

REGULAR MEETING
Wednesday, April 9, 2025, 3:10 p.m.
AGENDA

- I. **CHANGES TO AND APPROVAL OF AGENDA**
- II. **MOTION NO. 24-34: APPROVAL OF MINUTES** of March 5, 2025
- III. **PRESENTATIONS**
 - 1. **Course Material Access Program (CAP)** – Joseph Pearson (*10 minutes*)
- IV. **SENATE CHAIR REPORT**
- V. **FACULTY ISSUES**
- VI. **STUDENT REPORT**
- VII. **REPORTS/ACTION ITEMS**

Executive Committee

Motion No. 24-35: Ratify 2025-2028 committee nominees as outlined in Exhibit A.

Motion No. 24-36: Remove the antiracism, diversity, and inclusivity (ADI) graduation requirement for all current and incoming CWU students.

Academic Affairs Committee

Motion No. 24-37: Amend CWUP 5-90-040(42) and CWUR 5-90-040(42) to update mandatory syllabus information as outlined in Exhibit B.

Motion No. 24-38: Amend CWUP 5-90-040(41) to clarify culminating experience requirements as outlined in Exhibit C.

Bylaw and Faculty Code Committee

Motion No. 24-08 (second reading of three): Revise Faculty Code section IV to allow four NTT senators as outlined in Exhibit D.

Motion No. 24-29 (second reading of two): Modify Senate Bylaws Section I, Membership and Procedures for Election, to include a list of senator duties as outlined in Exhibit E.

Motion No. 24-39 (first reading of three): Revise Faculty Code section IV.E to eliminate Executive Committee summer workload as outlined in Exhibit F.

Motion No. 24-40 (first reading of three): Revise Faculty Code section IV.D to remove the ADI Committee as outlined in Exhibit G.

Motion No. 24-41 (first reading of two): Modify Senate Bylaws section III.C to remove the ADI Committee as outlined in Exhibit H.

Motion No. 24-42 (first reading of two): Modify Senate Bylaws section I.C to change the number of senators allocated to departments as outlined in Exhibit I.

Curriculum Committee

Motion No. 24-43: Approve the new Actuarial Science Minor: Mathematical Statistics as outlined in Exhibit J.

Motion No. 24-44: Approve the new Mathematics: Secondary Mathematics Minor as outlined in Exhibit K.

Motion No. 24-45: Approve the Art Education Major, BA to go further over-credit as outlined in Exhibit L.

Motion No. 24-46: Approve the new Behavioral Health Major, BS as outlined in Exhibit M.

General Education Committee

Motion No. 24-47: Approve the proposed General Education Program Learner Outcomes as outlined in Exhibit N.

ADI Committee – see written report

Bylaws and Faculty Code Committee – see written report

Curriculum Committee – see written report

Faculty Legislative Representative Report

- VIII. PRESIDENT
- IX. PROVOST
- X. CHAIR-ELECT
- XI. NEW BUSINESS
- XII. ADJOURNMENT

*****NEXT REGULAR SENATE MEETING: May 7, 2025**

Exhibit A

Committee	Faculty Member	Department	Term
Academic Affairs Committee			
1 CEPS vacancy	Eric Foch	Health Sciences	6/15/25 – 6/14/2028
1 COTS vacancy	Bernadette Jungblut	Political Science	6/15/25 – 6/14/2028
1 CAH vacancy	Gary Bartlett	Philosophy & Comp Religion	6/15/25 – 6/14/2028
1 CB vacancy			
Bylaws and Faculty Code			
2 faculty vacancies	Melissa Schiel	Music	6/15/25 – 6/14/2028
Curriculum Committee			
1 CEPS vacancy	Paul Ballard	Sport & Movement Studies	6/15/25 – 6/14/2028
2 COTS vacancies	Sarah Oppelt	Biological Sciences	6/15/25 – 6/14/2028
	Tim Sorey	Chemistry	6/15/25 – 6/14/2028
1 CAH vacancy	Erika Pazian	Art & Design	6/15/25 – 6/14/2028
Gen Ed Committee			
1 CEPS vacancy	Sundaram Nataraja	Aviation	6/15/25 – 6/14/2028
2 COTS vacancies			

Exhibit B

Sections: CWUP 5-90-040(42), CWUR 5-90-040(42)

Title of Sections: Syllabi

New **Removal** **Revision**

Summary of changes:

