWU 184 General Education Program) – PADstone is a variable prefix/variable topic course requiring sub-title and sub-description (up to 35 words) approvals. 184 course offerings may not be required in any degree program under any prefix.

(12) Shared Core - A shared core is defined as a group of courses shared by all specializations within a major degree within a department/college. Shared cores consist of no fewer than 25 credits for an undergraduate program or 15 credits for a graduate program.

(13) Specialization - A specialization is a coherent, focused subfield within a degree program. A specialization can be distinguished from a new degree in that the full designation of the degree title – including level, type and major – does not change when a new specialization is added. The courses constituting the specialization must consist of no fewer than 20 credits for an undergraduate program or 15 credits for a graduate program.

[Degree Programs](#) may offer options in satisfying core course requirements as long as they provide evidence that the options have equivalent student learner outcomes.

(14) Student Learning Outcomes - Statements of what a learner should be able to know or do, after the successful completion of a program and/or a course. Outcomes focus on the ends rather than means, describe product rather than process, and reflect terminal performance rather than course content. The outcomes are what the department wants each student to achieve each time the course is offered regardless of who the teacher may be. For assessment purposes, learning outcomes must be stated in observable or measurable terms.

(15) Variable Prefix - Variable prefix courses are identified by the CWU prefix and a single dedicated course number (e.g. CWU 184). Once a course is approved, the prefix may be replaced to represent the department/program offering the course. Only the prefix may change.

(16) Variable Topic - A variable topic course has a fixed prefix, number, title, description, number of credits, and learner outcomes and assessments (as approved). Discipline-specific content is overlaid, requiring a sub-title and sub-description.

FSCC will review sub-titles and sub-descriptions for General Education courses when proposed. All General Education course sub-titles and sub-descriptions will also be reviewed by the General Education Committee.

CWUP 5-50-020 Jurisdiction for Curriculum Matters

(1) Faculty. The teaching faculty collectively is the major force governing the curriculum of the university.

(2) Academic Departments - Departments have the responsibility to develop specific courses and programs and to initiate course/program changes.

(3) Faculty Senate - The faculty senate acts on recommendations made by the faculty senate curriculum committee (FSCC) for:

(A) All curriculum policies, including revisions to, CWUP 5-50, and policy recommendations from university committees and offices concerned with the curriculum (e.g., General Education Committee, School of Education, Graduate Council, Career Services, Office of the Registrar, Deans', and associate Office of the Provost).

(B) New majors, minors, certificates, specializations, and master's degrees.

(C) Majors in baccalaureate programs which exceed upper credit limits or changes to existing programs that extend the number of credits required beyond the upper credit limits previously approved by the Faculty Senate. However, changes to existing majors that decrease or do not change the number of required credits do not require Faculty Senate approval. Bachelor of Arts approved for 75 credits. Bachelor of Science approved for 110 credits.

(D) Final approval for general education changes.

(4) FSCC reports and makes recommendations to the faculty senate concerning the following:

(A) The FSCC has supervisory authority to review and make recommendations on all curricular and program proposals presented to it for academic integrity, intellectual quality, clarity of course descriptions, inclusion of student learning outcomes and assessment plan.

(B) The committee screens curriculum proposals to assure their compliance with CWU Policies.

(C) The FSCC screens department/program catalog information to ensure its clarity, accuracy, and compliance with CWU Policies.

(D) The FSCC is responsible for keeping CWUP 5-50 up to date. Revisions are approved by the Faculty Senate and the University Policy Advisory Council (UPAC).

(5) General Education Committee - (See CWUP 5-100). The General Education Committee reports to the faculty senate and makes recommendations to the Faculty Senate on general education requirements.

(6) The Director of the School of Education approves all teacher education proposals.

(7) Graduate Council - The Graduate Council reviews all program proposals and revisions for graduate study and the Dean for Graduate Studies reviews all course proposals or changes which are numbered 500 and above.

(8) Board of Trustees. The Board approves all proposals for new major degrees, graduate degrees, and degree types after they have completed internal review.

(9) Governance - Whenever questions of curriculum policy arise from curriculum proposals, the FSCC should be consulted. Whenever questions or concerns of an administrative nature arise, the Office of the Provost should be consulted.

CWUR 2-50-010 Definition of Curriculum Terms

(1) The FSCC and the CWUP manual recognize only the following types of programs:

Majors

Specializations

Minors

Certificates (Type A-D)

Associate

Graduate course of study

(2) The following terms are not distinctions recognized or defined by the CWUP manual and such designations do not appear on diplomas; option, emphasis, concentration, endorsement, or track.

CWUR 2-50-020 Jurisdiction for Curriculum Matters

(1) Changes to the general education requirements and the general education program follow the same process as any curriculum change. Final approval requires a majority vote of the Faculty Senate.

