

Faculty Senate Meeting Minutes
Wednesday, February 5, 2025, 3:10 p.m.

Meeting called to order at 3:10pm

All Senators were present except: Timothy Beng, James Bisgard, Eric Cheney, Jason Irwin, Mark Meister, Kate Reynolds, Tony Sipic, Thomas Tenerelli, Szilard Vajda

Guests: Cristina Bistricean, Rachel Kirk, Christina Denison, Nathan Kuwada, Joy Fugua, Arturo Torres, Sydney Thompson, Timothy Sorey, Kurt Kirstein, Robbi Goninan, Katie Parks, Faiza Khoja, Arin Pjllutla, Sayantani Mukherjee, Fang Want, Hondo, Yoshiko Takahashi, Elvin Delgado, Jaap Donker, Patrick Pease

MOTION NO. 24-18 (Approved): APPROVAL OF MINUTES of January 15, 2025

Presentations:

- Katie Parks, Assistant Director for Violence Prevention and Response, presented on the Prevention, Advocacy, Training, and Healing (PATH) Program. She distributed posters detailing resources for students affected by interpersonal violence and emphasized the program's confidentiality. Katie discussed multiple ways to connect students with PATH, including office visits, calls, emails, and online booking. During the Q&A session, she addressed why Title IX reports aren't automatically shared with PATH and ongoing advocacy for process changes.
- Robbie Goninan, Director of Orientation and Transition, outlined plans for orientation 2025. She provided an overview of two onboarding opportunities: traditional summer orientation and Week of Welcome. Orientation dates include eight sessions, with a goal of accommodating 225 students per session. Target audiences include first-year students, first-year transfers, college-in-the-high-school students, running start students, and transfer freshmen. Robbie detailed the four-day event and the use of tracking software, Suitable, where students completed required tasks, earning credit towards their University 101 grade. She also discussed exemptions for students with special circumstances and the state-funded Jumpstart Program for underrepresented students. The program provides a pre-orientation camp experience and year-long support, transitioning to an opt-out model to increase engagement. Robbie mentioned returning to breaking students out by college for detailed orientation sessions.

Senate Chair Report:

Senate Chair Peter Klosterman began the meeting by providing the Senate Chair report. He highlighted that this meeting marked the first use of QR codes and online forms to determine attendance and quorum. The method is aimed at finding a smoother and more efficient way of determining attendance than the traditional roll call method. This system will be tested again in the March Senate meeting before soliciting feedback on its effectiveness.

He announced that calls for next year's Senate Committees will be going out soon. These

committees will have three-year terms beginning in fall 2025 and running through spring 2028. Participation in Senate and its committees is a primary way that faculty participate in shared governance and shape the academic life of the institution. Senate committees engage in activities such as writing academic policy, reviewing curriculum proposals, overseeing the General Education program, and updating the faculty code. Faculty members are encouraged to serve on a Senate committee next fall.

Chair Klosterman also addressed the institution's challenging financial situation. He mentioned that the Executive Committee is reviewing Senate operations and budget to identify efficiencies without compromising Senate's critical role. The Executive Committee does not believe that reviewing Senate's operations and budget is unreasonable, given the significant budget cuts and enrollment declines faced by the institution. The goal is to streamline and increase efficiency without undermining the Senate's unique and crucial role in faculty governance.

Regarding new U.S. Presidential Executive Orders, Chair Klosterman informed that an executive action team has been formed to monitor and respond to these orders, which have implications for the institution and its students. The Administration is actively engaging with State leadership to understand the impact of these orders and guide the university community accordingly.

The Shared Governance Council has met once this fall and will meet again in the coming weeks. The Council is working on a shared governance document that will be brought to the Senate later this academic year for discussion. Senators are encouraged to read the 1966 statement on Government of Colleges and Universities for context.

Faculty Issues

Chair Klosterman provided updates on concerns raised in the January 15th meeting regarding the facilities request system and class waitlists. New faculty issues were invited for discussion, and Senator Seth discussed the ongoing problems with the waitlist system after two days. He highlighted inequities for students and the pressure on faculty to admit students manually. Further communication and policy changes were requested to ensure equity for students on the waitlist.

There were two concerns raised by Senator Bartlett. First, his department has been told they can no longer post flyers for individual classes. Second, the clock in his classroom in Dean remains broken despite a maintenance request submitted almost 3 weeks ago. (Senator Bisgard added that there are also several broken clocks in Samuelson.)

Student Report:

Speaker Hondo provided the student report. Hondo, Senate Speaker for ASCW, introduced himself and provided updates on student activities. Senator Hannah Campbell's event had over 200 student attendees, and more events, including a lip sync battle, are planned for the spring quarter.

Hondo highlighted miscommunication issues regarding high school transcripts affecting financial aid for undergraduates. The issue has led to students leaving the university, and faculty were urged to address this problem.

Concerns were raised about the limited capacity of the master hooding ceremony and the inability for faculty mentors to hood their students. A proposal was submitted to hold the ceremony the night before the main commencement. Hondo also discussed plans for a student government workshop or panel to encourage student involvement, emphasizing the need to fill 90% of office positions for the next year

Bylaw and Faculty Code Committee

Motion No. 24-19 (approved as amended): Modify Faculty Senate Bylaws 1.B, Nomination and election of department senators, as outlined in Exhibit A.

Motion No. 2420 (second reading of three): Modify Faculty Code Section IV, EC Members Complaint Process, as outlined in Exhibit B.

Curriculum Committee

Motion No. 24-25 (Approved): Recommends approving the new MBA Program, as outlined in Exhibit C.