Policy regarding course syllabi was modified to include the following elements:

1. how changes to the syllabus will be communicated to students
2. course policy regarding the unauthorized use of generative AI (an extension of the instructor's policy on academic dishonesty)
3. consolidation of required statements with specific wording
 - maintaining an inclusive and respectful culture
 - disability accommodation
 - religious holiday accommodation
 - sexual misconduct

New procedure was created for how required statements will be provided to faculty at the start of each quarter

Rationale for changes:

1. This is in response to student complaints of faculty modifying course syllabi midway through the quarter without notification.
2. This is related to a separate concurrent charge to develop University policy that characterizes unauthorized student use of generative AI as academic dishonesty. It is essential that faculty include a policy specific to each course that explains appropriate and inappropriate use of AI for course work.
3. Consolidation of required statements provides clarity to the Policy, as these are related items. The related Procedure facilitates and standardizes the inclusion of these statements in all syllabi, so that faculty do not need to be individually responsible for looking up the latest approved wording of each statement.

Proposed Policy and Procedure Revisions:

CWUP 5-90-040 Academic and General Regulations

(42) Syllabi

(A) By choosing to enroll in a course, students are obliged to accept and follow the stipulations and standards of performance and conduct formulated in the syllabus. Syllabi function to ensure that instructors maintain their courses in good order and take actions against those who disrupt the learning environment. Instructors will provide each student with a written or electronic syllabus at the beginning of a course. The syllabus must contain the following information:

1. Title, time, and location of the course;
2. Name, contact information, and office hours of instructor;
3. Objectives of course, expected student learning outcomes and method of assessment;

4. Any special conditions or requirements associated with the course (e.g. hybrid instruction, field trips);
5. Required books and materials;
6. Criteria for determinance of final grade;
7. Instructor's policy on students' attendance and absence;
8. Tentative dates for major assignments and examinations;
9. Instructor's policy on late work, make-up, extra credit, how changes to the syllabus will be communicated, and other issues unique to the class;
10. Instructor's policy on academic dishonesty, including policies regarding the unauthorized use of generative AI. It is recommended that reference be made to [CWUP 5-90-040\(25\)](#) and [CWUR 2-90-040\(24\)](#);
11. Instructor's policy on student conduct. It is recommended that reference be made to the policy on expectations of student conduct in the Washington Administrative Code (see [WAC 106-125-020](#)). Any expectations that go beyond what is stated in [WAC 106-125-020](#) should be included in the syllabus.

(NOTE FROM AAC: Existing items 12, 13, 14, and 15 are replaced with the following new item 12)

12. Statements required of all course syllabi, as mandated by the state and/or the University. Specific language will be provided to all faculty at the start of each quarter by the Office of the Provost or designee (see [CWUR 5-90-050\(42\)](#)).

a. A statement consistent with the university's commitment to diversity, such as: "CWU expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events."

b. A disability statement, such as: "Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any obstacles to learning, contact Disability Services to discuss a range of available options. Student Disability Services is located in Bouillon 205. Call (509) 963-2214 or email ds@cwu.edu for more information."

c. A statement regarding reasonable accommodation for religious holidays and a statement explaining the policy, such as: "University Policy, [CWUP 5-90-040\(39\)](#), provides for reasonable accommodation of student absences for religious holidays in accordance with RCW 28B.137.010. Students seeking reasonable accommodations under this policy must provide written notice to their instructors within the first two weeks of class specifying the dates for which religious accommodations are requested. Contact the Vice President of Student Engagement and Success at (509) 963-1515 for further information."

d. The following statements regarding the university's position on sexual misconduct, the instructor's role as a Responsible Employee, and confidential resources:

"Central Washington University is committed to providing all community members with a learning and work environment that is free from sexual misconduct and discrimination. Students have rights and options for getting help if they have experienced sexual misconduct or discrimination.. Information can be found at the Office for CWU Civil Rights Compliance website or by contacting the CWU Title IX Coordinator. As Responsible Employees, all faculty and staff are required to report information regarding sexual misconduct or related incidents and disclosures regarding sexual misconduct and discrimination to the CWU Title IX Coordinator, unless they are designated as a confidential resource."

"Students may receive confidential support by contacting CWU PATH, 509-963-3213 or PATH@CWU.edu, or CWU Student Counseling Services, 509-963-1391."