(2) Provost/Executive Vice President of Academic Affairs presents new minors, specializations, and certificates as informational items to the Board of Trustees.

(3) Interdisciplinary programs may initiate course/program changes in collaboration with the appropriate departments. The dean or designee, and if applicable, the college curriculum committee reviews curriculum proposals before they are submitted to the FSCC for review and, if applicable, final approval by the Faculty Senate.

Exhibit D

Policy or Procedure Section CWUR 2-50-070 and CWUP 5-50-070

Title of Section: Rules for Degrees

New X **Revision** X

Summary of changes and/or additions:

The curriculum committee has added language to CWUR 2-50-070 that articulates the process by which new degree types must be proposed and reviewed. The new language specifies what materials need to be prepared and where they should be submitted. The new language also specifies the steps in the approval process.

Minor changes to CWUP 5-50-070 were also made including aligning the title of the section with the title of CWUR 2-50-070 and updating references to specific places in policy that will change (e.g., CWUP 5-50-010(3) will become CWUP 5-50-020(3)).

Rationale for changes and/or additions:

The curriculum committee was charged (CC23-24.08) to revise policy and procedure regarding the creation of new degree types. The current language in CWUR 2-50-070 is incomplete, so the curriculum committee worked to clarify, update, and expand upon the instructions/information found in this segment of procedure.

CWUP 5-50-070 Rules for ~~Undergraduate and Graduate~~ Degrees

(1) Exceptions to the credit limits for BAS, BA and BS degree programs as defined in [CWUP 5-50-020\(53\)](#) may be granted by the faculty senate upon justification by the proposing department. Justification must include, but not be limited to, documentary evidence of the following:

(A) Standards established by a national accrediting organization for the program. The accreditation process must accredit the program, not the student.

(B) Programs of similar content and size offered at comparable institutions of higher education.

(C) Contemporary employment practices in the involved profession.

(2) General Education Requirements. The general education requirements must be completed by all bachelor's degree recipients. The general education requirements with the exception of the culminating experience must be completed by all associate of arts degree receipts.

(3) New degree types: The description, specifications, and requirements of a new degree type and level are to be determined by the FSCC ([CWUR 2-50-070](#)).

(4) Graduate Degrees

(A) Master of Arts (M.A.). The Master of Arts degree designation is appropriate for those graduate study programs in the arts, humanities and certain social science areas as determined by the graduate council.

(B) Master of Science (M.S.). The Master of Science degree designation is appropriate for those graduate study programs in the sciences, mathematics, certain social sciences and other fields not covered by the Master of Arts or other professional degree designations.

(C) Master of Education (M.Ed.) The Master of Education is used in a professional area with a distinct professional practice emphasis.

(D) Master of Fine Arts (M.F.A.) The Master of Fine Arts is recognized as the terminal degree in the creative arts, such as fine arts/studio art, poetry, creative writing, play/screenwriting, film as well as theatrical acting, design and direction. The M.F.A. degree indicates a high level of professional competence in the discipline and the mastery of a particular medium and/or creative art form. The 90-credit degree program is comprised of concentrated study in a creative discipline, bolstered by advanced study of the discipline's history and criticism, literature, other related electives, and most often culminating in a studio/thesis project.

(E) Master of Music (M.M.). The Master of Music is a professional graduate degree in the musical arts. The course of study is divided into three components. The student must complete a minimum of one-third of study in a specific major in the discipline (ex. composition, performance, music education, conducting, etc.); one-third in supportive courses in music; and one-third of elective studies in supportive areas.

(F) Master of Professional Accountancy (M.P.A.)

(G) Master of Arts for Teachers (M.A.T.)

(H) Master of Public Health (M.P.H.) The Master of Public Health (MPH) degree is a professional graduate degree in public health and population health sciences. The course of study is comprised of: (1) foundational and specialized content courses, and (2) applied experiences in public health research or practice.

(I) Master of Applied Science (M.A.S.). The Master of Applied Science is a graduate degree designed for programs with curriculum focused on applied knowledge and research in a scientific, technical, or professional field.

(J) Educational Specialist degree (Ed.S), The Educational Specialist degree is a terminal academic degree providing training above the master's degree level, but below the doctoral level. Specialist programs generally involve two years of coursework and practica followed by an intensive internship. Specialist programs typically require in excess of 90-quarter hours of coursework beyond the bachelor's degree, or approximately 45-quarter hours beyond a masters degree.

