

REGULAR MEETING
Wednesday, May 7th, 2025, 3:10 pm
Draft Minutes

Meeting called to order at 3:10pm

Senators present: Cristina Bistricean, Tennecia Dacass, Jason Dormady, Andrea Eklund, Ana Freire, Dia Gary, Emilie Hancock, Lila Harper, Kyung Hee, Nicole Jastremski, Jim Johnson, Peter Klosterman, Nicole Lamartine, Keith Lewis, Natasha Lindsey, Greg Lyman, Rich Marsicano, John Michel, Aaron Montgomery, Bruce Palmquist, Heidi Perez, Mary Poulson, Mary Radeke, Kate Reynolds, David Rolfe, Chris Schedler, James Seth, Julia Stringfellow, Thomas Tenerelli, Sara Toto, Robert Trumpy, Astrid Vidalon-Shields, Don Wattam, Todd Weber, Ke Zhong

Guests in attendance: Anne Cubilie, Elvin Delgado, Christina Denison, Sarah Feeney, Joy Fuqua, Mike Gimlin, Mike Harrod, Kurt Kirstein, Patrick Pease, Andy Piacsek, Sydney Thompson, Jim Wohlpart

MOTION NO. 24-48 (Approved): APPROVAL OF MINUTES of April 7, 2025

PRESENTATIONS – no presentations

SENATE CHAIR REPORT

Senate Chair Peter Klosterman announced that Senate Secretary Sandy Tennant has resigned. The job opening has been posted and applications are being accepted. EC representatives for CEPS, Ana Freire, and CB, Tennecia Dacass have been re-elected. Amanda Obery was also voted to be a new CEPS EC representative, replacing Andrea Eklund. Tomorrow, voting will open for the NTT Senators, assuming that Motion 24-08 passes today. There are multiple applicants for all NTT Senator positions.

Media Space (Kaltrua) will be discontinued, only Panopto will be used for course videos. Contact Multimodal for help in migrating videos.

Adaptive University has received 36 ideas that will be listed on their Sharepoint site. Catalyst teams will vet the submitted ideas.

As mentioned at the last meeting, textbook adoption creep is a concern since it can eventually increase the cost of the Course Material Access Program (CAP) flat fee per quarter. Klosterman shared that he has been approached by publisher representatives who are trying to encourage class adoptions. Faculty are urged to only adopt textbooks that are useful for the students.

Chair-Elect Natasha Lindsey and EC member Ana Freire met with Charlita Shelton, VP for Equity and Belonging. VP Shelton has recommended ending the VP for Equity and Belonging position, explaining the responsibility for belonging should be shared among everyone. A shared equity leadership model is being examined.

FACULTY ISSUES

Updates

- Naomi Petersen, Curriculum, Supervision, and Educational Leadership, raised concerns about limited faculty parking for faculty visitors. The EC talked to parking services. Daily parking kiosks cannot differentiate between students and faculty parking passes. A quantity of daily passes can be purchased online and this will be examined as a solution.
- Jim Bisgard, Math, had expressed his frustration with changes in the final exam schedule. It was explained that final exam dates do get changed, but only department chairs and/or secretaries are notified by the Registrar's Office. The Registrar's Office does not directly notify the affected faculty.
- Mark Meister, Communication, had expressed his concerns over the proposed cut to campus publications. It was explained that the revenue generated by S&A fees dropped 24% because of lower enrollment, so not all activities can be funded. The fee committee is comprised completely by students, who met for 16 hours, to determine S&A fund allocation.

New Faculty Issues

- Chris Schedler, English, read a protest letter signed by 51 faculty in response to the removal of words such as "equity," "belonging" and "diversity" from the CWU mission and vision statement. Copies were provided. (See Appendix A.) Strong concern was expressed about the removal of "equity and belonging" from a foundational document. The removal was done without faculty input, raising the question of whether the statement was ever a true mission statement. The move was called anti-democratic, negatively affecting academic freedom. The letter asked the BOT to retain the previous language in the mission and vision statement.
- James Seth, English, brought forward an anonymous NTT faculty's question asking what would be the consequence if a student violates the new AI policy.
- Kate Reynolds, EDTL, wanted to speak about the changing number of senators. She was asked to postpone the question until the motion was considered.

STUDENT REPORT

The ASCWU Senate Speaker, Hondo, shared information on the S & A fees and read a letter urging the Senate to remove the ADI requirement. Copies of the letter were provided. (See Appendix B.) The letter argued that removal of this graduation requirement is necessary for CWU. The Federal government is on a mission to put a target on our back. We should foster belonging throughout the university. The university can't put student economic status at risk. He urged the Senate to reject a requirement that could threaten students' ability to attend classes.

REPORTS/ACTION ITEMS

Executive Committee

Motion No. 24-36 (approved): Deactivate the antiracism, diversity, and inclusivity (ADI) graduation requirement for all current and incoming CWU students. Voting by paper ballot or Zoom link.

Klosterman provided an update that responded to questions that had been raised earlier. There had

been a request to provide a written statement from the university's Assistant Attorney General (AAG) about the legal risk posed by the ADI requirement. However, doing so would violate attorney/client privilege. Releasing a direct statement could put the university at risk. A student's perspective statement was requested and Hondo read a letter from ASCWU that expressed their concerns. Klosterman spoke to the ADI committee and realized that transfer agreements were still pending, thus there is a need for the ADI committee to continue. The motion to disband the ADI committee has been withdrawn. Additionally, the Registrar's Office was contacted to determine what would happen procedurally if the requirement was removed. All the information would be retained in PeopleSoft, just not activated, thus, the requirement could be "deactivated" for the time being. Other questions were addressed in a previously emailed clarification document. Since that time, there has been a change in the federal government's enforcement start date due to judicial injunctions that have paused the enforcement for the time being.

Another query asked what other Washington state schools were doing. Klosterman contacted the faculty senate chairs of UW, WSU, WWU, and EWU. While all have a diversity requirement in their general education program, their definition of diversity is more broadly defined which likely avoids putting their schools at legal risk. Lacking a specially racially-focused requirement, they felt no need to change their general education program. Thus, CWU is unique in the state and our federal funding is a potential target.

The floor was then opened for discussion on the motion.

Ruthi Erdman, English, NTT. Stated she has taught anti-racism in all her classes for 35 years and will continue to do so with or without ADI. The big threat to tyranny is education. Tyrants want to shut down universities. We need to go on teaching anti-racism by continuing to exist.

Keith Lewis, Art. Claimed the removal of the ADI requirement is part of a wedge. This solution will not solve the problem. Administration is gaslighting us and holding out. Students are transferring to other schools under the belief that CWU is closing down. The BOT can eliminate the requirement and should do so if they want, but faculty should stand firm and reject this motion.

Thomas Tenerelli, Economics. Expressed his sympathy for others' frustrations. Recommended that we step back and care materially for the students. Where will our students and colleagues find support if CWU closes down? We are trying to do the right thing, deciding between a principled stand or a strategic move. Think of long-term consequences. If ADI goes, it will eventually be back in some form.

Eric Cheney, Sociology. Stated administrators should be deciding what to do with this requirement, not the faculty.

Chris Schedler, English. Emphasized that he was speaking for others. There will be other legal challenges. Federal judges have ruled that due process is required. We are acting preemptively, not discriminately. Other schools have programs. We have a broad program. This is a governmental, not a pedagogical decision.

John Bowen, Geography. Concerned about students' need for clarity to register for fall. The motion is before us now, let's make the decision.

Klosterman responded that advisors are currently asking Senate what to tell students.

Robert Trumpy, ITM. When we look deeply, we find other options. We have found such options now. We must face political realities. We are doing this strategically.

Gary Bartlett, Philosophy. Reported his department is split. The majority wishes to deactivate the requirement. The student response in their letter gave a clear view. Will there be harm? Yes. But a greater harm if funding is pulled. Yes, it is illegal, but current administration is not interested in legality.

Timothy Beng, Chemistry. Stated he was in favor of deactivating the requirement. Doing so was not bowing to intimidation but being proactive.

Klosterman thanked everyone for their carefully considered input. He then repeated the last part of the ASCWU letter. A confidential ballot in paper was handed out in the room, and a link provided for those Senators attending on Zoom.

Removal of 184s (Padstones) from General Education feedback.

Information was provided on a Gen Ed bottleneck caused by the inability to offer sufficient 184 classes. There are 500 fewer seats than needed by incoming freshmen, additionally 350 current students have not yet taken the class. The problem is caused by the lack of faculty and the prioritizing of classes in the majors. Increasing class size and summer offerings were considered. The reassignment of the general education program among administrative offices meant no one was tracking the problem. The EC recommends that the requirement for 184 classes be removed for incoming students to allow us to care for current students. Additionally, the class was not helping with retention. Graphs are provided in Exhibit B.

Floor was opened for comments.

Ruthi Erdman, English. MLA guidelines for class size in writing courses is 23. Can we remove the intensive writing requirement?