~~(B) Prior to the start of each quarter, the Office of the Provost or designee will send an official communication to all faculty regarding the current syllabus policy and requirements. This is to maintain compliance with any required syllabus language.~~

CWUR 5-90-040 Academic and General Regulations

(42) Syllabi

1. - 11. No procedure

12. Required syllabus statements with updated approved language will be automatically generated in Canvas for every course at the beginning of each quarter. Faculty may customize the formatting, organization, and wording of required statements in their syllabi as allowed by policy.

Exhibit C

Sections: CWUP 5-90-040(41)

Title of Sections: Final Examinations

New Removal **Revision**

Summary of changes:

Changes consist of clarifications and exceptions to the existing policy that requires a culminating experience to be scheduled during final exam week for each class:

Rationale for changes:

We clarified that a culminating experience, such as a term paper or project, that is assigned prior to final exam week meets the expectations of this policy if it is due during final exam week. Nothing prohibits a student from submitting work for such an assignment prior to exam week.

We included an exception for culminating experiences that are scheduled outside of final exam week due to logistical constraints.

Proposed Policy Revisions:

(41) Final Examinations

(A) Currently, the final examination week for each term spans four days from the Tuesday through the Friday immediately following the last week of instruction. The Monday following the last week of instruction is designated as a study day for students and no exams may be scheduled on that day.

Examinations on the Ellensburg campus are established according to class schedules in order to avoid, where possible, conflicts resulting from simultaneous examination periods. Examinations at the university centers are scheduled by the university centers typically at the time the class has been taught. Final exam schedules are posted to the student MyCWU schedules by the 30th day of the quarter.

1. Final exam weeks are a part of the academic year/university calendar days, as established in the catalog.
2. During final exam week, a A final examination or culminating experience (i.e., an "authentic assessment" which could be, but is not limited to, formal presentations, poster sessions, writing tasks, or portfolio reviews) is expected for each course taught as dictated by the nature of the course material and/or learner outcomes. Such culminating experiences should be scheduled to occur or be due during final exam week, with the exception of circumstances described in (41)(A)(3) below.
3. Faculty and students are required to conform to the final examination schedules published by the Office of the Registrar on the Ellensburg campus or determined by the university centers unless:
 - a faculty member's responsibilities require an alternative examination date and time.
 - logistical constraints, such as the availability of specialized rooms or equipment, require that culminating experiences for individual students be spread out over multiple weeks.
 - on the Ellensburg campus, in the event that a student can demonstrate that he/she has more than two examinations scheduled on the same day or two examinations scheduled at the same time, any one of his/her instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the student during an alternative time during finals week. In cases in which alternative arrangements cannot be made, students shall refer the matter to the department chairs in consultation with the appropriate instructor.

- at the university centers, in the event that a student has two examinations scheduled at the same time, any one of their instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the student during an alternative time during finals week, including Monday of finals week. In cases of difficulty in arriving at a solution, students shall refer the matter to the department chairs in consultation with the appropriate instructor.
4. If a faculty member is required to be away from campus due to a faculty development opportunity or leave as delineated by the Central Washington University and UFC Agreement, changes to an instructor's exam date and time must be made at the earliest possible date and approved by the department chair. Moreover, it is the responsibility of that faculty, with approval from the chair, to arrange a suitable alternative that will accommodate all students.
 5. Faculty must have grades submitted by no later than 10:00 p.m. on the Tuesday after final examination week.

Exhibit D

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 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 E

Section: Senate Bylaws I

Title of Section: I. Membership and Procedures for Election

New **Revision**

Summary of additions:

The BFCC proposes the addition of language that includes the removal of a senator from their duties (Section I.E.2.) as well as a list of senator duties to the Senate Bylaws.

Rationale for additions:

The Senate Bylaws outline the duties of the officers of the Executive Committee but not senators. The list of duties proposed is based on a survey sent to all senators requesting feedback on the importance of attending Senate meetings, providing reports of Senate meetings to departments/units, attending open EC meetings, etc. The addition of language to E.2. relates to the process for removal of a senator who does not fulfill their duties.

Proposed Bylaws addition:

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

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
2. In the event that a department/library falls below 15/30/45 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.

D. Alternates

When it is necessary for a senator to be absent from a Senate meeting, such senator shall notify his/her alternate of his/her intended absence. Senate alternates, when acting in the capacity of senator, shall have all the powers and responsibilities of senators.