(5) Undergraduate Degrees

(A) Bachelor of Arts (B.A.). The Bachelor of Arts degree designation is reserved for those undergraduate programs which consist primarily of liberal arts study. They include approximately one-third study of general education, one-third study in a specialization, and one-third study in free electives. Majors may not exceed 75 quarter credits, unless approved by the faculty senate, and the minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(B) Bachelor of Science (B.S.). The Bachelor of Science degree designation is reserved for those undergraduate programs which emphasize the study of science, or a technical or professional field. They include the general education requirements, a specialization and free elective courses. Majors may not exceed 110 quarter credits unless approved by the faculty senate. Usually the recipient of the B.S. is ready for immediate entrance into a career in the field of specialization. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(C) Bachelor of Arts in Education (B.A.Ed.). The Bachelor of Arts in Education degree designation is reserved for undergraduate programs which are intended to prepare teachers. They include the general education requirements, major/minor, professional education study, and free elective courses. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(D) Bachelor of Music (B.Mus.). The Bachelor of Music degree designation is reserved for those undergraduate programs which are intended to prepare students for professional careers in music. They include the general education requirements, a specialization, and free elective courses. Majors shall be limited according to the policy governing professional degrees. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(E) Bachelor of Fine Arts (B.F.A.). The Bachelor of Fine Arts is the initial professional degree in art and design. It is designed to prepare students for significant roles in society as professional practitioners, educators and designers of visual art and associated media. The B.F.A. also prepares art students for graduate study in visual art and its allied fields of study. The degree is comprised of a general education component, a specialization in graphic design or studio art, and free electives. Students are required to complete 180 credits of course work including 60 credits of upper-division course work.

(F) Bachelor of Applied Science (B.A.S.). The Bachelor of Applied Science degree designation is reserved for those undergraduate programs that emphasize an applied technical or professional field. They include upper division general education requirements, a specialization in a major, and electives. Majors may not exceed 110 quarter credits unless approved by the faculty senate. Usually the recipient of the B.A.S. has an applied technical degree from a community college. The minimum number of credits required for the degree is 180 including 60 credits of upper-division course work.

(6) Associate of Arts Degree (A.A)

(A) The Associate of Arts degree offers a foundation of general education supplemented with elective or introductory major courses.

1. Students are required to complete 90 credits of course work.
2. Credits from courses taken at the 400-level may not be applied towards completion of the AA degree.

(B) The degree is composed of a general education component (with the exception of the culminating experience credits), and free elective courses.

(C) No discipline- or interdisciplinary-specific associate of arts programs will be offered.

(7) Listing Program Requirements

(A) All courses required for a major, minor, certificate, or graduate course of study, including prerequisites and specific general education courses, must be listed as requirements in the course of study and the credits must be included in the degree program total. Completion of academic writing I, quantitative reasoning, or any knowledge area within the general education program is exempt from this requirement.

(B) All pre-admission course requirements, including specific general education course, are to be listed as requirements in the course of study and the credits must be included in the degree program total. Completion of academic writing I, quantitative reasoning, or any knowledge area within the general education program is exempt from this requirement.

(C) All majors that require a specific minor or certificate are required to list the number of credits for that minor or certificate in their course of study for the major degree program and include them in the credit total.

(D) Majors that require minors or additional credits that are not specified must include catalog information that informs students of the additional requirements and the possible credit impact on their degrees.

(E) All teaching majors are required to list the Professional Education Program, or approved alternative program, credits in the course of study for the major degree program and include them in the credit total.

CWUR 2-50-070 Rules for ~~Undergraduate and Graduate~~ Degrees

(1) New Degree Types

(A) Originator needs to submit:

1. Degree type (B.A., B.S., M.A., etc.)

2. Degree type description

a. Once approved by the BOT, the degree type description will be added to CWUP 5-50-070 and follow policy and procedure approval process.

3. Justification for the new degree type

(B) Consultation and Approval Process

~~(B)~~ 1. New undergraduate degree types must be submitted to the FSCC. A representative of the originator should be present to answer questions during the meeting in which the FSCC reviews the proposed new degree type.

2. New graduate degree types must first be submitted to the Graduate Council. Once approved by the Graduate Council, the FSCC will review the new degree type. A representative of the originator should be present to answer questions during both the Graduate Council and FSCC review meetings.

~~(C)~~ 3. Degree types must be approved by Faculty Senate.

4. Degree types then are forwarded to the Provost Council and then the Executive Leadership Team.

5. Degree types must be approved by the Board of Trustees (BOT).

6. Degree types must be submitted to NWCCU.

THEATRE ARTS Name Change

Date: January, 16th 2024
To: Jason Knirck, Interim CAH Dean
From: Christina Barrigan, Chair, Department of Theatre Arts
Re: Department Re-naming

1. Description of the recommended change.

Change “Department of Theatre Arts” to “Department of Theatre & Film”

2. Rationale for the recommended change.

This reflects the movement of the Film program into the Department of Theatre Arts. Use of the ampersand has an industry indication of collaboration that goes beyond co-existence.

3. Goals and objectives of the proposed change.

To offer the Theatre Arts and Film programs a clear identity within a single department and to make it clear to prospective students where programs of study in theatre arts and film are housed.