ADI Committee – written report

Bylaw and Faculty Code Committee – written report

Faculty Legislative Report:

Faculty Legislative Representative Bernadette Jungblut provided a report from Olympia. She discussed three sets of companion bills aimed at increasing enrollment at CWU. These include support for completing financial aid applications (House Bill 1136 and Senate Bill 5164), the Washington Guaranteed Admissions Program (Senate Bill 5308 and House Bill 1577), and modifying financial aid eligibility for the Washington College grant (Senate Bill 5402 and House Bill 1568). Bernadette highlighted the challenges posed by budget constraints on other bills, such as Senate Bill 5355, which aims to support student survivors of sexual assault, and House Bill 1036, which proposes adding labor trustees to college boards. She also discussed Senate Bill 5400, which aims to fund local news journalism using funds designated for higher education, and Senate Bill 5397, which proposes limiting non-tenure track faculty to 45% of courses in community and technical colleges.

Provost Report:

Today, I want to share two pieces of information with you. While they may seem at odds with one another, they are deeply connected.

Over the past few months, as I've visited departments across campus, I've spoken frequently about our current budget realities and how that connects with my hopes for our future. To be in control of shaping our future, we must do two things at once.

First, we must understand where we are. Since 2020, our university has fundamentally changed. We serve a smaller and different student body, we have fewer employees, and our financial resources have significantly shifted. To move forward, we must first acknowledge and adjust to this new reality.

Through those changes, we have managed budget deficits primarily through faculty and staff attrition. But now, we must look beyond that approach. The simple decisions about reductions are exhausted. Now we

must fundamentally rethink how we carry out our mission in new ways and with fewer resources. The second thing we need to do is intentionally shape our own future through capacity building aligned with the emerging needs of those we serve. Framed as being an adaptive university, I have spoken many times about the need to evaluate both our curricular and co-curricular offerings, along with the structures that support them. We need to identify gaps in our program offerings while exploring innovative approaches to existing programs structures and resources. At the same time, we must strengthen the systems that support students outside the classroom, including advising, tutoring, peer mentoring, and high-impact practices. To live into our unifying value of student success, our academic and non-academic systems must be progressive and work together seamlessly, to create an integrated experience that supports all students. To guide this effort, next week we will launch a call for membership in an Adaptive University Council. This group will be responsible for finalizing and steering the work of the Adaptive University initiative. More details will be provided in the announcement, and I ask you to encourage faculty and staff with strong innovative and institutional thinking skills to step forward.

I want to return to the first part of this message, which is adapting to the changes we've experienced over the past five years and the external pressures we are under. Earlier today, we held a meeting with UALT and shared governance leaders to discuss the immediate need to address our budget. As mentioned earlier, we have been in budget deficit for several years and have managed those deficits mostly through attrition of faculty and staff. The consensus among our campus leadership today was clear – it is time to shift our focus to other structural changes in our budget. We must challenge our assumptions, critically examine our priorities, and fundamentally rethink both what we do and how we do it.

To support this, I will organize a conversation with Academic Affairs leadership groups in the coming days to open the conversation about how our division uses our resources and where our priorities lie. The other vice presidents will do the same for their divisions. I want to reiterate that this is not an exercise in trimming low-hanging fruit. We need to deconstruct our hidden assumptions about our priorities and find different ways to live into our vision, mission and strategic plan.

We have an opportunity not only to react to changes in higher education, but to design a more resilient and adaptive university for the future. The work will challenge us and require difficult choices, but it is also filled with possibility.

Thank you for your dedication, and I look forward to working with you in the days ahead.

CHAIR-ELECT – Next meeting will be on March 5, 2025

NEW BUSINESS – No new business

ADJOURNMENT at 4:17pm.

******NEXT REGULAR SENATE MEETING: March 5, 2025***

Exhibit A

Section: Faculty Bylaws 1.B

Title of Section: Section I. (Membership and Procedure for Election), B. (Nomination and election), new sub-section #2.

New **Revision**

Summary of addition:

The BFCC recommends that preference should be given to Tenure Track and Tenured faculty over department chairs to serve as department senators if willing.

Rationale for addition:

In the interest of transparency, the BFCC has identified the following advantages and disadvantages to department chairs serving as senators:

Advantages:

- **Chairs Serving as Senators or Alternate Senators in Small Departments:** In smaller departments, the limited number of faculty members might necessitate department chairs taking on Senate roles, as there may be insufficient faculty to serve otherwise.
- **Faculty Constraints:** Other faculty members may be maxed out with service commitments or grant buyouts, making it difficult for them to take on Senate roles. Some faculty members might also lack interest in participating in Senate activities.
- **Chairs' Intimate Knowledge of Departments:** Chairs often have a comprehensive understanding of the department's operations, challenges, and priorities, enabling them to represent their areas more accurately and effectively.
- **Efficient Communication:** Given their leadership position, chairs may have more direct and efficient lines of communication with both their departments and higher administrative bodies. This can make the exchange of information smoother compared to non-chair faculty.
- **Advocacy Abilities:** Chairs are often in a better position to advocate for their departments due to their leadership role, knowledge of department-specific needs, and existing connections with decision-makers.

Disadvantages:

- **Lack of Faculty Consultation:** Decisions may be made by the chair without consulting faculty.
- **Conflict of Interest:** Faculty concerns brought to a senator may conflict with the chair's role, especially if the issue involves the chair themselves.
 - Faculty may wish to remain anonymous when raising issues about the chair, but this may be difficult due to the nature of the issue.
 - Faculty can also raise concerns through other channels, like the Senate Chair, rather than relying on the chair who is also a senator.
- **Information Flow:** When the department chair is also a senator, information from external bodies (e.g., Senate, ADCO) flows through one person, potentially limiting broader representation. Multiple representatives might improve communication about university-wide matters.
- **Limited Opportunities for Less Experienced Faculty:** Tenure-track faculty may miss opportunities to learn about governance at CWU and to act as intermediaries between the Senate and their departments.