Jason Dormady, History. Has there been any student feedback? SEOIs?

Naomi Petersen, (alternate for CSEL). Reported her 184 students do very well in course and feel connected. Class offers library research, is vital, and serves as a recruiting tool.

Eric Cheney, Sociology. Why do we believe it doesn't help retention? A larger class would work against engagement.

Klosterman. The retention data from fall to winter with Padstone and without Padstone indicates it is not helping retention.

Todd Weber, Business. Did the measurements differentiate between in-person and online?

Klosterman. No.

Lewis, Art. Cautioned against relying on data for a short period. Retention measurements must be more nuanced.

A senator from Family and Consumer Sciences reported teaching 184, but not seeing cohorts forming. It

would help if student were from the same department.

Trumpy, ITM. Suggested looking more closely at the faculty teaching the classes and whether the DFW rates have an impact on retention.

Bernadette Jungblut, Political Science. IERP did a good analysis, but a lot of demographic variables can affect retention. More detail is needed.

Reynolds, EDTL. Suggested the forming of an ad hoc committee to look at the seat problem and report back.

Tenerelli, Economics. Why would Padstone affect retention? Looked at the variables. He thinks of it as a writing and discussion course. Look at the structure of the course.

Lewis, Art. We are assuming we can't afford the classes, so should cut them. Maybe we should shift money from major classes. Budgetary resources are not the reason for doing things. The funding needs to be examined.

Bartlett, Philosophy. Departments are under pressure to get students in seats. Padstone classes generate low FTE, so do not get scheduled.

Cheney, Sociology. Short term fixes are for crisis situations; they aren't long-term fixes.

Petersen, CSEL. We don't have the leadership for teaching 184 courses now. A cohort has not been developed for the faculty.

Emilie Hancock, SMED (Alternate). There is an overlap with Univ. 101. Maybe 101 could substitute for the Padstone course.

Academic Affairs Committee

Motion No. 24-49 (approved): Amend CWUP 5-90-040(25), Academic Dishonesty, to add a section on AI use as outlined in Exhibit C.

Motion No. 24-50 (approved): Amend CWUP 5-90-040(39), Class Attendance, to clarify policies regarding missed work and make-up work as outlined in Exhibit D.

Bylaws and Faculty Code Committee

The Bylaws and Faculty Code Committee presented three motions, including proposals for NTT faculty Senators, an elimination of summer workload for the Executive Committee, and a change in the number of senators allotted to departments. Two of the motions are at various stages and require additional discussion and feedback before final approval.

- 1. Motion No. 24-08 (third reading of three)(approved):** Revise Faculty Code section IV to allow four NTT senators as outlined in Exhibit E.
 - This motion revises the Faculty Code, Section 4, to allow non-tenure track (NTT) faculty to serve as Senators. Key changes include:
 - Removal of Section 3 under Faculty Code.
 - Addition of two NTT faculty Senators with eligibility criteria and provisions for

workload and term limits.

- A term limit of three consecutive years for Senators, with a one-year break before re-election eligibility.
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2. **Motion No. 24-39 (second reading of three):** Revise Faculty Code section IV.E to eliminate Executive Committee summer workload as outlined in Exhibit F.
3. **Motion No. 24-42 (second reading of two)(postponed):** Modify Senate Bylaws section I.C to change the number of senators allocated to departments as outlined in Exhibit G. Senate voted to postpone and amend the motion to indicate how faculty counting is done.
 - This motion will reduce the number of Senators for some departments.

Discussion on Motion 24-42 followed:

Weber asked about the process and how to handle the transition.

Klosterman. If the Fall “snapshot” of the department shows an increase, a senator will be added.

Trumpy. How do NTT faculty get counted?

Klosterman. Thinks the department count includes the full-time NTT faculty but will need to verify.

Kate Reynolds, EDLT, read a letter protesting the change. See Appendix C. Decreasing representation is not recommended. Most faculty do more service than required.

Bisgard. We hear we have too few faculty. Maybe we should hire more faculty?

Lewis. The Senate is how we sustain a faculty. Cutting down the number is a bad idea. We should consider how much service is busy work. Administrative searches take a lot of faculty time but are not used to make hiring decisions. In the Senate, however, faculty can make a difference.

Weber. We need language to show how the department count is done.

Curriculum Committee

The Senate considered five motions from the Curriculum Committee. All passed with no discussion.

Motion No. 24-51: Approve the new Actuarial Science Minor: Financial Mathematics as outlined in Exhibit H. **Motion Passed.**

Motion No. 24-52: Approve the new MBA Cybersecurity Management Specialization as outlined in Exhibit I. **Motion Passed.**

Motion No. 24-53: Approve the new Professional Studies BAS as outlined in Exhibit J. **Motion Passed.**

Motion No. 24-54: Approve the new Sport Coaching Certificate (type A) as outlined in Exhibit K. **Motion Passed.**

Motion No. 24-55: Approve the new Wine Industry Management, BS as outlined in Exhibit L.
Motion Passed.

Faculty Legislative Representative Report

Senator Jungblut will send out an update as the state budget is finalized. She reported relatively good news. CWU is facing 1.5% across-the-board reduction, but that is not as bad as the 6% or 3% originally asked. Changes to the Washington college grants were not as drastic as feared. Now the qualifications are codified as 60% of average family income, rather than 25%. Student lobbyists wanted 70%, but they did what they could.

The Capital budget did not get additional funding for Arts building. There was funding for an aviation hanger, backup generator, a second geothermal plant, and upgrades.

The Bad news: Last year, we had a 70/30 fund split: 70% of the salaries came from legislature, 30% from tuition. Now the budget is 59% from the state, and 41% from tuition. This means a loss of \$2.7 million to CWU. The governor has not signed the budget as yet. He can do line-item vetoes and has until May 20 to do so. Lobbying will be done to excise the \$36 million cuts to higher ed.

There was a motion to extend the meeting 10 minutes to allow for the President's report. The Provost agreed to submit a written report. (See Appendix D.)

PRESIDENT'S REPORT

The President's Report focused on employee reductions and the challenges CWU faces. This is a time of great change and loss, but also opportunity. We cannot sustain an enrollment decline and a fund split. We are down 130 TT and 160 NTT faculty, and a loss of \$2.7 million. We are trying to stop the attrition of faculty. We have reduced the number of VPs from 7 to 4, eliminated rugby, reduced travel, professional development, and publications, are closing the swimming pool, and cancelled West side graduation and hooding.

Thank you for those conversations on ADI. All these changes bring loss. But our most important resource is faculty. We must retain them. The Adaptive University projects will shape a bright future. Shared governance is often misunderstood. It doesn't mean unanimous agreement. It honors the views of others. We have to learn to trust each other. No one remembers past vision statements, but now there is passion about what we have. The catalyst is what is going on in the federal government. I signed a statement of university presidents to oppose these federal policies. Washington state is pushing back. We should use these opportunities to reflect. Our fall retention initiative had surprising results. Our fall-to-spring retention this year was the highest in 10 years. It increased our retention among our most at-risk students, yet the retention initiative was not a DEI initiative but was truly targeting all students. What can we learn? Why did this change happen? Will it continue?

Wohlpert argued that nationally we are prevented from coming together. The 2020 book *The Upswing: How America Came Together a Century Ago and How We Can Do It Again* by Robert Putnam was cited. As the 1960s brought the challenges of voting rights, the need for clearer air, we came together to solve problems and pass significant legislation that enjoyed bipartisan support. Now we are more polarized, and individualized. We need to come together. Rather than using polarizing language, we need actions that bring us together across our differences. Two paths are in front of us—first is the

possible end of our government, the second is to come together and find common ground. How can we bridge differences? Be open-minded, humble, curious. How can we evolve our work? Universities and democracy only exist as actions. We must undertake our shared values. True innovation precludes bias.

PROVOST'S REPORT

Provost Pease announced that the project to track certificates is now complete. He spoke on budget reductions and that Academic Affairs is absorbing about 34% of the needed reduction, while our division accounts for 64% of the university budget. In order to reduce attrition of faculty and staff, Goods & Services will be reduced. Software particularly will be cut. The Adaptive University Initiative has received proposals. Four have been selected for Catalyst Team development, including guidelines for three-year degree pathways. The Sammamish center will be closed next month, while Westside program offerings will be expanded. There will be new MBA and MS programs in IT Management.

Submitted in writing. See Appendix D.

CHAIR ELECT REPORT

The next open Faculty Senate EC meeting will be held on May 14 from 3 to 4 PM. Faculty are encouraged to bring questions or concerns.

NEW BUSINESS

There was no new business raised during the meeting. The next Faculty Senate meeting will take place on June 4, 2025.

Meeting adjourned at 5:10 pm.