4. Method for evaluating achievement of goals and objectives.

Change in department branding

5. Relation of the change to the mission and strategic plan of the university.

Name change supports new branding language in being plainly stated, clear, easily understandable, and easily searchable offering accurate results for what is housed in this department.

6. Impacts on academic programs across the university.

None. Movement of the Film program into Theatre Arts has already been approved, executed, and is now in practice.

7. Impacts on students, faculty, and staff.

New identity and sense of belonging for students, faculty, and staff. Department printed materials will need updating.

8. Impacts on quality of degree programs, student retention, and graduation rates.

None.

~~**9. Impacts on non-academic units, external constituents, and accreditation.**~~

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

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

~~**12. Cost/benefit analysis, including financial and non-financial resources.**~~

(B) In cases of renaming of academic units, responses to items 3, 9, 10, 11, and 12 may be omitted.

(4) Review process for proposals to create, reorganize, or rename on academic unit or units.

(A) The review process will include documentation of feedback from the following groups, in the order presented:

1. All faculty (as defined in faculty code section I.A.1.a) and staff within affected academic units.

A unanimous vote in favor of this change was taken of the Theatre Arts and Film Program Faculty on November 3rd, 2023.

2. All affected dean(s).

3. Faculty Senate and Academic Department Chairs Organization (ADCO) concurrently, and (if applicable) student academic senate.

4. Additional groups as identified by the faculty senate executive committee or the provost, including, but not limited to, facilities management, the office of the registrar, office of information services, faculty senate budget and planning committee, or faculty senate curriculum committee.

Academic Affairs Committee Report
Date 26 February 2024

Charge #	Timeline	Charge/task	Progress	Action
AAC23-24.01	Fall	Clarify CWUP 5-90-040 (38). Can courses with a grade of D be used towards the 180-credit graduation requirement if those courses have been denoted as forgiven thorough the academic forgiveness process?	Edited, voted, and approved by AAC 26 October 2023	Approved at FS Date 1 Nov 2023. Approved by Provost Council Dec 2023.
AAC23-24.02	Fall	Update CWUP 5-90-040 (2) Refers to dean of student success, a position that does not exist. This may need to be deans of undergraduate studies and graduate studies, depending on the student.	Edited, voted, and approved by AAC 12 October 2023 Tabled on Senate floor (November) due to non-AAC edits regarding capitalizations; Presented the motion again at FS in January.	Approved at FS Date 10 Jan 2024
AAC23-24.03	Fall	Revise proposed policy regarding student conduct in academic settings. Proposed policy CWUP 5-90-080/CWUR 2-90-080	Despite numerous requests, AAC never received any feedback from the Executive Directors of Student Rights & Responsibilities. Edited, voted, and approved by AAC 25 January 2023	Approved at FS Date 7 Feb 2024
AAC23-24.04	Winter	Work with the ADI committee on approving policy regarding ADI graduation requirements. Update academic policy for changes resulting in new ADI requirement.	ADI co-chairs and AAC have gone through two rounds of revision on draft policy language. By early spring, AAC should be able to vote on the policy and send it to the EC.	In progress
AAC23-24.05	Winter	Review updated academic appeals policy for clerical changes	Amber Darting has met with AAC and provided additional insights to AAC questions via email communications. AAC will send back second round of edits to Amber late February or March.	In progress

AAC23-24.06	Winter	Consider revising 5-90-40 (35) Academic Standing to clarify the status of students who have high GPA (>2.0) but have two consecutive quarters below 2.0.		Not started
AAC23-24.07	Winter	Request presentation on WICHE “no holds back” study results. Make recommendations for policy changes on academic holds if needed.	Amber Darting met with AAC. We will begin drafting new policy language in spring.	Inertia has been overcome.

**ADI Committee Report
3.6.24**

Charge #	Timeline	Charge/task	Progress	Action
ADI23-24.01	Winter quarter	Review and approve ADI faculty applications	ADI faculty form approved; we will begin accepting faculty applications Winter 2024.	Completed
ADI23-24.02	Winter quarter	Review and approve ADI course proposals	All 33 current proposals have been approved; one course withdrawn from consideration.	Completed
ADI23-24.03	Winter quarter	Develop ADI policy regarding graduation requirements for consideration by AAC	Draft graduation policy sent to AAC	In-progress
ADI23-24.04	Winter Quarter	Develop sustainable training calendar to prepare faculty who are teaching ADI courses.	The committee will begin compiling resources to aid faculty in locating approved ADI training. The committee is considering holding an open forum in Spring 2024 for faculty and advisors to share the list of approved courses, student petition process, and faculty application form.	In-progress