Proposed Bylaws revision: (addition appears in red font)

I. Membership and Procedures for Election

A. Membership

Membership of the Senate is prescribed in the Code, Section IV.B.

B. Nomination and election

1. Senators and alternates (except non-tenure track faculty senators; see B.2 below) shall be nominated and elected during winter quarter and the Senate office informed of results by January 31.
2. It is recommended that department chairs not serve as senators if other TT/T faculty members in that department are willing to serve.

(BFCC proposes to amend as follows:)

2. A department chair should serve as senator only if no other TT/T faculty member in that department is willing and able to serve.

3. Non-tenure track senators and alternates shall be nominated and elected during spring quarter (see Code IV.B.1.a.iv).
4. Only faculty members consenting to nomination shall be candidates.
5. Elections shall be conducted by secret ballot.

Exhibit B

Section: Faculty Code IV.G.d

Title of Section: Section IV. (Faculty Senate), G. (External Senate Procedures for the Protection of Faculty Rights and Responsibilities), d. (Complaint Process), vi. (NEW)

New **Revision**

Summary of addition:

The BFCC proposes the addition of language to require the recusal of EC members from the complaint process when an issue or grievance is brought forward from their department.

Rationale for additions:

Recusal is necessary to avoid potential conflicts of interest for the involved parties.

Proposed Code addition: (addition appears in red font)

Section IV. Faculty Senate

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

d. Complaint Process

- i. Prior to submitting a formal complaint to the Senate, complainant(s) are strongly encouraged to make a good faith effort to discuss the complaint with the dean or member of CWU administration having direct responsibility for the area of concern. It is acknowledged that the nature of some complaints precludes such a step. If no mutually acceptable resolution of the complaint can be reached, complainant(s) may file a formal written complaint with the Senate for review.
- ii. A complainant(s) filing a complaint should first consult Section IV.G.1 Complaint Policy and Procedures and meet with the Senate Chair. The Chairperson will advise the complainant(s) about the Senate's jurisdiction and the complaint process.
- iii. To initiate a formal complaint, complainant(s) must complete, sign, and submit the Complaint Form located on the Senate website, which includes the following mandatory elements.
 - a) Concise statement identifying the complainant(s) with contact information.
 - b) Concise statement identifying the respondent(s) with contact information.
 - c) Basis for seeking a review by the Senate.
 - d) Each and every specific section of the Code, policies, and/or standards that was allegedly violated.

- e) Supporting documentation pertinent or referred to in the complaint to substantiate the alleged code, policies, and/or standards violations.
 - f) Summary of the complaint with a description of the issue giving rise to the complaint.
 - g) Concise statement on how the alleged conduct of the respondent(s) violated the Code, policies, and/or standards.
 - h) Concise statement of the negative effect that the alleged violation has had on complainant(s).
 - i) Reasonable outcomes that would resolve this situation.
 - j) Summary of efforts to resolve this complaint.
- iv. The complainant(s) shall submit the completed Complaint Form and supporting documents in both electronic and hard copy forms to the Senate Office addressed to the EC.
- v. Complaints are not confidential. Elements of this complaint may be released as needed at the discretion of the EC.
- vi. The complaint will be delivered to all members of the EC at the next scheduled EC meeting. Due to potential conflicts of interest, EC members will be required to recuse themselves when issues or grievances are brought forward from their respective academic departments, or, in the case of the library senator, the library.
- vii. The EC has the primary responsibility to ensure and to arrange an appropriate review by applicable committees. The EC will conduct an initial review of the complaint within 10 business days during the academic year to determine:
- a) Whether the complaint falls within the Senate's purview. If not, the EC will return the complaint to the complainant(s) with recommendations as to the appropriate avenue for resolution to the complaint.
 - b) Whether the complaint package is complete. If incomplete, the EC may request the complainant(s) to revise and resubmit the complaint.

Exhibit C

This new Masters in Business Administration (MBA) Program has a shared core containing 37 credits (34 credits of core courses and 3 credits of a capstone and assessment course). Students may pursue either the MBA, MBA with specialization in human resource management, or MBA with specialization in sports business.

Approval is contingent upon final approval of the Curriculum Committee at their meeting on February 6th, 2025. The Curriculum Committee approved the MBA for the standard two-week campus review on 01/23/2025. This two-week review ends on February 6th, when the Curriculum Committee will perform a final review. A request has been made for the Faculty Senate to vote on the MBA program concurrently with the two-week campus review. There is precedence for doing this (see Motions 23-38, 23-39, and 23-40 in the May 2024 Faculty Senate meeting minutes).

Masters in Business Administration (MBA)

The Master of Business Administration (MBA) program at Central Washington University is designed to prepare students for leadership and management roles in today's dynamic global business landscape. With a comprehensive curriculum informed by industry experts, the program integrates essential disciplines such as accounting, analytics, finance, human resources, marketing, strategy, and supply chain management. Emphasizing systems thinking, responsible leadership, interpersonal communication, and data-driven decision-making, the program offers students the flexibility to earn an MBA while selecting from a range of interdisciplinary electives or an MBA with specialization(s). Practical experience is gained through projects, simulations, and case studies, enhancing real-world learning. Available in flexible online and hybrid formats, with in-person opportunities for professional development and networking, the program is ideal for working professionals, individuals seeking to reskill or upskill, and undergraduates continuing their graduate education. Graduates of this MBA program are equipped with the skills and expertise to thrive in high-demand industries and make a meaningful impact in their organizations and communities.