E. Replacements

1. If a departmental senator is to be gone for a quarter or less, his/her alternate will serve in his/her absence. If a senator or alternate is to be absent from the Senate for more than a quarter, he/she shall resign his/her Senate seat.
2. If a senator resigns permanently from the Senate, or is removed by a majority vote of their department, the position shall become vacant and a replacement shall promptly be nominated and elected. Replacements, elected to a position vacated by a regularly elected senator, shall serve for the unexpired term of the senator. Such a replacement for a tenured or tenure-track senator, who serves an unexpired term, is not disqualified from thereafter serving three full consecutive terms, unless the unexpired term is two years or more in length (see Code IV.B.2.a regarding partial terms).

F. Duties

1. The primary role of senators is to represent their department or unit which includes the following:
 - a. Review Senate agenda before Senate meetings
 - b. Attend Senate meetings
 - c. Relay department faculty's (or constituents') issues/questions/concerns to Faculty Senate
 - d. Vote on motions during Senate meetings
 - e. Provide reports (orally or written) from the Senate meetings to department or constituents within two weeks after Senate meetings. For departments/units with more than one senator, only one report is needed. Senators should remember to abide by the principles of responsible speech outlined in the CBA Article 6.2, which apply just as much to internal as to external communications.
 - f. Participate in Senate forums, special meetings, and Senate-related surveys.
2. Senators who fail to fulfill these duties may be subject to removal as per Bylaws I.E.2.

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

Sections: Abbreviations
Code IV.D.1.g

Title of Sections: Abbreviations
Faculty Senate, Committees, Standing Committees

New **Removal** **Revision**

Summary of removal:

Removal of all references to Antiracism, Diversity, and Inclusivity (ADI) standing committee from the Faculty Code, including removal of the ADI standing committee description.

Rationale for removal:

Due to changes in Title VI enforcement and upon strong recommendation by CWU's Assistant Attorney General (AAG), the ADI graduation requirement is being recommended for removal (Motion No. 24-36). Overseeing this graduation requirement was the purpose of the ADI committee.

Proposed Code revisions:

ABBREVIATIONS

The following abbreviations shall be used in this document:

AAC&U: American Association of Colleges and Universities

AAUP: American Association of the University Professors

AAC: Academic Affairs Committee

ADCO: Academic Department Chairs' Organization

~~ADI: Antiracism, Diversity, and Inclusivity Committee~~

BOT: The Board of Trustees of CWU

BFCC: Bylaws and Faculty Code Committee

BPC: Budget and Planning Committee

Bylaws: The Bylaws of the CWU Faculty Senate

(...)

D. Committees

1. Standing Committees

The Senate shall maintain ~~seven~~ six standing committees. They are the General Education Committee (GEC), the Academic Affairs Committee (AAC), the Curriculum Committee (FSCC), the Bylaws and Faculty Code Committee (BFCC), the Evaluation and Assessment Committee (EAC), and the Budget and Planning Committee (BPC). ~~and the Antiracism, Diversity, and Inclusivity Committee (ADI).~~

- a. The GEC shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend courses, programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested or approved by the EC.
- b. The AAC shall be concerned with the study and improvement of academic standards, academic policies and regulations, and academic organizational structures. The committee shall review and recommend changes to academic policy (section 5-90 of the CWU policies Manual, General Academic Policies). It shall perform other duties as may be requested or approved by the EC.
- c. The FSCC shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy at CWU. It shall cooperate with other

individuals, groups, or committees at the university in carrying out its duties. The committee shall review and recommend changes to academic policy ([section 5-50](#) of the CWU Policies Manual, Curriculum Policies and Procedure). It shall perform other duties as may be requested or approved by the EC.

- d. The BFCC shall be concerned with the continuing study and improvement of the Bylaws and the Code. It shall receive, review, initiate, and make recommendations or proposals for amendments to both documents to the Senate via the EC, coordinating its efforts with other individuals, groups or committees as necessary or appropriate. It shall prepare drafts of such amendments and present such drafts to the Senate together with the rationale for such amendments, and do such other similar things as charged by the EC.
- e. The EAC shall be concerned with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the biennial faculty assessment of academic administrators on a rotating basis (even years: President, Vice Provost, Library Dean, and Dean of Graduate Studies; odd years: Provost, College Deans, Dean of Undergraduate Studies) and the annual Senate and EC assessments, and do such other similar things as charged by the EC, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.
- f. The BPC shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of CWU budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the President's Budget Advisory Committee (PBAC). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the PBAC. Whenever possible, especially on matters of great importance, the BPC's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. The BPC shall perform other duties as assigned by the EC.
- g. ~~The ADI committee shall be concerned with the study, development, and improvement of the ADI graduation requirement. The committee shall review and recommend courses and policies for the ADI graduation requirement in close cooperation with appropriate academic administrators and other Senate committees. It shall perform other duties as may be requested by the EC.~~