****Next regular Senate Meeting: June 4, 2025****

APPENDICES

Appendix A

Protest Against Changes in CWU Mission, Vision, and Values Statement

Letter Regarding Proposed Changes to the CWU Mission, Vision, and Values Statements

Dear colleagues,

As CWU faculty, we write to express our collective concern regarding the proposed removal of the widely agreed terms **equity** and **belonging** from the mission, vision, and values statements of CWU. While we understand the unprecedented challenges facing higher education, we believe that altering our foundational documents warrants careful consideration and inclusive dialogue. We are also concerned with the message such a hasty deletion of values sends to our students, our traditionally under-represented faculty and staff, and to the larger community.

Our current mission, vision, and values statements were crafted through a collaborative effort by faculty, staff, students, and administration, a process which represented a significant investment of our community's time, expertise, and resources. The resulting documents authentically reflect our shared commitments and aspirations as an institution dedicated to serving all members of our university community.

If the mission CWU worked so hard to develop can be so easily changed, one must wonder whether it was ever really a mission at all. Will a revised mission statement stand the test of time long enough for faculty to effectively work towards it? Will it exemplify the broad acceptance of the previous mission statement? Making these changes without true faculty input is demoralizing and risks leaving faculty, particularly those teaching topics related to diversity, equity, anti-racism, accessibility, and inclusion, without a sense of institutional support.

We are also deeply troubled by the symbolism of removing terms like "equity" and "belonging" from these statements. These concepts are not political terminology; rather they guide our work with students and colleagues. The apparent rush to revise these recently approved statements stands in stark contrast to the inclusive approach that created them. It does, however, respond to the ideological hijacking of terms like diversity, equity, and inclusion and their redefinition for political purposes. To accede to the hijacking and redefining of these terms for anti-democratic and anti-humanist political agendas is to become part of the current disinformation paradigm, refusals of truth, and attacks on democratic institutions, beginning with the academy.

History shows that preemptive compliance with political pressures rarely protects academic institutions and often invites further incursions on academic freedom. As educators, we have an ethical responsibility to model courageous adherence to our principles, especially when those principles face external challenges. Our relationship with students extends beyond the transactional—we teach by example how to engage

thoughtfully with difficult issues while maintaining integrity. We understand that authoritarianism is dependent upon anticipatory compliance in response to extralegal, unethical and immoral requests. Our institutional and educational values reflect our resistance to, and defense from, such demands.

As anti-democratic political actors continue to take control of the definition of certain words and turn them into weapons against our mission as educators, we must recognize what is happening and resist it. As faculty, it is our job to support, model, and encourage nuanced discourse, questioning of received knowledge, and critical thinking. We shouldn't allow politically-driven ideological agendas to dictate what words we can and can't use to define our work and mission. This is basic academic freedom, protected by the Constitution, states' rights, and federal law. Higher education and academic freedom in America are facing an unprecedented government attack. We must start fighting for, and insist on, control of the discourse and lexis that defines what we do.

We strongly support our colleagues in institutions across the academy who are pushing back against these transactional, anti-American demands. We agree that, as the *Chronicle of Higher Education* recently stated, "[a]t its worst, the anti-DEI agenda demands a return to the discriminatory practices of the past: faculty hiring through exclusionary networks, admissions policies guaranteed to produce homogeneity, and acquiescence in campus environments hostile to women and underrepresented minority groups." We support the President of Harvard when he writes, "[f]reedom of thought and inquiry, along with the government's longstanding commitment to respect and protect it, has enabled universities to contribute in vital ways to a free society and to healthier, more prosperous lives for people everywhere. All of us share a stake in safeguarding that freedom."

The Washington Office of the Superintendent of Public Instruction (OSPI) has already stated that, "states have the authority to adopt their own learning standards, curriculum, and instructional materials . . . Washington will not suppress its core values or cede our right to determine our own educational system to the federal government." CWU is supported by the same Attorney General (AG) as the K-12 system; it is not possible that OSPI would be making this statement without AG approval. As such, it seems inconceivable to us that the AG's office would not similarly support Washington State's institutions of higher education.

We respectfully request that any revisions to our mission, vision, and values undergo the same rigorous, community-wide process that established them. We ask for transparency regarding the composition and charge of the "Vision, Mission, Values Evolution team" and seek meaningful faculty participation in any proposed changes. Indeed, we are aware that UW, along with the other Big 10 schools, is working toward a coordinated "vigorous response" if/when they come under direct political infringement, noting that "preservation of one institution's integrity is the concern of all".

Our university has always stood for academic and teaching excellence, critical inquiry, and creating an environment where all can thrive. We believe there are ways we can navigate current challenges while remaining true to these commitments. We deeply hope that the university administration and Board of Trustees will retain the language of equity and belonging in the CWU mission, vision, and values statements, leaving them to stand proud

as a central statement of our shared educational values.

Respectfully submitted,

(At the time of the May 7 Faculty Senate reading this letter had been drafted and signed by 61 faculty, including over 20% of the tenured faculty at CWU.)

Appendix B

Statement from ASCWU

Members of Faculty Senate,

Under a collective agreement comprised of all six members of the Board of Directors, The Academic Senate and the Equity Services Council, The Associated Students of Central Washington University (ASCWU) has collectively agreed to put this letter together to demonstrate to Faculty Senate that the removal of the ADI requirement is necessary for the betterment of Central Washington University (CWU). Upon the recent political climate created by the Federal Government and the Department of Education, while the concept of creating a graduation requirement comprised of various teachings for ADI can be beneficial to the student body, this federal administration is actively purring an end to teachings, practices and requirements involving DEI and ADI. This has not gone unnoticed by ASCWU, and we have taken measures to address it. While this will not affect individual programs, creating a requirement that puts a target on our back brings dangers far exceeding what we believe could happen, due to the unpredictability of the current administration. We also would strongly recommend that Faculty Senate keeps this graduation requirement within their repertoire for a time when we are under a new administration. ASCWU also stands on the firm belief that we as an institution will ensure the continued practices of fostering belonging all throughout the university.

ASCWU has been in numerous conversations with administration in regards to higher education, and with 49% of our student body relying on financial aid, the least we can do is give students the certainty that they will have financial aid to pursue their degree or credential and not be excessively burdened. We firmly believe that by removing the graduation requirement, we as a university will be taking measures to protect the students' rights and accessibility to college. Our students that spoke to us individually also agreed that putting the financial accessibility of the university at risk goes against what ASCWU stands for. Our role as the elected representatives by the student body is to advocate and protect the student voices of Central Washington University, and our constituents have made it clear: protect their ability to attend Central, seeing how the state level funding is still at risk. Any further reasons to lose the funding that affects nearly half the population of CWU should not be considered, including that of the ADI requirement.

We strongly advise members of Faculty Senate to heed the words of ASCWU and to vote in favor of the removal of the ADI requirement. Consider this when voting, voting to remove it isn't because we want to silence these programs, it's to protect your students who are here striving for a better future. We, the students, recognize this removal as a way to preserve the opportunities for our futures.

- ASCWU Board of Directors

Appendix C

Statement from EDTL Regarding Changes in Number of Department Senators

EDTL Response to Motion 24-42, to modify Senate Bylaws section I.C to change the number of senators allocated to departments.

To eliminate elected faculty representatives from a main avenue of shared governance on campus equates a silencing of voices, particularly heading into a difficult time in higher education. Having multiple Senators for larger departments helps ensure access by all faculty to raise and voice concerns, and aids in dissemination of important information.

Decreasing representation means that fewer votes, and thus perspectives, will be counted and fewer people will have space in shared governance at CWU. Further, eliminating department representation does not equate to a decrease in service expectation for faculty nor does it encourage former Senators to take on different service, due to the fact that most faculty far exceed their service requirements. Many senators are already involved in numerous departmental and university-based services. As an example, the two EDTL Senators carry roughly 9 WLUs in service. A reduction of one senator would not yield any cost savings. Speaking as EDTL Senators, we represent our department in large part due to alignment between our personal values and those held by Senate.

If the goal is to decrease the burden of service on faculty at Central, and realize the budgetary gains associated with service workload allocated to faculty, Senate should explore why faculty are not stepping into critical service roles and address the root cause of the issue. EDTL “can’t imagine” how decreasing representation in one of the major arms of shared governance accomplishes this goal.

Appendix D

Provost’s Report to Faculty Senate – May 7, 2025

Certificate Tracking Project

One of the first initiatives I launched when I arrived a year ago was to start tracking certificates through the Registrar’s Office rather than leaving that responsibility to individual departments, and to include them on transcripts. This project is now complete, thanks to the collaboration and hard work between the Registrar’s Office and Information Services. This will open new possibilities for increasing our micro-credential offerings. Please join me in thanking them for making this happen.

Budget Reductions

As part of the university’s projected \$2.7M budget reduction, Academic Affairs is absorbing just under \$1M, or about 34% of the total reduction needed. Since our division accounts for 64% of the university’s budget, I want to acknowledge the heavier lifts taken by other divisions to help support academic programs and personnel.