Additional Information

- Approved ADI course proposals this round:
 - AIS 103, ANTH 137, AST 333, AST 378, COM 302, ECON 306, ENG 329, ENG/ABS 330, ENG 333, ENG 335, ENG/ABS 336, ENG 337, LAJ 216, LAJ 420, LLAS 302, PSY 310
- Student Petition form in-progress

**Budget and Planning Committee Report
March 06, 2024**

Charge #	Timeline	Charge/task	Progress	Action
BPC23-24.01	Fall	Review the Budget Development Task Force Tuition Waiver Group Recommendation for Changes to Tuition Waiver Policy and Use waiver report and make policy recommendations.	Discussed and endorsed the recommendations of the taskforce with some recommended language changes for recommendation 4.	Completed
BPC23-24.02	Fall	Invite Joel Klucking or another representative from Finance & Administration on results of feedback from town hall meetings and the next steps of the Values Based Budgeting Model at CWU.	Met with Joel Klucking and asked about how the response to the budget challenge had changed based on the town halls and where feedback from faculty and staff were integrated into the changes.	Completed
BPC23-24.03	Fall	Maintain regular communication processes with college budget committees.	Met with representatives of the College of Business budget committee and discussed the state of the committee in that college.	Started
BPC23-24.04	Fall	Consult with and consider coordination with Shared Governance Joint Sensemaking Group	Planning a meeting with Amy Claridge to discuss the progress of the taskforce on Shared Governance in the spring.	Started
BPC23-24.05	Continuous	Continue to take an active role in the budget governance process and push for greater clarity in the various roles in the process	Met with Joel Klucking to get an update on current budget conditions for the fall and discussed some of the aspects of this charge. Observed the discussions at PBAC, Board of Trustees, and Budget Townhalls, and have been monitoring the progress on the FY25 budget.	In progress

BPC23-24.06	Winter	Review Policy and Procedures on the role of President's Budget Advisory Council and the other budget-related committees across campus and make recommendations for updates.	Distributed draft policies and procedures and discussed a timeline for providing feedback. Submitted feedback on the proposed procedures of the PBAC and framework for the VBB.	In progress
BPC23-24.07	Winter	Review budget calendar as proposed by financial services (or that office) and make recommendations of concerns.	Reviewed the proposed budget calendar for FY25 which is largely consistent with the previous year's calendar. Recommended that a consistent calendar of events be adopted and maintained year to year.	Completed
BPC23-24.08	Winter	Continue monitoring the budgetary implications for faculty of the University mission and vision, as well as the development of the University strategic plan. Provide recommendations as appropriate.	Discussed budget model implementation with Joel Klucking during our first meeting of the quarter and have continued the discussions throughout subsequent months.	In progress
BPC23-24.08 (2)	Winter	Continue monitoring implementation of the budget model at Central as it impacts programs, departments, and colleges. Disseminate findings to administrators and faculty as appropriate.	Discussed budget model implementation with Joel Klucking during our first meeting of the quarter and have been discussing events at the Budget Development Team and PBAC throughout the year.	In progress

BPC23-24.09	Winter	Explore budgetary implications of CWU organizational changes and make recommendations as appropriate.	Discussed the budgetary impacts of reorganization and position realignment with Joel. Requested that data on budgetary impacts be provided with proposed reorganizations.	Started
BPC23-24.10	Spring	Review committee procedures manual through an equity lens, including committee functions, processes, and membership.	We have begun discussing what a DEI lens would mean in revisions of our procedures manual and circulated the procedures manual.	Started
BPC23-24.11	Spring	Review committee procedures manual and update as required.	We have circulated the procedures manual to begin discussing possible changes and will be discussing this at meetings in the coming weeks.	Started

Additional Information

**Bylaws and Faculty Code Committee Report
March 6, 2024**

Charge #	Timeline	Charge/task	Progress	Action
BFCC23-24.01	Fall	Review of Bylaws for all committee titles and abbreviations.	Completed.	Completed.
BFCC23-24.02	Fall	Clarify Bylaws, Section VII D. Senate Hearing, 1. and Code Senate Hearing section.	Completed. Bylaws motion associated with this charge passed on 1/10/2024. Code motion passed on 2/7/2024.	Completed.
BFCC23-24.03	Fall	Consult with Evaluation and Assessment Committee regarding whether or not Associate Deans should be added to faculty assessment of deans.	N/A	Not started.
BFCC23-24.04	Winter	Research and identify potential conflicts of interest related to department chairs being senators and consider updating bylaws.	Document sent to EC for review on 2/13/2024.	In progress.
BFCC23-24.05	Winter	Rework Code, Section II. 2. College Budget Committees.	N/A	Not started.
BFCC23-24.06	Winter	Review CBA and update Faculty Code for alignment. Consider updating faculty code to directly reference the CBA when appropriate for reduced BFCC code updates and clarifying the governing body (i.e. Faculty Senate	Submitted to EC for review on 2/13/2024. BFCC anticipates the presentation of this motion before Senate on 3/6/2024.	In progress.