Exhibit H

Section: Senate Bylaws 3.C.8

Title of Section: Senate Standing Committees, Membership

New **Removal** Revision

Summary of removal:

Removal of all references to Antiracism, Diversity, and Inclusivity (ADI) standing committee from the Senate Bylaws, including removal of the ADI Committee membership criteria.

Rationale for removal:

Due to changes in Title VI enforcement and upon strong recommendation by CWU's Assistant Attorney General (AAG), the ADI graduation requirement is being recommended for removal (Motion No. 24-36). Overseeing this graduation requirement was the purpose of the ADI committee.

Proposed Bylaws revision:

- 3) Senate Standing Committees
C. Membership

- ~~8. The membership of the Antiracism, Diversity, and Inclusivity (ADI) committee shall consist of:~~
- ~~a. one (1) faculty member from each academic college and library,~~
 - ~~b. one (1) faculty member from an interdisciplinary program,~~

~~Faculty must meet one (1) criterion from III.C.8.i., three (3) of the criterion from III.C.8.ii., or submit a narrative as outlined in III.C.8.iii.~~

~~i. Criteria 1~~

- ~~1. PhD. Or Masters in ADI-related degree(s)~~
- ~~2. Educational background in which oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, antiracism, diversity, or inclusion were a focus of the graduate program.~~
- ~~3. At least a third of the graduate coursework taken was on issues of oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, antiracism, diversity, or inclusion.~~

~~ii. Criteria 2:~~

- ~~1. Have taught for a year in the following topics: oppression, discrimination, prejudice, misogyny, human rights, social justice, (in)equity, (in)equality, power, antiracism, diversity, or inclusion.~~
- ~~2. Have completed five or more ADI-related graduate courses.~~
- ~~3. Participated in ADI-themed research, creative works, or performances.~~
- ~~4. Have completed at least one ADI-themed research, creative works, or performances.~~
- ~~5. Have implemented ADI-related material in courses taught for academic credit-bearing courses or certificate programs using pedagogical practices that support ADI.~~
- ~~6. Are currently engaged in sustained ADI-related professional, campus, or community service.~~

~~iii. Criteria 3~~

- ~~1. Provide a brief narrative describing how you would contribute to this committee, explaining why you want to serve on this committee, and stating how your qualifications would make you a good candidate for this committee.~~
- ~~c. One (1) student selected by ASCWU, non-voting~~

- d. ~~Provost designee, ex officio, non-voting~~
- e. ~~Registrar designee, ex officio, non-voting~~

Exhibit I

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.

Exhibit J

Actuarial Science Minor: Mathematical Statistics

1. Required courses - Credits: 30

1. MATH 172 Calculus I
2. MATH 173 Calculus II
3. MATH 272 Multivariable Calculus I
4. MATH 273 Multivariable Calculus II
5. MATH 411A Probability Theory
6. MATH 411B Mathematical Statistics I
7. MATH 411C Mathematical Statistics II

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

1. MATH 211 Statistical Concepts and Methods
2. MATH 314 Probability and Statistics

Exhibit K

Mathematics: Secondary Mathematics Minor

1. Mathematics: Secondary Mathematics Minor

1. MATH 172 Calculus I
2. MATH 173 Calculus II
3. MATH 260 Sets and Logic
4. MATH 265 Linear Algebra I
5. MATH 332 Discrete Models
6. MATH 355 College Geometry I
7. MATH 468 Mathematics BA Capstone
8. MATH 314 Probability and Statistics OR MATH 211 Statistical Concepts and Methods

2. Total Credits: 35

Exhibit L

Art Education Major, BA

1. Art and Design Core Courses Credits: 27

1. ART 150 Introduction to Drawing
2. ART 170 Two-Dimensional Design
3. ART 171 Three-Dimensional Design
4. ART 235 History of World Art I
5. ART 236 History of World Art II
6. ART 237 History of World Art III
7. ART 250 Figure Drawing
8. ART 414 Recent Art
9. ART 476 Studio Project