To live into the decision we made together to reduce attrition of faculty and staff, we are making targeted reductions in Goods & Services in most areas of Academic Affairs. The April 4 Academic Affairs budget meeting, attended by divisional leadership groups, yielded a lot of information. Some

ideas can be adopted quickly, such as reducing software. We have taken that recommendation and will reduce software expenses by \$100K. However, many of the recommendations will take time to plan and implement and we will keep doing that work as an investment in the future.

Adaptive University Initiative

The Adaptive University initiative continues to serve as our main strategy for institutional growth and innovation. The AU Council has received 36 project proposals from across campus and is now reviewing them. Their work is to evaluate proposals and discern pathways for institutional advancement. This could mean accepting proposals as they are, helping to shape nascent ideas into actionable proposals, or pulling together two or more independent ideas when they recognize the potential for a bigger impact.

So far four projects have been selected for Catalyst Team development, including advising recommendations tied to challenges surfaced in the recent AASCU review, guidelines for three-year degree pathways, a reconsideration of continuing education offerings, and an idea to create a new incoming student first-year experience.

I want to thank the AU Council and the co-chairs, Ginny Tomlinson and Rodrigo Renteria-Valencia for their commitment and creativity. This team will transform Central and ensure our continued success.

Centers

We are closing the Sammamish site next month. The decision was made based on increasing costs and declining Running Start enrollments, and the closure will result in significant cost savings. Students utilizing the site will be transitioned to online courses or redirected to other CWU centers.

As an extension of the Adaptive University initiative, the CWU centers are exploring capacity-building opportunities for growth. A significant push for expansion of Westside program offerings is underway and we are actively working to bring new programs to our centers in Lynnwood, Des Moines, and Pierce/JBLM through 2+2 transfer pathways and new graduate offerings. While undergraduate enrollment has declined, largely due to students completing BAS and BS programs offered by our partner colleges, we remain committed to serving transfer students at these locations. To expand opportunities, we are rolling out the new MBA and the MS in IT Management, with plans for a graduate education program in the future. There has been strong enthusiasm for the ability to offer associate, bachelor's, and graduate degrees at a single center.

Thank you to the Westside leadership team of Mishel Corea, David Mulkey, and Hannah Lee, along with all of the faculty and staff for your hard work and innovation. Thanks also to Kurt Kirstein for helping to coordinate the work and our center host institutions for the partnerships.

EXHIBITS

Exhibit A

Clarifications about the ADI Graduation Requirement

Over the past several weeks, the Faculty Senate Executive Committee has received numerous questions about the ADI graduation requirement, the vote to remove it, and federal/state laws. In order to support more informed department and senate discussion, the Executive Committee has created this document to provide context and clarity around the most common faculty questions.

Q: Why is Senate voting on possibly deactivating the ADI graduation requirement now? Why can't this vote be postponed?

The U.S. Department of Education (DoE) released a [Dear Colleague Letter](#) along with a follow-up [Dear Colleague FAQ](#) stating that the mandating of racially-focused classes would be considered a violation of Title VI which could result in loss of federal funding.

The Dear Colleague Letter, published on February 14th, stated that the DoE “intends to take appropriate measures to assess compliance... beginning no later than 14 days from today’s date.” An April 3rd letter from the DoE instructed states to comply within ten days or risk losing federal funding. On April 15th, the DoE agreed to delay enforcement until April 24th. Unless this situation changes, beginning April 24th, the ADI graduation requirement places CWU at legal risk of losing federal funding. *Update: On April 24th, a federal judge issued an injunction pausing the new enforcement of Title VI once more. It is currently unknown how long this pause will last or what the eventual legal outcome will be.*

Q: Are the Dear Colleague and Dear Colleague FAQ letters law?

The Dear Colleague and Dear Colleague FAQ letters are not laws but rather explain how existing law ([Title VI](#)) will be interpreted and enforced by the DoE. Title VI of the 1964 Civil Rights Act prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

Q: How likely is CWU to be subject to a federal investigation?

The DoE has created an online reporting form where anyone—whether part of the university community or not—can submit a complaint. A complaint can then trigger a federal investigation. The Faculty Senate Executive Committee believes that if CWU’s ADI graduation requirement remains, it is only a matter of time before a complaint is submitted.

Q: What happens if CWU is investigated?

An investigation will likely require CWU to remove its ADI graduation requirement or lose federal funding, possibly including Pell Grants and federal student loans. It is unknown if federal funding would be paused at the beginning of the investigation or if CWU would be given adequate time to respond to federal demands before any funding is paused.

Q: What would happen if CWU lost federal funding?

The results of lost—or even paused—federal funding would be catastrophic for CWU. 43% of CWU students rely on federal Pell Grants to be able to attend. 60% of CWU students rely on

federal student loans to be able to attend. If funding were paused, these students would immediately lose access to their Pell Grants and federal loans and would likely drop out of CWU due to financial constraints. The abrupt drop in students would create a financial exigency that would have severe repercussions for the university.

Q: What about Washington state law mandating DEI/ADI?

[WA SB 5227](#), passed during the 2021-2022 state legislative session, requires that higher-education institutions must develop and establish professional development programs focused on diversity, equity, inclusion, and antiracism for faculty, staff, and students. The bill contains a clause at the end (section 6) specifying that the bill must be implemented in a manner that does not conflict with federal law, and that in the case of any conflicts, federal law takes precedence.

Q: What would happen to the ADI graduation requirement if Senate votes to remove it?

The graduation requirement would immediately be removed for all current and incoming students. The requirement itself would still exist in a deactivated state within the Peoplesoft system and would not be deleted or purged. It could be potentially reactivated in the future if circumstances changed.

Q: What would happen to the ADI graduation requirement if Senate votes to keep it?

Senate's decision would be communicated to CWU's Board of Trustees. The Board of Trustees has final authority over the entire university, including curricular matters. If the Board of Trustees deemed the ADI graduation requirement to be an unacceptable risk to the institution, they could override Faculty Senate's decision and remove the ADI graduation requirement. Otherwise, the graduation requirement would remain in effect.

Q: Could the ADI graduation requirement be modified or renamed instead of removed?

The DoE guidance interprets any racially-focused mandatory requirements as a violation of Title VI, regardless of how such requirements are labeled. This means that even a modified or relabeled version of the graduation requirement would still pose a legal risk.

Q: Could Senate develop curricular alternatives that would support ADI goals?

Senate can consider alternate curricular structures (e.g. badges, certificates, different forms of graduation requirements) in future curriculum discussions. These discussions would be more fruitful when Senate has time to consider the changes carefully.

Q: Is it now illegal to teach courses with ADI content?

No. The [Dear Colleague FAQ](#) specifies that the DOE is targeting *mandated* race-focused requirements, differential treatment of students based on race, racial stereotyping, and hostile racial environments. Questions 8 and 9 of the Dear Colleague FAQ provide more detail about these terms. Provided they do not violate these conditions, courses with ADI-related content can and will continue to be taught.

Q: What would happen to the Senate ADI Committee if the ADI graduation requirement is removed?

The Executive Committee is still investigating whether the ADI Committee could have a viable role going forward without the ADI requirement in effect. If there appears to be a viable role for the committee, then the Executive Committee supports the continued work of a reenvisioned committee. If there is not a viable role, then the Executive Committee would support disbanding the committee.

This decision does not have to be made at the May Senate meeting and can be postponed.

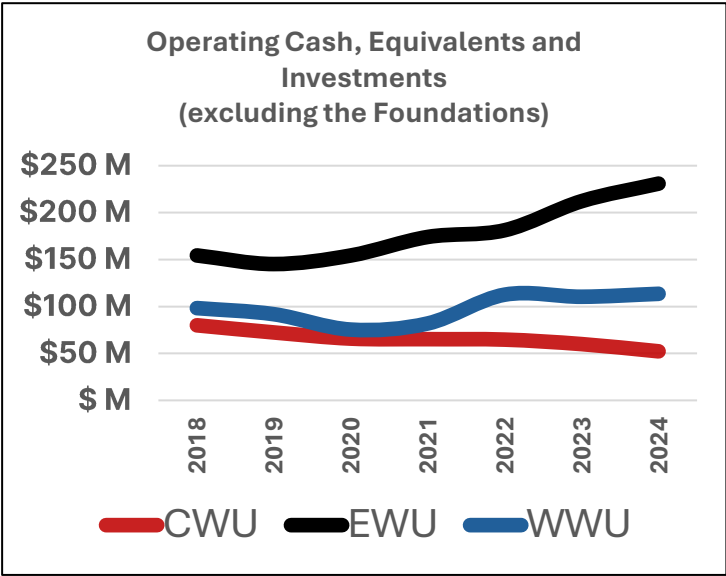
Q: What are other Faculty Senates in Washington state doing?

Other state four-year universities have required diversity components as part of their general education programs. However, all of them define “diversity” in a broad manner encompassing many different dimensions that do not necessarily require students to take a racially-focused course.