		or UFC) for clearer faculty direction.		
BFCC23-24.07	Winter	Consider the benefits and drawbacks of adding Non-Tenure Track (NTT) faculty as permanent members of Faculty Senate standing committees. Make recommendations as appropriate.	Document sent to EC for review on 2/27/2024.	In progress.
BFCC23-24.08	Spring	Clarify scope of Faculty Code Section I. B. 2. d. ii. Emeriti use of computer services to assure within state requirement and update code as needed.	Completed. Motion sent to EC for review on 2/13/2024. BFCC anticipates the presentation of this motion before Senate on 3/6/2024.	In progress.
BFCC23-24.09	Spring	Review committee procedures manual through an equity lens, including committee functions, processes, and membership.	Currently assessing the committee procedures manual for potential rewording and/or restructuring.	In progress.
BFCC23-24.10	Spring	Review committee procedures manual and update as required.	N/A	Not started.
BFCC23-24.11	Ongoing	Recommend revisions to Code and Bylaws to improve clarity and fix typos and errors.	Ongoing.	In progress.

Additional Information:

The BFCC met three times in January 2024 and twice in February as of this report date (1/8, 1/22, 1/29, 2/5, and 2/26). The committee also communicated via email to finalize and vote on two charges (BFCC23-24.06 and BFCC23-24.08) and two reports (BFCC23-24.04 and BFCC23-24.07).

TO: Faculty Senate

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

DATE: 29 February 2024

RE: Washington Legislative Session Update

The Faculty Legislative Representatives have been tracking numerous bills this session. 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.

The following two bills have passed the House of Representatives and the Senate:

- [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 bill would expand 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.
 - Research has demonstrated that completing applications for student financial aid is a barrier to going to college. The process can be confusing, burdensome, and time-consuming.
 - 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, if HB 2214-S2 becomes law, students receiving (or whose families receive) Basic Food benefits will be told – up front – that they will receive the WCG.
 - This would reduce uncertainty about financial aid status and the wait time attendant with the lengthy FAFSA process.
 - Students would still be encouraged to, and supported in, completing the FAFSA to access federal financial aid (e.g., the Pell grant and federal loans).
 - HB 2214-S2 had a companion bill, [Substitute Senate Bill 6300-S: Permitting beneficiaries of public assistance programs to automatically qualify as income-eligible for the purpose of receiving the Washington college grant.](#) The Senate bill included students with Apple Health Coverage and a family income at or below 210 percent of the federal poverty line while in the 10th, 11th, or 12th grade in high school on the list of eligible participants. Although SB 6300-S passed the [Senate Higher Education and Workforce Development Committee](#), this bill died in the [Senate Ways & Means Committee](#).

- [Senate Bill 5904: Extending the terms of eligibility for financial aid programs.](#)
 - [This bill would increase Washington College Grant eligibility from 125% of time to degree completion \(or five years\) to 150% \(or six years\).](#)
 - [This would bring the WCG into alignment with federal financial aid programs including the Pell grant.](#)
 - [The Washington Student Association was strongly in favor of this bill, and the Faculty Legislative Representatives testified in support of this bill.](#)

As of 29 February, the following four bills were still in the House or Senate Rules Committee.

- [Substitute Senate Bill 6053: Improving equitable access to postsecondary education.](#)
 - This bill would require 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) would be made available so students could 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.
 - The Senate and then the [House Postsecondary Education and Workforce Committee](#) passed this bill. As of 29 February, this bill was in the [House Rules Committee](#).

- [House Bill 2004: Providing early registration at institutions of higher education for military students.](#)
 - This bill would require 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.
 - The House and then the Senate Higher Education and Workforce Development Committee passed this bill. As of 29 February, this bill was in the [Senate Rules Committee](#).

- [Second Substitute House Bill 2112: Concerning opioid and fentanyl prevention education and awareness at institutions of higher education.](#)
 - This bill would require 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.
 - This bill would also require naloxone and fentanyl strips to be available to students at multiple campus locations (e.g., the SURC, residence halls).
 - The House and then the Senate Higher Education and Workforce Development Committee and the Senate Ways & Means Committee passed this bill. As of 29 February, this bill was in the Senate Rules Committee.

- [Engrossed Substitute House Bill 2441: Establishing a pilot program eliminating college in the high school fees for private not-for-profit four-year institutions.](#)
 - This bill would require 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.
 - The House and then the Senate Higher Education and Workforce Development Committee and the Senate Ways & Means Committee passed this bill. As of 29 February, this bill was in the Senate Rules Committee.