2. Art History Credits:4

Select one from the following:

1. ART 324 History of Photography
2. ART 416 International Experience in Art, Architecture, and Design
3. ART 420 Art and Architecture of the United States
4. ART 434 Modern and Contemporary Latin American Art

3. Lower-Division Studio Arts Credits: 16

Select four from the following:

1. ART 225 Beginning Photography
2. ART 241 Beginning Wood Design
3. ART 246 Beginning Jewelry/ Metals
4. ART 260 Beginning Painting
5. ART 265 Beginning Ceramics
6. ART 280 Beginning Sculpture

4. Upper-Division Studio Courses Credits: 20

Select five from the following:

1. ART 325A Intermediate Photography: Color
2. ART 325B Intermediate Photography: Analog Processes
3. ART 325C Intermediate Photography: Visual Narratives
4. ART 341 Intermediate Wood Design
5. ART 346A Intermediate Jewelry/Metals: Casting and Link Structures
6. ART 346B Intermediate Jewelry/Metals: Enameling
7. ART 346C Intermediate Jewelry/Metals: Form and Surface
8. ART 350 Mixed-media Drawing
9. ART 360A Intermediate Painting: Narrative and Representation
10. ART 360B Intermediate Painting: Color
11. ART 360C Intermediate Painting: Abstraction
12. ART 365A Intermediate Ceramics: Hand-Building
13. ART 365B Intermediate Ceramics: Wheel-Throwing
14. ART 365C Intermediate Ceramics: Mold-Making
15. ART 380A Intermediate Sculpture: Digital Fabrication
16. ART 380B Intermediate Sculpture: Installation Art
17. ART 380C Intermediate Sculpture: Materials and Processes

5. Visual Art Teaching Courses Credits: 16

1. ART 330 Art in the Elementary School
2. ART 332 Art Curriculum and Field Experience
3. ART 430 Components of Art Education
4. ART 432 Art in Secondary School

6. Total Credits: 83

7. Secondary Education Program Credits: 51-55 (or Professional Education Program Credits: 50)

8. Total Credits: 134-138

Exhibit M

Behavioral Health Major, BS

1. Required Core: 32 Credits

Core must be completed prior to Required Behavioral Health Courses

1. PSY 101 General Psychology (*Must be completed with a minimum "C" grade for admission into the Behavioral Health pre-major, or Psychology, BA majors*)
2. PSY 300 Research Methods in Psychology
3. PSY 313 Developmental Psychology
4. PSY 362 Introductory Statistics
5. PSY 449 Abnormal Psychology
6. PSY 453 Theories of Personality
7. PSY 478 Behavioral Neuroscience

2. Behavioral Health Courses: 35 Credits

1. PSY 402 Intro to Behavioral Health
2. PSY 405 Behavioral Health Interventions I
3. PSY 408 Multicultural Competency, Law & Ethics
4. PSY 410 Behavioral Health Interventions II
5. PSY 412 Behavioral Health Practicum I
6. PSY 422 Behavioral Health Practicum II
7. PSY 438 Substance Abuse and Dependence
8. PSY 482 Telemental Health Helping Skills
9. PSY 488 Behavioral Health Seminar

3. Total Credits: 67

Exhibit N

When the current Gen Ed Program was created, it was created with Program Goals rather than Program Learner Outcomes (PLOs). However, our current accreditation process requires a Gen Ed program assessment, which has led to the formation of these proposed PLOs.

The PLOs are distinct from the Knowledge Area outcomes. While the Knowledge Area outcomes are specifically tailored to the focus of each Knowledge Area and its associated classes, the PLOs must provide a general, overarching set of outcomes that align with the overall Gen Ed Program goals. Additionally, the number of PLOs should be limited and manageable to assess, while suggesting assessment artifacts that are relatively straightforward to produce.

The proposed PLOs were discussed by the Gen Ed Committee during Spring 2024 and presented to the June 2024 Faculty Senate meeting for discussion and feedback where they were well-received. After further feedback at the March 2025 Senate meeting, the PLOs received further refinement.

Proposed General Education Program Learner Outcomes

1. Apply quantitative and qualitative methods to describe, analyze and solve problems.
2. Determine when information is needed and be able to locate, evaluate and effectively use it situationally, responsibly and ethically.
3. Assess the relevance and strength of claims in written texts, visual media and/or other forms of discourse.
4. Communicate well reasoned ideas effectively using a variety of methods and genres appropriate to purpose, audience and context.
5. Develop knowledge and skills in a practical context and/or environment.