- [UW's Gen Ed diversity component](#) includes the “sociocultural, political, and/or economic diversity of the human experience at local, regional, or global levels.”
- [WSU's Gen Ed](#) includes a [Global Cultural Diversity](#) and an [Equity and Justice](#) component.
 - The Global Cultural Diversity component investigates “differences, similarities, and connections among cultures... in global comparative context.”
 - The Equity and Justice component investigates “how inequalities and/or stereotypes, discrimination, systemic inequities, and violence along lines of race, ethnicity, class, gender, religion, national origin, sexuality, ability, or intersections thereof.”
- [EWU's gen ed](#) has a Diversity component that “examine[s] movements that shape or challenge systems of power, privilege, oppression, or colonization” and “evaluate[s] constructions of identities of underrepresented or marginalized groups.”
- [WWU's gen ed](#) has a Comparative, Gender, and Multicultural Studies component.

Because the other four-year universities have defined diversity more broadly, they do not perceive their diversity requirements to pose a legal risk under new Title VI enforcement and consequently, none of their Faculty Senates are planning to change any curricular requirements. Earlier this academic year, the UW Faculty Senate investigated expanding their diversity component to add a new race-focused requirement. They have since paused this initiative and do not plan to resume it for the immediate future. CWU is the only state university that added a race-focused requirement. That decision now creates a curricular risk for CWU that other state universities do not face.

Based on both Pell Grants and operating cash available, CWU is also arguably the most vulnerable university in the state to a pause in federal funding.



2023-24 PELL GRANT PERCENTAGES

Institution	% Pell
CWU	35%
EWU	39%
UW	22%
WSU	27%
WWU	21%
Statewide	26%

Source: Education Research & Data Center (ERDC)
Statewide Public Four-Year Dashboard - Annual Enrollment. Last Updated January 14, 2025

Exhibit B

In early April, it was brought to the Executive Committee’s attention that a lack of Padstone (184) seats for this current academic year has created a bottleneck for roughly 500 freshmen. This bottleneck is projected to grow significantly for the coming academic year, with 1400 incoming freshmen and only 600 seats being offered. Query reports also indicate that roughly 350 current sophomores, juniors, and seniors have not completed their Padstone requirement. If no action is taken, CWU will have over 1,500 bottlenecked students by the end of next year.

Academic Year	# freshman entering in fall	# Padstone Seats offered that year	
2023 - 2024	1,475	1,368	→ ~100 seat shortfall
2024 - 2025	1,447	956	→ ~500 seat shortfall
2025 - 2026	~1,400	~600	→ ~800 seat projected shortfall

Department chairs indicate that they are scheduling less Padstone courses for several reasons:

- Major courses must be prioritized and offered. Padstones are not major courses.
- Gen Ed courses that serve as pre-reqs for other courses must be prioritized. Padstones are not pre-reqs for any courses.
- Larger courses will increase their college’s SCH generation, which has a positive budgetary impact for subsequent academic years. Padstones are the smallest gen ed classes and have low SCH generation.
- No one department “owns” Padstones and feels a sense of responsibility for them.

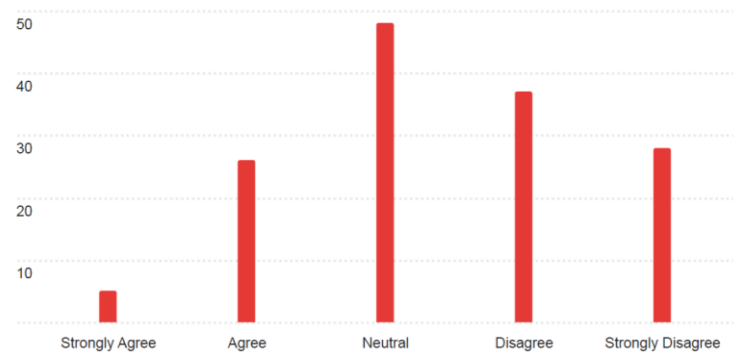
Padstone class sizes would need to rise well into the 40s next academic year to adequately handle all incoming freshmen and begin addressing the bottlenecked returning students. However, both GEC and other Padstone instructors have strongly emphasized that Padstone classes larger than 30 students will create an unreasonable burden for instructors. GEC does not support raising the class size beyond 30 students.

The EC has discussed different possibilities to address the bottlenecking issue. All of these possibilities (e.g. offering more summer Padstones, one-time waiver of Padstone requirement) do not address the underlying problem that given current budget and personnel constraints, departments have little incentive to offer Padstones. Some possibilities (e.g. creating alternatives ways to satisfy the Padstone requirement) add complexity to the gen ed program and would create additional work for faculty.

The EC is also concerned that Padstones are not fulfilling their original vision of creating cohorts and increasing retention. Analysis of all Padstones taught in calendar year 2024 found that only 44% were taught fully in person. The remaining 56% were either taught online or hybrid. Additionally, analysis by IERP found that taking a Padstone class in fall 2024 had no effect on fall-to-winter retention.

Quantitative Results from Gen Ed Survey during fall 2024

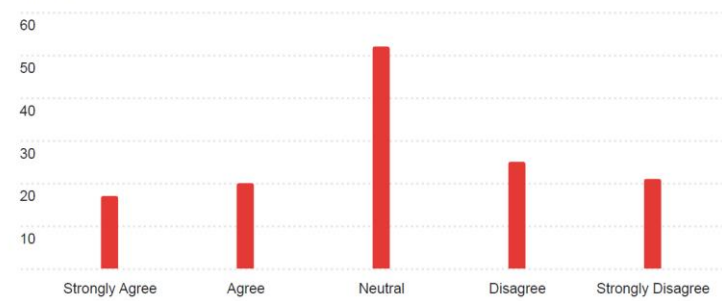
Q9 - 6. Overall, I'm satisfied with the current structure of the General Education program.



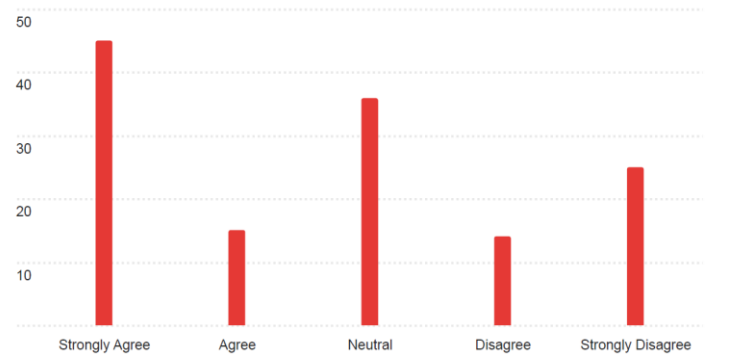
7. What level of change to the General Education program framework would you support? Select all that apply.



Q13 - 9. PADstone classes (184s) are fulfilling their intended purpose of building cohorts while developing college-level academic skills in students.



11. I would support removing PADstones (184s) from the General Education program.



n = 155 faculty

Exhibit C

Section: CWUP 5-90-040(25)

Title of Section: Academic Dishonesty

New **Removal** **Revision**

Summary of changes:

This motion modifies the language previously presented to Faculty Senate, and approved (Motion No. 24-28), to clarify how unauthorized use of AI tools by students constitutes Academic Dishonesty.

Rationale for changes:

By explicitly referring to "violation of an instructor's written policy", the present language addresses concerns brought by Dean's Council that the original language effectively created a default policy of "no AI use", which could encourage instructors to avoid creating a written policy, thereby putting the onus on students to know and understand details of University Academic Policy.

Rationale for original motion:

The goal of this policy revision is to unambiguously include the unauthorized use of generative AI as an instance of Academic Dishonesty, since it is not currently mentioned in WAC 106-125-20. At such time that the WAC is revised to include generative AI, it may be appropriate to revisit this section of policy.

AAC recognizes that some uses of generative AI tools may have pedagogical value, but that it is up to each instructor to communicate to students the ground rules for appropriate usage of AI in completing assigned work for a particular class. It should be noted that AAC is considering a separate charge for requiring a statement in the course syllabus about generative AI use.

Given the rapid development of artificial intelligence, we decided against mentioning specific examples of Generative AI tools or how they might be used by students in a way that constitutes academic dishonesty. Better to have a simple and concise policy that leaves to faculty the burden of specifying appropriate usage of AI in their classes.

Proposed Policy and Procedure Revisions:

CWUP 5-90-040 Academic and General Regulations

(25) Academic Dishonesty

(A) Academic dishonesty is defined in the Washington Administrative Code ([WAC](#)) [106-125-20](#) Prohibited Student Conduct.

~~(B) Absent a clear written statement from a course instructor granting permission, the use of Generative AI tools to complete any assigned work is prohibited. The unauthorized use of AI shall~~

~~be considered an instance of academic dishonesty.~~

~~(B) Violation of an instructor's written policy on the use of artificial intelligence (AI) tools for coursework shall be considered an instance of academic dishonesty.~~

~~(B)~~ (C) Faculty who suspect students of academic dishonesty must follow the procedure outlined in [CWUR 2-90-040\(25\)](#).