(continued on next page)

The following seven bills are no longer in play; however, all of them are likely to reappear in some fashion during the 2025 legislative session:

- [House Bill 2077: Concerning participation in the Washington guaranteed admissions program.](#)
 - This bill would have expanded the [Washington Guaranteed Admissions Program \(WAGAP\)](#) to all WA school districts. At present, not all school districts participate in WAGAP.
 - Currently, if students have a 3.0 cumulative GPA, meet (or are on track to meet) all [College Academic Distribution Requirements \(CADRS\)](#), and their school district has an agreement with the public, four-year colleges and universities (the Evergreen State College, Eastern Washington University, Central Washington University, Western Washington University, Washington State University, and the University of Washington-Tacoma), students are guaranteed admission to these institutions.
 - HB 2077 would have required all school districts to participate in WAGAP by creating data-sharing agreements to provide 11th and 12th grade student WAGAP eligibility data.
 - In my opinion, this could have been a good bill for CWU. It would provide access to contact information for more high school students who meet the WAGAP criteria. This could potentially help us recruit and admit more Washington State students.
 - There have been multiple discussions with the bill sponsor (including one I had with her), and she wants to bring this bill back next session with several amendments to address various issues raised by the Council of Presidents and the Council of Faculty. If you are interested in the details of those possible amendments, please do not hesitate to contact me.
 - I expect to see an updated version of this bill in the 2025 legislative session.

- [Substitute House Bill 2309: Establishing the Washington 13 free guarantee.](#)
 - This was a complex bill with a lot of moving parts. The primary purpose was to provide up to 45 credits of tuition free community or technical college, to be earned within two academic years, for eligible students regardless of income.
 - This bill did not include Washington's public, four-year colleges and universities.
 - Funding for this bill would have come from the overage in the Washington State [Guaranteed Education Tuition \(GET\) fund](#) – the state's 529 pre-paid college tuition plan.
 - The Washington Student Association was not in favor of this bill. They prefer funding to expand the Washington College Grant.
 - While this bill passed the House Postsecondary Education and Workforce Committee, it did not receive a hearing in the House Appropriations Committee and so died.
 - I expect to see a version of this bill in the 2025 legislative session.

- [House Bill 2374: Establishing the Washington promise program.](#)
 - This was another complex bill with a lot of moving parts. The primary purpose was to provide two years of free college tuition and wraparound support services at Washington State's community and technical colleges.
 - Like Substitute HB 2309-S, this bill did not include Washington's public, four-year colleges and universities.
 - Again, the Washington Student Association was not in favor of this bill. They prefer funding to expand the Washington College Grant.
 - This bill was scheduled for executive session in the House Postsecondary Education and Workforce Committee; however, the committee opted not to vote, and so this bill died.
 - I expect to see a version of this bill in the 2025 legislative session.

- [Substitute House Bill 2242: Supporting sexual assault survivors at institutions of higher education.](#)

- This was a yet another complex bill with a lot of moving parts. The primary purpose was to provide additional support to survivors of sexual assault.
- There was one section specific to the type of support faculty would be required to provide. It read as follows:
 - “(1) In addition to all other rights provided in law, a student at an institution of higher education in Washington who is a survivor of sexual assault, sexual harassment, and gender-based violence has the right to: (g) Academic accommodations to prevent academic harm. A confidential advocate must be available to a survivor to assist with the accommodation request. Survivors must be permitted to attend class through alternate means including through online access. Once an accommodation is requested under this subsection, the requesting survivor's instructors shall record classes and lectures when feasible for playback at a later date. Accommodations must be available to sexual assault survivors regardless of whether the student requesting accommodations has made a formal report through Title IX. Students shall not be required to disclose sexual assault to faculty in order to receive academic accommodations under this subsection.”
- The Faculty Legislative Representatives suggested amended language as follows:
 - “(g) Academic accommodations to prevent academic harm. A confidential advocate must be available to a survivor to assist with the accommodation request. Survivors must be permitted to attend class *participate in academic activities* through alternate means ~~including through online access~~. Once an accommodation is requested under this subsection, the ~~requesting survivor's~~ *confidential advocate shall collaborate with instructors or supervisors to identify the means of accommodation that best preserves the benefits of the academic activity for the survivor* ~~shall record classes and lectures when feasible for playback at a later date~~. Accommodations must be available to sexual assault survivors regardless of whether the student requesting accommodations has made a formal report through Title IX. Confidential advocates ~~Students~~ shall not be required to disclose *any information regarding the survivor's experience* ~~sexual assault~~ to faculty in the course of negotiating ~~order to receive~~ academic accommodations under this subsection.”
- That section of the bill was ultimately amended as follows:
 - “(1) In addition to all other rights provided in law, a student at an institution of higher education in Washington who is a survivor of sex-based violence and harassment has the right to: (g) Academic adjustments to prevent academic harm. Title IX staff or a confidential advocate must be available to a survivor and that survivor's instructors or supervisors to assist with the adjustment request. Survivors must be permitted to participate in academic activities through alternate means where feasible. Once an adjustment is requested under this subsection, the confidential advocate shall collaborate with instructors or supervisors to identify the means of adjustment that best preserves the benefits of the academic activity for the survivor. Adjustments must be available to sexual assault survivors regardless of whether the student requesting adjustments has made a formal report through Title IX. Confidential advocates may not disclose any information regarding the survivor's experience to faculty in the course of negotiating academic adjustments under this subsection.”
- The Faculty Legislative Representative from the University of Washington and I had prepared testimony for the public hearing on this bill on Tuesday, 16 January. Unfortunately, the committee's agenda was very full, and we did not get to deliver our testimony in full. The gist of the testimony I was able to deliver was that: a) survivors of sexual assault should receive support;