Core Courses Credits: 34

- MBA 502 Systems Thinking for Managers
- MBA 503 Business Analytics for Decision Makers
- MBA 505 Executive Skills
- (Must be taken for a total of three (3) credits)
- MBA 510 Financial Accounting
- MBA 550 Leading Human Capital
- MBA 552 Strategic Leadership of Organizations
- MBA 562 Data-Driven Marketing
- MBA 570 Advanced Corporate Finance
- MBA 580 Sustainable Supply Chain Management and Analytics
- **Capstone and Assessment Credits: 3**
 - MBA 602 MBA Capstone
 - MBA 603 MBA Assessment

Total MBA Core Credits: 37

Electives Credits: select 8-10 credits from the following list

- ACCT 563 Corporate Law, Governance, and Professional Ethics
- ACCT 570 Financial Analytics
- BUAN 507 Data Visualization and Management in Business
- COM 573 Crisis Communication Management
- ECON 524 Introduction to Econometrics
- ECON 562 Environmental and Resource Economics

- ENG 574 Professional Writing with New Media
- FIN 578 Financial Modeling and Analysis
- FIN 598 Special Topics
- HRM 545 Organizational Staffing
- HRM 586 Problems in Human Resource Management
- IT 647 Cybersecurity Fundamentals
- IT 667 Cybersecurity Risk Management
- MBA 590 MBA Internship (*A maximum of 5 credits may be applied to this program*)
- MGT 582 Advanced Organizational Behavior
- MKT 576 Advanced Digital Marketing
- PUBH 550 Advanced Health Policy and Systems
- PUBH 571 Program Planning
- PUBH 572 Program Implementation and Evaluation
- SAA 545 Understanding the Sport Customer
- SAA 565 Sport Revenue and Sponsorship
- SAA 582 Global Sport Industry
- SCM 560 Supply Chain Analytics

- **Total Credits: 45-47**

Master of Business Administration Program Outcomes:

- Create sustainable solutions for complex problems in a dynamic business environment
- Build analytical frameworks for data-driven decisions
- Cultivate socially responsible leadership skills
- Enhance effective communication skills

Master of Business Administration (MBA)-Specialization in Human Resource Management

Core Courses Credits: 34

- MBA 502 Systems Thinking for Managers
- MBA 503 Business Analytics for Decision Makers
- MBA 505 Executive Skills
- (Must be taken for a total of three (3) credits)
- MBA 510 Financial Accounting
- MBA 550 Leading Human Capital
- MBA 552 Strategic Leadership of Organizations
- MBA 562 Data-Driven Marketing
- MBA 570 Advanced Corporate Finance
- MBA 580 Sustainable Supply Chain Management and Analytics
- **Capstone and Assessment Credits: 3**
 - MBA 602 MBA Capstone
 - MBA 603 MBA Assessment

Total MBA Core Credits: 37

Human Resource Management Specialization Credits: 15

- HRM 545 Organizational Staffing (5)
- HRM 586 Problems in Human Resource Management (5)
- MGT 582 Advanced Organizational Behavior (5)

- **Total Credits: 52**

Human Resource Management Specialization Outcomes

- Design and implement strategic HR initiatives that align with organizational goals, improve workforce performance, and drive business success.
 - Apply analytical tools and critical thinking skills to solve complex HR challenges, including talent acquisition, employee retention, conflict resolution, and compliance with labor regulations.
-

Master of Business Administration (MBA)-Specialization in Sport Business

Core Courses Credits: 34

- MBA 502 Systems Thinking for Managers
- MBA 503 Business Analytics for Decision Makers
- MBA 505 Executive Skills
- (Must be taken for a total of three (3) credits)
- MBA 510 Financial Accounting
- MBA 550 Leading Human Capital
- MBA 552 Strategic Leadership of Organizations
- MBA 562 Data-Driven Marketing
- MBA 570 Advanced Corporate Finance
- MBA 580 Sustainable Supply Chain Management and Analytics
- **Capstone and Assessment Credits: 3**
 - MBA 602 MBA Capstone
 - MBA 603 MBA Assessment

Total MBA Core Credits: 37

Sport Business Specialization Credits: 18

Required Credits: 15

1. SAA 545 Understanding the Sport Customer (3)
2. SAA 565 Sport Revenue and Sponsorship (3)
3. SAA 574 Marketing and Communications in Sport (3)
4. SAA 575 Organizational Leadership and Ethics in Sport (3)
5. SAA 582 Global Sport Industry (3)

Elective Credits: 3

Select one from the following:

6. SAA 542 Intercollegiate Athletics Operations (3)
7. SAA 543 Professional Sports Operations (3)

Total Credits: 55

Sport Business Specialization Outcomes

- Formulate strategies to assume the responsibilities involved in various professional sport settings and work effectively with diverse groups and organizations.
- Analyze and evaluate moral and ethical issues related to sport business and/or athletic leadership.

Rationale for language “...contingent upon final approval of FSCC at their meeting on February 6th, 2025.”

As with all curriculum and programs at CWU, the New MBA Program has been thoroughly reviewed by Faculty Senate Curriculum Committee (FSCC) and was approved for campus review for 2-weeks on 1/23/2024 in accordance with current FSCC policies and procedures. Curriculum and programs would return on 2/6/2025, after this 2-week campus review period, where FSCC would perform a final review and approval, barring any filing of Curriculum Hold Petitions.

A request has been made by the originators for FSCC file a motion to expedite the approval process for the MBA to be evaluated and voted upon by Faculty Senate on 2/5/2025 concurrently with the scheduled 2-week campus review.