~~(C)~~ (D) Students found responsible of academic dishonesty violations in a course will be prohibited from completing an SEOI for the course.

~~(D)~~ (E) Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade ([see CWUP 5-90-040\(13\)](#)).

Exhibit D

Section: CWUP 5-90-040(39)

Title of Section: Class Attendance

New **Removal** **Revision**

Summary of changes:

This motion proposes revisions to Academic Policy regarding class attendance and missed assignments during the Change of Class Schedule Period (first week of the quarter).

Rationale for changes:

This motion has two objectives:

- Clarify and simplify the policy regarding make-up work related to student absence for reasons of religious observance or obligation.
- Address an inconsistency in policy regarding missed work during the Change of Class Schedule Period.

Proposed Policy Revisions:

CWUP 5-90-040 Academic and General Regulations

(39) Academic Dishonesty

(...)

(E) In compliance with [RCW 28B.137.010](#), educational institutions must accommodate student absences to allow students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization, so the students' grades are not adversely affected by the absences.

- (1) Faculty members must reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of the course or program.
- (2) "Reasonably accommodate" means coordinating with the student on scheduling examinations or other activities necessary for completion of the course or program and includes rescheduling examinations or activities or offering different times for examinations or activities. Students seeking reasonable accommodations under this policy must provide written notice to the faculty, within the first two weeks of the beginning of the course, of the specific dates the student requests accommodations regarding examination or other activities.
- (3) [RCW 28B.137.010](#) requires course or program syllabi to include either this policy or a link

to the policy.

- (4) Students may not be required to pay any fees for seeking reasonable accommodations under this policy.
- (5) Students who feel that this policy has not been fairly implemented may appeal to the Dean of Student Success in the Office of the Provost.
- (6) Instructors are not required to offer makeup work for missed classes, ~~including those missed during the Change of Class Schedule period or university-approved activities, regardless of student course enrollment status in the absence of a prior arrangement.~~

(F) If a student enrolls in a class during the Change of Class Schedule Period, but after an assignment is due, the instructor shall either offer a reasonable opportunity to make up the assignment without penalty or excuse the student from completing the assignment.

(F G) In cases where an absence meets the guidelines below, instructors are strongly encouraged to work with the student to make arrangements to avoid academic penalties due to absences. The student is responsible for obtaining written documentation that will serve as verification of the agreement. Sponsors of university-approved activities requiring absence from campus will prepare and sign an official list of the names of those students who plan to be absent. It is each student's responsibility to present a copy of the official list to the appropriate instructors and make arrangements prior to the absence. Members of the university community directing or arranging such activities must adhere to the following guidelines:

1. Scheduling of such activities shall not overlap with official final examination periods;
2. Scheduling of such activities shall not require an absence of more than three (3) consecutive class days;
3. Scheduling of such activities shall be announced to the students far enough in advance for them to plan to fulfill course requirements;
4. Responsibility for seeking an exception to these guidelines lies with the sponsor and not with the student(s).

Exhibit E

Section: Faculty Code IV

Title of Section: Faculty Code IV. Faculty Senate, B. Membership, 1. a. iii and iv
Faculty Code IV. Faculty Senate, B. Membership, 2. Terms of Service,

b.

New Removal **Revision**

Summary of changes:

Section removed: Section IV. Faculty Senate, B. Membership, 1. iii. concerns CWU center senators.

Sections revised: Section IV. Faculty Senate, B. Membership, 1. iv. concerns NTT senators. New language regarding the designation of NTT senators for CAH, CEPS, COTS, and one senator-at-large elected to represent all colleges and entities not from CAH, CEPS, or COTS (CB, Library, etc.).

Section revised: Section IV. Faculty Senate, B. Membership, 2. Terms of Service, b. concerns the NTT senator terms.

Rationale for changes:

As of October 15th, 2024, CEPS has 141 NTT faculty (73.55 FTE), CAH has 71 NTT (55.95 FTE), COTS has 58 NTT faculty (42.84 FTE), and CB has 21 NTT faculty (14.42 FTE). Additionally, there are NTT 20 faculty in Library and other areas (23.96 FTE) - not CAH, CB, CEPS, and COTS.

Removal of iii. CWU centers no longer have senators representing the individual centers. Departments and programs at the centers are represented by their respective department senators. NTT senators at the CWU centers will be represented by their respective CAH, CEPS, COTS and NTT senator-at-large. The NTT senator at large will be elected by those NTT faculty who are not in the CAH, CEPS, and COTS colleges.

Revision of iv. NTT senators will now be elected to represent CAH, CEPS, and COTS. An additional senator-at-large will be elected to represent divisions **outside** of CAH, CEPS, and COTS such as the Library and other areas. Senator representation is based on the NTT FTE for each area with CAH, CEPS, and COTS having the most NTT FTE, and other divisions lower have FTE.

Revision of terms of service. NTT senator terms of service will be for one year with maximum of three terms. Currently the Faculty Code does not identify a term limit for NTT senators. This term limit provides more opportunities for NTT faculty to serve as

Faculty Senate.

Proposed Code revision:

Faculty Code Section IV. Faculty Senate

B. Membership

1. The Senate shall include:

a. Voting members

The following voting members are selected from faculty who hold no concurrent exempt appointment.

- i. One senator and an alternate are elected by and from TT/T faculty from each academic department and the library.
- ii. Additional senators, elected as directed in paragraph 1 i above, allocated to departments as specified in the Senate Bylaws (Bylaws).

~~iii. One senator-at-large and an alternate from each of the CWU centers that have at least five full-time faculty. Also one senator-at-large and an alternate for the remaining centers with fewer than five full-time faculty. Senators-at-large and alternates may be full-time NTT, and are elected by the faculty at the respective center(s).~~

iii. CAH, CEPS, AND COTS will each have two (2) one (1) NTT senator and two (2) one (1) NTT alternates, elected by and from the NTT faculty in those colleges. Additionally, one (1) NTT senator-at-large and one (1) NTT alternate will be elected by and from NTT faculty who are not in CAH, CEPS, or COTS. NTT senators and alternates will be elected during in the spring quarter for the following year by those NTT faculty under contract in the preceding winter quarter. Eligible NTT faculty will have a minimum of twelve (12) WLUs for the year they serve. The senators and alternates shall serve for one academic year contingent on continued employment as NTT faculty at CWU. The EC shall oversee the election.

a. If the elected senator's workload drops below the 12 minimum WLUs, the alternate will serve as senator. If the alternate's workload drops below 12 WLUs or they are unable to serve, the unit will hold an election as soon as is practical.

b. NTT faculty who work in two or more units are eligible to vote and be nominated for senator or alternate in the unit in which they work the most WLUs during the winter quarter of the election year. If faculty work an equal number of WLUs in two or more units, they may vote and be nominated for only one senate position.

b. Nonvoting members There shall also be the following ex officio, nonvoting members:

- i. the President;

- ii. the Provost;
- iii. three student representatives selected by the Associated Students of CWU (ASCWU) – Board of Directors.

2. Terms of service for voting senators:

- a. Term appointments for TT/T senators and alternates shall run three (3) academic years. No TT/T senator shall serve more than three (3) consecutive terms. A partial term of two (2) academic years or more shall be treated as a full term, while a partial term of less than two (2) academic years shall not be counted.
- b. Term appointments for NTT senators and alternates shall run one (1) term academic year. A partial term shall be treated as a full term. No NTT senator shall serve more than three (3) consecutive terms. A partial term shall be treated as a full term of two (2) or more academic quarters shall be treated as a full term, while a partial term of less than two (2) quarters shall not be counted.
- c. All terms begin June 16th.

Exhibit F

Sections: Code IV.E.3.b
Code IV.E.5.b

Title of Sections:

Assigned Time and WLU for Senate Offices and Activities, Faculty Senate Chair-Elect
Assigned Time and WLU for Senate Offices and Activities, EC Member

New Removal **Revision**

Summary of revision:

Removal of summer workload for Faculty Senate Chair-Elect and EC members.

Rationale for revision:

In an effort to reduce cost, the Senate Executive Committee (EC) will eliminate the summer workload for EC members and the Chair-Elect. The EC Chair and Past-Chair will maintain their summer workload.