Faculty Senate Antiracism, Diversity, and Inclusivity Committee Report
April 9th, 2025

Prepared and Submitted to Faculty Senate EC Mar 26, 2025 by Nathan Kuwada, ADI Committee 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 Mar 12 2025, we have received 51 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.	No further action.
ADI24-25.02	Fall/Ongoing	Review and approve ADI faculty applications	The committee has approved 25 ADI Faculty to date. The committee received five new applications this year.	No further action.
ADI24-25.03	Fall/Winter	Review and approve ADI course proposals	To date, five new ADI courses have been proposed. Three have been approved and included in our program change which was submitted to FSCC on March 5th, one was approved as an ADI course but there was no associated New Course Proposal submitted, so it can't be included in the program this year, and one is awaiting a response from the originator but will not be included in this year's program change.	Completed
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	We reached out to the Dean on Feb 12 th and received a detailed assessment plan that is well-aligned with GenEd assessment.	Completed
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	This charge was put on hold by the FSEC on Feb 27th	N/A
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 		No further action.
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.	No further action.

Additional Information

The Faculty Senate Antiracism, Diversity, and Inclusivity (ADI) Committee originally had nine charges to consider during the 2024-2025 academic year, two of which are ongoing throughout the year (student petitions and faculty applications). Charge ADI24-25.05 was modified to develop an assessment plan, which makes ADI24-25.06 moot for this year. Charge ADI24-25.07 was put on hold. ADI24-25.04 and ADI24-25.05 are completed. Due to the Executive Committee's decision to end the ADI Graduation Requirement, we will do no more work on any of these charges.

After over four years of extensive time and effort of countless individuals across campus, the ADI Graduation Requirement has been officially in effect for just two quarters. To honor that work, in what is likely our final report to Senate, we would like to provide a brief history of the requirement.

- June 2, 2020: Then Vice President of Diversity and Inclusivity, Dr. Kandee Cleary, sent an email to the campus community that outlined a series of goals to instill an ethos of antiracism into CWU. Rather than summarize the message, this email is appended below in its entirety.
- November 13th 2020: The Faculty Senate Executive Committee formed the Antiracism, Diversity, and Inclusivity (ADI) Ad-hoc Committee (often referred to as the ADI Taskforce) to “identify the main issues associated with diversity, inclusivity, inequality, discrimination, and racism at CWU” and to “Consider proposal options for an anti-racist/or race and ethnicity graduation requirement for undergraduate students.”
- AY20-21: The ADI Ad-hoc Committee reviewed initiatives at 11 other institutions, met with 12 campus constituent groups, conducted 9 listening sessions, and surveyed faculty, staff (combined N=414), and students (N=211) to gather information for a potential ADI graduation requirement.
- June 2nd 2021: The ADI Ad-hoc committee submitted the following motion to Faculty Senate, which was approved with 34 yes votes and 4 no. *Motion No. 20-65: The Antiracism, Diversity and Inclusivity Task Force (ADI) recommends adding an antiracism, diversity and inclusivity graduation requirement for all undergraduate CWU students, projected to begin Fall 2023. Specific recommendations for the course process will be presented during the 21-22 academic year for Senate approval.*
- AY21-22: Following a similar review process as before, the committee reviewed 12 institutions with a similar ADI requirement and narrowed the model for the graduate requirement to have 5 features, which was approved by Faculty Senate on Dec 1st 2021 (Motion No. 21-19(40 yes, 2 no, 3 abstentions)). The committee then began the process of developing learner outcomes that would be shared by all ADI courses. This included reviewing initiatives at 21 other institutions, narrowing the list to 10 that had similar models, gathering 78 learning outcomes from ADI courses at those institutions, synthesizing 13 new draft learner outcomes, getting feedback on the draft learner outcomes from multiple listening sessions and surveys, and synthesizing all the feedback to develop the 5 ADI learner outcomes to be shared by all CWU ADI courses.
- June 1st 2022: The ADI Ad-hoc committee submitted the following motion to Faculty Senate to approve the shared learning outcome of all ADI courses: *Motion 21-66 (Approved 32 yes, 5 abstentions): The Antiracism, Diversity, and Inclusivity Ad-hoc committee recommends approval of 5 learner outcomes for the antiracism, diversity, and inclusivity graduation requirement for all undergraduate CWU students, projected to begin in Fall 2024, as outlined in Exhibit J.*
- AY22-23: The ADI Ad-hoc Committee facilitated the creation of the Antiracism, Diversity, and Inclusivity (ADI) Faculty Senate Standing Committee, starting Fall 2023, to review and approve ADI course proposals, student petitions, faculty applications to teach ADI courses, and consult and advise training for faculty. They developed criteria and an application form for faculty teaching ADI courses, as well as criteria to be able to serve on the ADI Committee. The committee recognized there would be