There is precedence in doing so alongside of the two-week review process. FSCC Motion 23-38: Food and Agribusiness Innovation Management, BS; Motion 23-39 Information Technology Management BS: Information Technology Specialization; and Motion 23-40 Integrated Energy Management, BS were filed in the 2023-2024 Academic Year on 4/18/2024. In order to get these new programs to the senate floor and onto the Board of Trustees before the end of the academic year. These aforementioned FSCC Motions were filed “...contingent upon FSCC approval.” Faculty Senate reviewed, voted and passed these FSCC Motions on 5/1/24. These three new programs appeared on the FSCC approval log for the next day, without issue of campus review and were then voted for approval on 5/2/24.

**Faculty Senate Antiracism, Diversity, and Inclusivity Committee Report
February 5th, 2025**

Prepared and Submitted to Faculty Senate EC Jan 22, 2025 by Nathan Kuwada, ADI Chair

Charge #	Timeline	Charge/task	Progress	Action
ADI24-25.01	Fall	Review and establish transfer equivalencies for ADI courses	Student petitions have been arriving at a frequency of approximately 3-5 per week. As of Jan 22 2025, we have received 32 student petitions. Thirteen have been approved, three have been denied, ten have been reviewed but are pending due to requests for additional information and/or materials, and seven are on the agenda for our next meeting.	Ongoing
ADI24-25.02	Fall/Ongoing	Review and approve ADI faculty applications	The committee has approved 25 ADI Faculty to date. The committee currently has six new applications under review.	Ongoing
ADI24-25.03	Fall/Winter	Review and approve ADI course proposals	As of Jan 22, five new ADI courses have been proposed, two of which are also new Gen Ed courses. As per procedure we wait until Gen Ed and FSCC approval before our review. Four of the courses have been approved by FSCC, but neither Gen Ed courses has been approved. Review of the non-Gen Ed courses is underway.	In progress
ADI24-25.04	Fall	Submit draft procedures manual for Senate approval.	Our procedures manual was approved by Faculty Senate on Oct. 2 nd 2024 (Motion No. 24-03)	Completed
ADI24-25.05	Winter	Consult with Dean Takahashi to develop a detailed ADI assessment plan	NOTE: this is an updated version of this charge, and the next charge may need to be updated as well. ADI assessment will begin AY25-26 after the program has run for a full year.	Not yet started
ADI24-25.06	Winter	Analyze assessment reports provided by Undergraduate Studies office and make recommended updates to	NOTE: since charge ADI24-25.05 has been updated, ADI assessment data will not be collected this year (see <i>Additional Info</i>)	N/A

		ADI requirement as appropriate.		
ADI24-25.07	Spring	Review existing courses in the Gen Ed Social Justice Pathway for potential ADI inclusion		Not yet started
ADI24-25.08	Spring	<p>Identify training opportunities to prepare faculty who are or wish to teach ADI courses.</p> <ul style="list-style-type: none"> • Consult with Charlita Shelton, VP of EB. • Reach out to faculty teaching Gen Ed Social Justice themed courses that would be good candidates for ADI inclusion 		Not yet started
ADI24-25.09		<p>Develop and offer a workshop for faculty to convert existing courses to meet ADI requirements and submit for approval.</p> <ul style="list-style-type: none"> • Consult with Provost's Office about possible funding support • Reach out to faculty teaching Gen Ed Social Justice themed courses that would be good candidates for ADI inclusion 	Two synchronous and interactive workshops were offered in July and September of 2023 specifically on this topic. These were supported by the Provost's office and MML with \$250 in PD funds provided to faculty in attendance.	In Progress

Additional Information

Note: due to the MLK Holiday, we have only had one committee meeting in Winter quarter (Jan 13th) at the time of this report.

The Faculty Senate Antiracism, Diversity, and Inclusivity (ADI) Committee has nine charges to consider during the 2024-2025 academic year, two of which are ongoing throughout the year (student petitions and faculty applications), and one that was completed in Fall. One of our Winter charges (ADI24-25.05) was updated in the Fall from *completing a program assessment this year* to instead *developing a plan for a program assessment next year*. Because of this update, there will be no ADI assessment data collected this year and thus charge ADI24-24.06 is likely not feasible this year.

As of Jan 22, 2025, we have had a total of 12 meetings, all with a quorum of voting members present, which is a big improvement from AY23-24. We also now for the first time have a full committee with 6 voting members. We had to reschedule our weekly meeting time to Mondays at 1pm on Zoom, which allowed for an additional voting member and our Dean's Council rep to attend our meetings again, but one voting member is still unable to attend meetings and instead watches recordings and votes by email if necessary.

Student Petition Review has taken up the bulk of committee meeting time for the entire year. There is a wide variety of courses that are being petitioned as well as significant variation in the circumstances of petitioners. This requires highly individualized and detailed discussion of each petition as well as frequently requiring additional information and/or materials from the petitioner. This process should eventually become more streamlined as more articulation rules are developed (there are currently 7 courses with articulation rules), but as of this report there has been only one instance of two students petitioning the same course and thus allowing a rule to be implemented. Because petitions can be submitted at any time, there have been approximately 3-5 new petitions or additional materials submitted each week for review.

Since November 2024, nearly all administrative duties have been delegated to the committee chair. Beyond agendas and minutes, the logistics associated with these duties, e.g. managing the ADI email, sorting and filing student petitions, redacting identifying information, requesting missing or additional information, sorting and filing faculty applications, managing the course proposal review log, etc., has drastically increased chair workload. While this arrangement was unforeseen and hopefully temporary, and the committee is managing for the time being, it should be noted that due to the nature of the committee's ongoing charges, the ADI committee did benefit greatly from dedicated administrative assistance.