Proposed revision/addition:

SECTION IV. FACULTY SENATE

E. Assigned Time and WLU for Senate Offices and Activities

1. WLU associated with Senate offices and activities are based on thirty (30) hours of time spent in meetings and in preparation for meetings - one (1) WLU. It is acknowledged that units assigned reflect an annual average that faculty may reasonably expect over a three-year term.
2. Faculty Senate Chair
 - a. The Faculty Senate Chair shall be relieved of thirty-six (36) WLU of teaching for the academic year to perform their duties. The department in which the chair teaches shall receive compensatory funds from the Senate.
 - b. The chair assumes certain duties and responsibilities in the summer, for which 8-14 WLU (based on need and budget considerations) are negotiated with the President.
3. Faculty Senate Chair-Elect
 - a. The Faculty Senate chair-elect shall be relieved of eighteen (18) WLU of teaching for the academic year to perform their duties. The department in which the chair-elect teaches shall receive compensatory funds from the Senate.
 - b. ~~The chair-elect assumes certain duties and responsibilities in the summer, for which the Faculty Senate Chair assigns 1 WLU. If asked to assume any Senate-related duties or responsibilities during the summer, the Faculty Senate Chair-Elect must be given WLU based on the anticipated time requirement of the tasks.~~
4. Faculty Senate Past Chair

- a. The Senate past chair shall be relieved of eighteen (18) WLU of teaching for the academic year to perform their duties. The department in which the past chair teaches shall receive compensatory funds from the Senate.
 - b. The past chair assumes certain duties and responsibilities in the summer, for which 4-7 WLU (based on need and budget considerations) will be negotiated with the President.
5. EC Member
 - a. EC members who are not the chair, chair-elect or past chair shall receive six (6) service WLU, three (3) of which shall be reimbursed by the Senate.
 - b. ~~Members of the EC assumes certain duties and responsibilities in the summer, for which the Faculty Senate Chair assigns 1 WLU.~~ If asked to assume any Senate-related duties or responsibilities during the summer, members of the EC must be given WLU based on the anticipated time requirement of the tasks.
6. FLR
 - a. The FLR shall receive release time from teaching as well as a travel allowance, negotiated each year with the President.
 - b. In the event that the FLR is also elected chair of the Washington Council of Faculty (FLRs of Washington universities), more release time, a higher travel allowance, and a summer stipend shall also be negotiated.
 - c. Past allocations for these items shall be available from the Senate Office.
7. Senator
 - a. WLUs for senators from academic departments, the library, and university centers (Code Section IV.B.1.a.i-iii) are estimated at one (1) per academic year.
 - b. WLUs for NTT senators (Code Section IV.B.1.a.iv) shall be allocated each year in consultation with the Provost. Information on past allocations for these positions shall be available from the Senate office.
8. Senate Committee Chair

WLUs for the position of chair of a Senate committee are estimated at two to four (2-4) per academic year. When elected committee chairs configure their workload plans, they should contact the Faculty Senate Office to determine a specific estimate for the upcoming year.
9. Senate Committee Member (Non-Chair)

WLUs for the positions of non-chair members of Senate committees are estimated at one to two (1-2) per academic year. When ratified committee members configure their workload plans, they should contact the Faculty Senate Office to determine a specific estimate for the upcoming year.

Exhibit G

Section: Senate Bylaws 1.C.1

Title of Section: Membership and Procedures for Election, Senate representation for departments/library

New Removal **Revision**

Summary of revision:

Department/unit FTE will be altered to reflect new requirements for senator representation.

Rationale for revision:

The change to the minimum FTEs for senator representation is being proposed due to the loss of approximately 60 FTE Tenure Track/Tenured (TT/T) faculty since 2019, as well as the increasing service demands placed on TT/T faculty across the university.

Proposed Bylaws revision:

C. Senate representation for departments/library

1. Each academic department/library shall have Senate representation according to the following full-time equivalent (FTE) faculty:

1—14 FTE	1 senator
15—29 FTE	2 senators
30—44 FTE	3 senators
45 or more FTE	4 senators
<u>1 – 19 FTE</u>	<u>1 senator</u>
<u>20 – 39 FTE</u>	<u>2 senators</u>
<u>40 – 59 FTE</u>	<u>3 senators</u>
<u>60 or more FTE</u>	<u>4 senators</u>

2. In the event that a department/library falls below ~~15/30/45~~20/40/60 FTE, senators will serve out the remainder of their terms. At the first regularly scheduled election of senators, the department/library which experienced a decrease of faculty below the prescribed FTE will elect the appropriate number of senators for the subsequent term, unless, by the time of the election, the department/library has returned to the prescribed FTE or more.

Current Department FTE at end of Winter Quarter 2024-25 Academic Year

Highlighted departments would drop one senator position under new cutoffs. Note that several other departments (CSEL, ECTL) would also be very close to dropping a senator position as well.

Department	Dept FTE	# Senators
Accounting	8.29825	1
Anthropology	9.14825	1
Art and Design	15.9772	2
Aviation	9.267	1
Biological Sciences	16.92	2
Chemistry	9.0625	1
Communication	9.71135	1
Computer Science	8.88025	1
Curriculum , Supervision and Educational Leadership	20.10125	1
Economics	7.8555	1
Education, Development, Teaching & Learning	20.7985	2
Engineering Technologies, Safety & Construction	14.8565	2
English	27.69125	2
Family & Consumer Sciences	17.19075	2
Finance & Supply Chain Management	13.13	1
Geography	7.73	1
Geological Sciences	10.20325	1
Health Sciences	22.891	2
History	12.6665	1
Information Tech & Administrative Mgt	26.46125	2
Law and Justice	10.6	1
Library	5.7665	1
Management	18.984	2
Mathematics	22.20675	2
Music	31.42745	3
Philosophy & Comparative Religion	6.75	1
Physics	7.77675	1
Political Science	4	1
Psychology	22.32175	2
Science & Mathematics Education	3.73	1
Sociology	7.58	1
Sport and Movement Studies	12.40775	1
Theatre & Film	13.62875	1
World Languages	11.30325	1

TOTAL

48

Exhibit H

Actuarial Science Minor: Financial Mathematics

1. Required Courses - Credits 27

1. ECON 201 Principles of Economics Micro
2. FIN 370 Introductory Financial Management
3. MATH 172 Calculus I
4. MATH 173 Calculus II
5. MATH 418A Financial Mathematics I
6. MATH 418B Financial Mathematics II

2. Select one of the following accounting courses - Credits: 5

1. ACCT 251 Financial Accounting
2. ACCT 301 Accounting Skills for Non-Accounting Majors

3. Select one of the following statistics courses - Credits: 5

1. BUS 221 Introductory Business Statistics
2. MATH 211 Statistical Concepts and Methods
3. MATH 314 Probability and Statistics

4. Total Credits: 37

Exhibit I

MBA Cybersecurity Management Specialization

1. Replace with MBA Shared Core (37 credits)
2. Cybersecurity Management Specialization Credits: 16
 1. IT 647 Cybersecurity Fundamentals
 2. IT 657 Strategic IT Security
 3. IT 667 Cybersecurity Risk Management
 4. IT 677 Operations and Physical Security
3. Total Credits: 53

Exhibit J

Professional Studies BAS – Core

1. Professional Studies Core

1. Foundation Courses Credits: 23

1. ADMG 285 Sustainable Decision-Making
2. COM 250 Introduction to Public Speaking
3. ECON 130 Foundations for Business Analytics
4. ETSC 101 Modern Technology and Energy
5. IT 305 Artificial Intelligence Tools for IT Managers

2. Business Courses Credits: 30

Select six courses from the following:

1. ACCT 301 Accounting Skills for Non-Accounting Majors
2. BUS 241 Legal Environment of Business
3. ECON 201 Principles of Economics Micro
4. HRM 381 Management of Human Resources
5. MGT 380 Organizational Management
6. MKT 360 Principles of Marketing
7. PFP 310 Introduction to Financial Planning
8. SCM 310 Supply Chain Management

3. Cooperative Education (Internship) Credits: 4

1. ETSC 490 Cooperative Education **OR** SHM 490 Cooperative Education **OR** Department Approved Elective(s)

2. Total Core Credits: 57

Professional Studies BAS – General Specialization

1. Replace with Professional Studies Core - 57 Credits

2. General Specialization Credits: 29-45

Complete any two of the following certificates.

The specialization credit range reflects that individual courses may be used in multiple certificates, but can only be counted once towards the overall degree. The requirements for each certificate, including credits, are listed in full.

1. Administrative Management Certificate Credits: 21

1. ADMG 371 IT Administrative Management
2. ADMG 372 Leadership and Supervision
3. ADMG 374 Project Management
4. ADMG 385 IT Tools for Professional Communications
5. ADMG 471 Leading Change

2. Innovation through AI Certificate Credits: 24

1. IT 165 Seeing Through the Data
2. IT 202 Change Ready: Technology Skills for Civic and Community Leaders
3. IT 248 Foundations of Digital Environments
4. IT 301 Information Technology Security, Privacy, and Ethics
5. IT 305 Artificial Intelligence Tools for IT Managers
6. IT 486 Critical Issues in Information Technology

3. Insurance Management Certificate Credits: 20

1. SHM 102 Occupational Health
2. SHM 353 Risk and Insurance
3. SHM 450 Commercial Property Risk Management and Insurance
4. SHM 451 Commercial Liability Risk Management and Insurance
5. SHM 454 Risk Management Principles and Practices
6. SHM 482 Evolving Issues in Risk Management

4. Project Management Certificate Credits: 21

1. ADMG 372 Leadership and Supervision
2. ADMG 374 Project Management
3. ADMG 385 IT Tools for Professional Communications
4. ADMG 474 Executing Project Management I
5. ADMG 475 Executing Project Management II

5. Public Health and Risk Management Certificate Credits: 20

1. PUBH 230 Foundations of Public and Community Health
2. PUBH 380 Epidemiology
3. PUBH 411 Public Health Emergency Preparedness and Management **OR** SHM 371 Emergency Planning and Preparedness
4. SHM 454 Risk Management Principles and Practices
5. SHM 455 Risk Assessment and Treatment

3. Total Credits: 86-102

1. Replace with Professional Studies Core - 57 credits
2. Leadership Specialization Requirements Credits: 32-41

Choose two of the course groupings below. Please note the Management Certificate and Project Management Certificate options are certificates, and the Change Management & Assurance courses are not an certificate but count as an optional core.