- and b) faculty want to support all our students, including survivors of sexual assault.
- The [Council of Presidents](#) (which represents Washington’s public, four-year colleges and universities) and Title IX administrators from Eastern Washington University, Washington State University, and Western Washington University testified on Tuesday, 16 January, as “other.” (There are three options when testifying on a bill: “pro,” “con,” or “other”). They suggested amendments to this bill.
 - This bill passed the House Postsecondary Education and Workforce Committee but did not receive a hearing in the House Appropriations committee and so died.
 - The [Washington Student Association \(WSA\)](#) was strongly in favor of this bill, so I expect to see a version of this bill in the 2025 session.
- [Senate Bill 5999: Expanding financial aid eligibility.](#)
 - This bill would have increased eligibility for the Washington College Grant so that students with 70% of Washington State’s median family income adjusted for family size (approximately \$73,000 currently for a family of four) would receive the maximum amount.
 - Currently, students with 65% of median family income receive the full amount; however, subject to new legislation in the 2025 session, that amount will return to 55% of median family income for academic year 2025-26 (as per the original statute).
 - This bill would also have prorated the WCG based on percentages of median family income as follows:
 - 71-80% = 50% of the maximum WGC
 - 81-90% = 25% of the maximum WGC
 - 91-100% = 10% of the maximum WGC
 - I testified on a panel of Faculty Legislative Representatives in support of this bill before the Senate Higher Education and Workforce Development Committee. My role was to emphasize how the WCG supports students from groups traditionally under-represented in higher education.
 - This Senate Higher Education and Workforce Development Committee passed this bill; however, it died in the Senate Ways & Means Committee.
 - This bill was the top priority for the Washington Student Association, so I expect this bill to reappear in the 2025 session.
 - [Senate Bill 6035: Concerning the public service loan forgiveness program.](#)
 - This bill would require Washington state agencies to certify employment for current or previous employees seeking public service loan forgiveness. CWU is considered a state agency.
 - Specifically, the bill clarifies that: “Certifying employment’ means either completing the employer sections of the public service loan forgiveness form, completing the employer information requested through the federal public service loan forgiveness online help tool, or sharing data directly with the United States Department of Education that corresponds to the information required for the public service loan forgiveness form.”
 - After the Faculty Legislative Representatives expressed concern about how part-time academic employees’ certification for public loan forgiveness would be calculated, the bill was amended as follows: “For the purpose of determining whether a part-time academic employee at an institution of higher education is considered full time for certifying employment for the public service loan forgiveness program, duties performed in support of, or in addition to, contractually assigned in-class teaching hours must be included. To calculate this, each hour of in-class teaching time ~~((shall))~~ must be multiplied by at least 3.35 hours. This section shall not supersede any calculation or adjustment established by a collective bargaining agreement or employer policy for additional work

done outside of in-class teaching for any purposes other than certifying employment for the public service loan forgiveness program. An institution of higher education shall not treat any adjusted total hours worked differently from hours worked without an adjustment when determining whether an employee is full time.”

- The Senate Higher Education and Workforce Development Committee and the Senate Ways & Means Committee passed this bill; however, the bill died in the Senate Rules Committee.
- I expect to see a version of this bill in the 2025 legislative session.

- [Substitute Senate Bill 6254: Providing student navigational supports to increase postsecondary enrollment.](#)
 - This bill would have created a pilot program for financial aid completion and postsecondary enrollment for every Washington State [Educational Service District \(ESD\)](#).
 - Community and technical colleges would have been selected to participate in the pilot program and would have been required to hire “outreach and enrollment specialists” at a ratio of one (1) for every 600 high school students in a given ESD.
 - Four-year institutions would have been responsible for having a representative (likely via the Council of Presidents) “collaborate in preparing a training program for outreach and enrollment specialists.”
 - This bill passed the Senate Higher Education and Workforce Development Committee but died in the Senate Ways & Means Committee.
 - I expect to see a version of this bill in the 2025 legislative session.