Bylaws and Faculty Code Committee (BFCC) Report, 2/5/2025

Charge #	Timeline	Charge/task	Progress	Action
<u>BFCC 24-25.01</u>	<i>Fall</i>	(Fall) Modify Code/Bylaws to reflect the upcoming change from two NTT senators to four NTT senators, determining appropriate representation, term limits, and eligibility requirements.	NTT feedback poll in progress (closes 1/31/2025). BFCC anticipates a motion before Senate ASAP.	In progress.
BFCC 24-25.02	<i>Fall</i>	Add a section to either Code and/or Bylaws that itemizes senator responsibilities (e.g. attendance, disseminating accurate reports and information back to departments) and possible senate actions if these responsibilities are grossly neglected.	Senator duty poll completed fall quarter. BFCC anticipates a motion before Senate 2/5/2025	In progress
<u>BFCC 24-25.03</u>	<i>Fall</i>	Add language to either Code and/or Bylaws recommending that chairs not serve as senators if other department faculty are willing and able to serve.	Motion before Senate. Second of two readings on 2/5/2025.	In progress
BFCC 24-25.04	<i>Winter</i>	Modify the complaint process outlined in Code IV.G to require EC members to recuse themselves when issues or grievances are brought forward from their own departments.	Motion before Senate. Second of three readings on 2/5/2025.	In progress
BFCC 24-25.05	<i>Winter</i>	Modify Faculty Code, Appendix B to allow self-nominations for the Distinguished Faculty Award.	BFCC has revised the language in the Faculty Code. Discussions with EC in progress. BFCC anticipates a motion before Senate in March.	In progress
BFCC 24-25.06	<i>Winter</i>	Investigate possible ways to reduce the time requirements of the Distinguished Faculty Award application process without compromising the integrity of the awards. Make recommendations as appropriate.	BFCC is in discussions with EC, charge may be revised.	In progress
BFCC 24-25.07	<i>Spring</i>	Clarify eligibility for and benefits of emerit status in Faculty Code, Section I.B.2		Not started.
BFCC 24-25.08	<i>Spring</i>	Modify Code to remove references to the University Centers having senators (e.g. Code IV.B.1.a.iii, Code IV.E.7.a)	Combined with <u>BFCC 24-25.01</u>	In progress
<u>BFCC 24-25.09</u>	<i>Ongoing</i>	Update Code and Bylaws to change the Budget and Planning Committee's name to the Budget Transparency Committee. Consult with the Executive Committee to update the committee's purpose and composition as appropriate.	BFCC continues to address clerical issues in the Code. Issues related to content will be presented at Senate.	Ongoing
BFCC 24-25.10	<i>Winter</i>	Update Code and Bylaws to change the Budget and Planning Committee's name to the Budget Transparency Committee. Consult with the Executive Committee to update the committee's purpose and composition as appropriate.	On hold.	On hold.

Additional Information

The BFCC has met twice since the beginning of the winter quarter (1/13 and 1/17). Our efforts have been focused on the following

- Review of the results from the Senator Responsibility survey and creation of a list of responsibilities based on senator feedback.
- Revision of BFCC 24-25.03 based on feedback received at the 1/15/2025 Senate meeting.
- Review of the Distinguished Faculty Awards sections of the Faculty Code for ways to streamline the application process and revise outdated procedures.

MEMORANDUM

TO: Faculty Senate Executive Committee

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

DATE: 27 January 2025

RE: 2025 Washington Legislative Session Update

Today is the start of the third week of the session. This legislative update provides a summary of bills of particular relevance to Central Washington University faculty introduced in the House of Representatives Postsecondary & Workforce Committee (HPWC) and the Senate Higher Education & Workforce Development Committee (SHEWD) to date.

If there are questions about any of the bills summarized below, I hope you will not hesitate to contact me via email or cell: 407.754.4458.

Week One (13-17 January) and Week Two (20-24 January)

The following bills were introduced during the first two weeks of the session. Please note bills originating in the House begin with “HB;” bills originating in the Senate begin with “SB.” Links to all bill text are available below. **Highlighted items are new since my 21 FSEC update.**

[HB 1035: Creating policies and resources to address secondary traumatic stress in the higher education workforce](#)

- Secondary traumatic stress occurs when a person experiences psychological trauma after encountering the trauma of another person. For example, a faculty member who talks with a student about a traumatic event the student experienced may, in turn, experience secondary traumatic stress. Other terms for secondary traumatic stress include vicarious trauma and compassion fatigue.
- This bill would require that CWU (and the other two public regional universities, Western Washington University and Eastern Washington University, and all Community and Technical Colleges) create a website space with links to resources about secondary traumatic stress. These resources might include self-assessments and best practices to prevent or at least ameliorate secondary traumatic stress.
- This bill would also require CWU to develop a Model Policy and Procedure to prevent or address secondary traumatic stress. According to the [Bill Analysis](#), this model must include the following:
 - “A commitment to support mental health in the workplace
 - Promotion of a positive workplace climate with a focus on diversity and inclusion
 - Regular assessment of campus-wide implementation of the Model Policy and Procedure that includes input from the workforce
 - Provision of appropriate resources and training to trustees, administrators, and staff for continuous improvement
 - Establishment of a campus-wide Workforce Mental Health Committee.”
- In turn, each Workforce Mental Health Committee would be required to:
 - “Share secondary traumatic stress, stress management, and other mental health