The specialization credit range reflects that individual courses may be used towards completion of multiple program component areas, but can only be counted once towards the overall degree. The requirements for each certificate, including credits, are listed in full.

1. Change Management and Quality Assurance Courses Credits: 22

1. ADMG 372 Leadership and Supervision
2. BUS 320 Business Project Management
3. ETSC 380 Quality Control
4. ETSC 455 Engineering Project Management
5. MGT 200 Tactical Skills for Professionals

2. Management Certificate Credits: 20

1. Required Courses

1. MGT 380 Organizational Management **OR** MGT 382 Principles of Management
2. MGT 386 Principles of Organizational Behavior
3. MGT 395 Leadership in Business Organizations

2. Department Approved Electives

1. BUS 411 Emotional Intelligence for Professionals
2. HRM 381 Management of Human Resources
3. MGT 200 Tactical Skills for Professionals
4. MGT 389 Business and Society

3. Project Management Certificate Credits: 21

1. ADMG 372 Leadership and Supervision
2. ADMG 374 Project Management
3. ADMG 385 IT Tools for Professional Communications
4. ADMG 474 Executing Project Management I
5. ADMG 475 Executing Project Management II

3. Total Credits: 89-98

1. Professional Studies Core - 57 Credits
2. Project Management Specialization Credits: 41

Complete the Management Certificate and either the Administrative Management Certificate or the Project Management Certificate

Please note: students in this specialization may not select MGT 380 for the Business component of the Professional Studies Core; and HRM 381 can be used either in the Professional Studies Core, or as a Management Certificate elective, but not both.

1. Management Certificate Credits: 20

1. Required Courses

1. MGT 380 Organizational Management **OR** MGT 382 Principles of Management
2. MGT 386 Principles of Organizational Behavior
3. MGT 395 Leadership in Business Organizations

2. Department-Approved Electives

Select 1 course from the following:

1. BUS 411 Emotional Intelligence for Professionals
2. HRM 381 Management of Human Resources
3. MGT 200 Tactical Skills for Professionals
4. MGT 389 Business and Society

2. Select either the Administrative Management Certificate or the Project Management Certificate

1. Administrative Management Certificate Credits: 21

1. ADMG 371 IT Administrative Management
2. ADMG 372 Leadership and Supervision
3. ADMG 374 Project Management
4. ADMG 385 IT Tools for Professional Communications
5. ADMG 471 Leading Change

2. Project Management Certificate Credits: 21

1. ADMG 372 Leadership and Supervision
2. ADMG 374 Project Management
3. ADMG 385 IT Tools for Professional Communications
4. ADMG 474 Executing Project Management I
5. ADMG 475 Executing Project Management II

3. Total Credits: 98

Professional Studies BAS – Safety and Health Management Specialization

1. Replace with Professional Studies Core - 57 Credits
2. Safety and Health Management Specialization Credits: 39-43*

Complete both of the following certificates:

* The specialization credit range represents that SHM 371 may be used towards completion of the requirements of either or both certificates, but credits will only be counted once for the degree.

1. Public Health and Risk Management Certificate Credits: 20

1. PUBH 230 Foundations of Public and Community Health
2. PUBH 380 Epidemiology
3. PUBH 411 Public Health Emergency Preparedness and Management **OR** SHM 371 Emergency Planning and Preparedness
4. SHM 454 Risk Management Principles and Practices
5. SHM 455 Risk Assessment and Treatment

2. Safety and Health Management Certificate Credits: 23

1. SHM 102 Occupational Health
2. SHM 323 Construction Safety and Health **OR** SHM 325 General Industry Safety and Health
3. SHM 351 Incident Analysis
4. SHM 353 Risk and Insurance
5. SHM 371 Emergency Planning and Preparedness **OR** SHM 473 Crisis Management and Continuity of Operations
6. SHM 474 Safety and Health Management Systems

3. Total Credits: 96-100

Exhibit K

Sport Coaching Certificate (type A)

1. Required Courses Credits: 9

1. PE 365 Foundations of Coaching
2. PE 448 Leadership and Ethics in Sport
3. PE 453 Diversity in Sport

2. Elective Courses Credits: 3

Select one course from the list below.

1. PE 321 Football Coaching
2. PE 323 Basketball Coaching
3. PE 325 Baseball and Softball Coaching
4. PE 326 Soccer Coaching
5. PE 330 Volleyball Coach

3. Total Credits: 12

Exhibit L

Wine Industry Management, BS

1. Required Courses Credits: 74

1. WINE 201 Wine Service and Food Pairing
2. WINE 202 Introduction to Wine, Beer, and Spirits
3. WINE 301 Wine Distribution Management
4. WINE 302 Fundamentals of Viticulture and Enology
5. WINE 303 Major Wine Regions of the World
6. WINE 304 Wine Marketing and Branding
7. WINE 315 Survey of Washington Wines
8. WINE 325 Winery Administration and Budgeting
9. WINE 332 Social Media Theory and Practice in the Wine Industry
10. WINE 353 Tasting Room and Wine Club Management
11. WINE 402 Sustainability in Viticulture and Enology
12. WINE 403 Advanced Topics in Wine Marketing and Branding
13. WINE 404 Wine Law and Winery Compliance
14. WINE 406 Professional Wine Analysis
15. WINE 412 Advanced Wine Regions
16. WINE 452 Regional Wine Tourism
17. WINE 489 Wine Studies Capstone
18. WINE 492 Field Experience
19. WINE 493 Practicum *(Must be taken for a total of 6 credits)*

2. Department-Approved Electives Credits: 6-10

Select two courses from the following:

1. AGB 361 Food and Agribusiness Marketing
2. AGB 380 Human Resource Management in Food and Agribusiness
3. CRBW 420 Farm to Glass: Beer, Wine, Cider
4. HTE 310 Customer Service Operations
5. HTE 331 Sustainable Events: Best Practices
6. HTE 374 Festivals and Event Planning
7. HTE 393N Destination Marketing
8. WINE 396 Individual Study
9. MGT 380 Organizational Management

3. Total Credits: 80-84

Exhibit A

Section: CWUP 5-90-040(25)

Title of Section: Academic Dishonesty

New

Revision

Summary of changes: Adds the following paragraph to existing policy dealing with Academic Dishonesty.

(B) Absent a clear statement from a course instructor granting permission, the use of Generative AI tools to complete any assigned work is prohibited. The unauthorized use of AI shall be considered an instance of academic dishonesty.

Rationale for changes:

The goal of this policy revision is to unambiguously include the unauthorized use of generative AI as an instance of Academic Dishonesty, since it is not currently mentioned in WAC 106-125-20. At such time that the WAC is revised to include generative AI, it may be appropriate to revisit this section of policy.

AAC recognizes that some uses of generative AI tools may have pedagogical value, but that it is up to each instructor to communicate to students the ground rules for appropriate usage of AI in completing assigned work for a particular class. It should be noted that AAC is considering a separate charge for requiring a statement in the course syllabus about generative AI use.

Given the rapid development of artificial intelligence, we decided against mentioning specific examples of Generative AI tools or how they might be used by students in a way that constitutes academic dishonesty. Better to have a simple and concise policy that leaves to faculty the burden of specifying appropriate usage of AI in their classes.

CWUP 5-90-040 Academic and General Regulations

(25) Academic Dishonesty

(A) Academic dishonesty is defined in the Washington Administrative Code ([WAC](#)) [106-125-20](#) Prohibited Student Conduct.

~~(B)~~ (C) Absent a clear statement from a course instructor granting permission, the use of Generative AI tools to complete any assigned work is prohibited. The unauthorized use of AI shall be considered an instance of academic dishonesty.

~~(B)~~ (C) Faculty who suspect students of academic dishonesty must follow the procedure outlined in [CWU 2-90-040\(25\)](#).

~~(C)~~ (D) Students found responsible of academic dishonesty violations in a course will be prohibited from completing an SEOI for the course.

~~(D)~~ (E) Withdrawing from a course does not excuse academic dishonesty. In circumstances when academic dishonesty is confirmed, a W can be replaced by a letter grade ([see CWUP 5-90-040\(13\)](#)).