- resources and supports available through the Public Employees' Benefits Board, as well as through the College Board
- Share links to a secondary traumatic stress self-assessment tool and any associated resources
- Report to each board of trustees and regional universities at least once per year with a summary of the committee's activities”
- A fiscal note (i.e., a detailed report of the cost of this bill from each affected institution) has been requested but was not available at the time of this report.
- On Friday, 17 January, the House Postsecondary Education & Workforce Committee (HPEW) held a public hearing on HB 1035.
- HPEW was scheduled to vote on this bill on Tuesday, 21 January; however, no action was taken.
- **There has been no additional public movement on this bill since 21 January.**

[HB 1036: Adding labor trustees to college boards](#)

- This bill would add a trustee to CWU’s Board of Trustees (BOT) from “labor.” It is unclear whether this trustee would be staff member or a faculty member.
- Potential advantages include having a wider diversity of representation on CWU’s BOT.
- There are concerns, however, that a currently employed CWU staff or faculty member might experience a conflict of interest by serving on the board.
- On Wednesday, 15 January, the House Postsecondary Education & Workforce Committee (HPEW) held a public hearing on this bill.
- **HPEW is scheduled to vote on this bill on Tuesday, 28 January.**

[HB 1136: Providing student navigational supports to increase postsecondary enrollment](#) and [SB 5164: Providing student navigational supports to increase postsecondary enrollment](#)

- These companion bills would provide support for prospective students when completing the Free Application for Federal Student Aid (FAFSA) and the Washington Application for State Financial Aid (WASFA).
- I provided written testimony to both policy committees for this bill as follows:
 - “HB 1136/SB 5164 Student Navigational Support will enable more Washington State residents to apply for federal and state financial aid by completing the Free Application for Federal Student Aid (FAFSA) and the Washington Application for State Financial Aid (WASFA). When surveyed, prospective students consistently say the primary barrier to going to college or university or seeking an apprenticeship or workforce development opportunity is the fear they cannot afford the cost of tuition. The Washington College Grant – available to many Washingtonians via the WASFA – helps with tuition costs. Moreover, Washington State’s low FAFSA completion rate (consistently less than 50%) for college-going students means our state leaves millions of federal dollars (approximately \$55 to 60 million per year) on the table. Supporting the completion of the WASFA and the FAFSA will mean more prospective students can become actual students – increasing enrollment that supports our public colleges and universities and moving us closer to the goal of 70% of Washingtonians with a post-secondary degree or credential.”
- On Thursday, 16 January, the Senate Higher Education & Workforce Development Committee held a public hearing on SB 5164.
- **SHEWD is scheduled to vote on this bill on Thursday, 30 January.**
- On Friday, 17 January, the House Postsecondary Education & Workforce Committee (HPEW) held a public hearing on HB 1136.
- **HPEW is scheduled to vote on this bill on Tuesday, 28 January.**

[HB 1143: Concerning Washington college grant award amounts](#) and [SB 5205: Concerning Washington college grant award amounts](#)

- These companion bills propose that higher education institutions wishing to obtain the maximum [Washington College Grant \(WCG\)](#) must sign an affidavit attesting they do not discriminate against students or employees on the basis of “age, sex, marital status, sexual orientation, race, creed, color, national origin, citizenship or immigration status, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability” (as per the Washington Law Against Discrimination).
- For public institutions of higher education, the maximum WCG college grant is calculated by taking the established 2019-20 base grant and adding the tuition growth factor which, for public institutions, is defined as “an increase of no more than the average annual percentage growth rate of the median hourly wage for Washington for the previous 14 years as that wage is determined by the federal Bureau of Labor Statistics.” For CWU, the growth factor has typically been just over 2%. Put another way, tuition growth for public institutions is pre-determined whereas private institutions can set their tuition without this governmental restraint.
- At the Monday, 20 January, Senate Higher Education & Workforce Development Committee (SHEWD) and the Tuesday, 21 January, House Postsecondary Education & Workforce Committee (HPEW) meeting, the Council of Faculty (i.e., the group of faculty legislative representatives) offered collective testimony citing the higher tuition at private institutions compared to public institutions and the fact that private institutions often are allotted higher maximum WCG amounts than public regional universities like CWU. We prefer any increases to the maximum WCG go to public institutions rather than private institutions. We are requesting data on what dollar amount and percentage of the WCG goes to private institutions annually. We also plan to find out the average debt accrued by public college students compared to private college students.
- HPEW is scheduled to vote on this bill on Tuesday, 28 January. The Senate companion bill is not yet scheduled for a vote in SHEWD.

[HB 1337: Concerning the appointment of presidents of institutions of higher education](#)

- This bill proposes that when conducting a search for a university president, the governing board must publicly announce up to four finalists for the position 30 days prior to a board meeting that involves making a hiring decision. Within that 30-day period, the governing board must provide a public university forum to which students, staff, faculty, and media are invited.
- Potential advantages to this bill include increased transparency in presidential hiring processes.
- Potential disadvantages may include potential candidates’ hesitancy to apply given these provisions.
- This bill is not yet scheduled for a public hearing.
- There has been no additional public movement on this bill since it was referred to the House Postsecondary Education & Workforce Committee on Thursday, 16 January.

[SB 5275: Passport to careers](#)

- This bill takes the existing Passport to Careers Program, which serves youth in foster care without housing, and makes it an entitlement (i.e., guaranteed). This has traditionally been a \$5,000 addition to the Washington College Grant, guaranteed for up to six years. Money ran short for it last year, and since it was not an entitlement, eligible students received only \$2,800.
- This bill is scheduled for a public hearing in the Senate Higher Education & Workforce Development Committee on Thursday, 23 January.
- I signed in “pro” in favor of this proposed legislation. In addition, the Council of Faculty collectively took a “pro” position on this bill and we testified in committee on Thursday, 23 January, in favor of this bill.

[SB 5308: Guaranteed admissions](#)

- This bill would expand 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.
- This bill would require 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 be 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.
- This bill is scheduled for a hearing this Thursday, 23 January, in the Senate Higher Education & Workforce Development Committee.
- I signed in “pro” in favor of this proposed legislation. In addition, the Council of Faculty collectively took a “pro” position on this bill and we testified in committee on Thursday, 23 January, in favor of this bill.
- A companion bill is expected to drop in the House and will likely have a public hearing in the House Postsecondary Education & Workforce Committee.

The following are new bills in play during Week Three (27–31 January):

HB 1492: Providing early registration for students with dependents

- This bill would mandate that institutions with early or priority registration provide new students with dependents early registration. Continuing students with dependents must also be provided with early registration among students with the same level of class standing or credit.
- This bill defines dependents as: “Children 18 years of age or younger who are under the registering student's care; and persons who, because of physical or mental disability or because of extreme advanced age, is dependent upon the registering student to provide the basic necessities of life.”
- This bill is a [Washington Student Association](#) priority this session.
- This bill is scheduled for a public hearing in the House Postsecondary Education & Workforce Committee on Wednesday, 29 January.

SB 5355: Improving safety at institutions of higher education while supporting student survivors of sexual assault

- This is a fairly complex bill with numerous requirements summarized below. All requirements are for public colleges and universities with an enrollment of 8,000 or more students.
- These institutions would be required to “provide survivors at postsecondary institutions with certain protections, resources, and accommodations to help them navigate the aftermath of traumatic sex-based and gender-based violence and harassment.”
- Students would be guaranteed the following rights:
 - “Engage with employees who have been trained in trauma-informed care.
 - A quick and timely institutional investigation process not to exceed six months from the date an investigation is initiated, unless extenuating circumstances exist.
 - Mental health or counseling services, on campus or off-site, regardless of whether the student chooses to make a formal report through the campus Title IX office or to law enforcement.
 - Access to confidential support services, which may include peer advocates, campus-affiliated advocates, and gender-based violence support groups.
 - Request supportive measures including but not limited to:

- Counseling and other medical assistance
- Extensions of deadlines or other academic adjustments
- Modifications of on-campus work or class schedules
- Leaves of absence
- Increased security or monitoring of certain areas of campus
- Directives prohibiting the parties from contacting one another in housing or work situations
- Have court-issued no-contact and restraining orders honored and reported to university police and security services by a trained employee, such as a campus-affiliated advocate when requested to do so by the survivor
- Be made aware by a campus-based employee if the employee is a Title IX required reporter and to which office the employee will share the information provided by the survivor
- Access to a no-fee attorney through an organization that serves the entire state and is focused on sexual assault.”
- Institutions would also be required to:
 - “Establish or expand an existing student health and safety committee that includes representatives from various groups.”
 - Collaborate with a community-based organization focused on survivors of sexual assault, sexual harassment, and sex-based violence to provide training for employees and students.
 - Include the phone number of a regional community-based organization focused on survivors of sexual assault, sexual harassment, and sex-based and gender-based violence that provides 24/7 support on the back of each student’s identification card.”
- This bill also:
 - Prohibits nondisclosure agreements.
 - Establishes timelines for Title IX investigations and mandates an online option for reporting Title IX violations.
 - Mandates campus climate assessments every five years. Results of these assessments must be reported to the Council of Presidents, and institutions must also post assessment results on a public-facing website.
- The Senate Committee on Higher Education & Workforce Development has not yet scheduled a public hearing for this bill.

[SB 5400: Supporting local news journalism](#)

- This bill would create a “Journalism Corps Program” to fund civic reporting in underserved communities.
- The funding for this program would come from the [Workforce Education Investment Account \(WEIA\)](#).
- [RCW 43.79.195](#) states: “Expenditures from the account may be used only for higher education programs, higher education operations, higher education compensation, state-funded student aid programs, and workforce development including career connected learning as defined by [RCW 28C.30.020](#).”
- This bill is scheduled for a public hearing on Tuesday, 28 January, in the Senate Committee on Labor & Commerce.
- This bill is problematic because, while the Journalism Corps Program may be a worthwhile endeavor, the funding for this program would be taken out of the WEIA – which is supposed to be used only for higher education. Due to this, I have signed in “other” on this bill.

[SB 5402: Modifying financial aid eligibility](#)

- This bill changes the award amounts of the [Washington College Grant \(WCG\)](#). WCG amounts

are based on family income in comparison to the state median family income, adjusted for family size. The new amounts would be as follows:

- Zero to 70% of state median family income = maximum WCG
 - 71% to 80% of state median family income = 50% of the maximum
 - 81% to 90% of state median family income = 25% of the maximum
 - 91% to 100% of state median family income = 10% of the maximum
- The original WCG statute provided the maximum amount to students with family incomes between zero and 55% of the state median family income, adjusted for family size.
 - This was subsequently changed to provide the maximum WCG to students with family incomes between zero and 65% of the state median family income, adjusted for family size. That change is due to expire, and the maximum WCG amount would revert back to students with family incomes between zero and 55% of the state median family income, adjusted for family size.
 - This bill would also award a bridge grant of \$500 to all full-time students receiving the maximum WCG as long as they are not recipients of the college-bound scholarship program. Bridge grants could be used for non-tuition and non-fee college expenses such as books, lab fees, supplies, technology, transportation, housing, and child care.
 - This bill is the [Washington Student Association's](#) top priority this session.
 - This bill is scheduled for a public hearing on Thursday, January 30, in the Senate Higher Education & Workforce Development Committee. I will be testifying in favor of this bill.