significant time and resources for CWU to build up enough approved courses and qualified faculty to meet student demand and shifted the implementation of the graduation requirement to Fall 2024.

- Summer 2023: With the support of the Provost and Multimodal, two synchronous and interactive workshops were facilitated by ADI committee members to train faculty on the ADI course proposal process.
- AY23-24: Now a standing committee, the ADI Committee began reviewing course proposals and faculty applications for the official start of the graduation requirement in Fall 24. By the end of the year, 33 courses and 25 faculty were approved. The committee also worked with AAC on developing policy and procedures for the ADI graduation requirement (CWUP 5-90-050(3) and CWUR 2-90-50(3)). As a new standing committee, a committee procedures manual had to be developed, which was submitted and approved by Faculty Senate on Oct 2nd 2024 (Motion No. 24-03).
- AY24-25: Students entering the university Fall 2024 are the first cohort to be required to take at least 4-credits of ADI certified courses. In the Fall, 14 sections (11 courses) were offered with an estimated enrollment of 313 students, and in the Winter 12 section (11 courses) were offered with an estimated enrollment of 328 students. On March 14th 2025, for Spring quarter there were 15 sections (13 courses) scheduled with 412 students signed up (there were many waitlisted as well).
- March 19th 2025: On behalf of the Faculty Senate Executive Committee, Senate Chair Dr. Peter Klosterman sent an email to all CWU faculty outlining the FSEC's plan to present a motion at the April 9th 2025 Senate meeting to "eliminate the ADI graduation requirement for all current and incoming students." This motion is in response to a February 14th 2025 "Dear Colleague" letter from the Department of Education's Office of Civil Rights outlining how they intend to enforce Title VI of the 1964 Civil Rights Act.

Appendix: Time for Action: Message from the Vice President of Inclusivity & Diversity

June 2, 2020

Dear CWU Community,

Like many of you, the events of the past few days have made me angry, indignant and saddened. I have struggled with sending out another response saying the same thing, with just names and places changed. It is critical for us to move beyond talking, being indignant, angry, and move to action. In the midst of a devastating pandemic, what has occurred in this country has exposed what has been central to this country since the beginning.

We mourn the deaths of George Floyd, Breonna Taylor, and Ahmaud Arbery as incidents of violence, much in the same way as we did after the deaths of Michael Brown, Eric Garner, Freddie Gray, Trayvon Martin and the presence of Neo-Nazis in Charlottesville. Yet, it seems as if many white people in our country are surprised each time this happens. These deaths and the following protests highlight what people of color have always known. The pandemic and our country's response has laid bare an enduring legacy of institutional racism. It has underscored the continuing struggles of the African American community, the police violence, the lack of response, the school-to-prison pipeline, redlining, the lack of economic opportunities, and the resulting achievement gap in virtually every aspect of life in America.

But it is critical that we take what we are feeling at this moment and use it to guide us as we move forward as an institution. Central's role must be to use our expertise and methodologies to pursue and disseminate knowledge and truth. We must commit our time, intellect, and resources to address racial injustice and to

learn how we might be acting to sustaining the structural factors that support and maintain racism.

As a sociologist, I believe racism is sustained by perceptions and sense-making that are based on biases and attitudes nurtured by the social construct of race itself. I also know that institutional structures perpetuate inequity.

With that in mind, it is essential that we should first attend to the structures that maintain racism. We must identify and change them and, in doing so, set an example for others. This work will be difficult and controversial, but most change is so.

As a start, I set for myself the following goals, and I ask that you consider setting your own.

- I will work with the academic leadership, faculty senate, and departments to integrate the topics of equity, bias and discrimination, structural racism, and restorative justice throughout their curricula (work they have already been doing, but that has more importance than ever).
- I will work with the Faculty Senate's General Education core to more directly address issues of race and equity, not as simply an academic course, but as an ethos that runs throughout CWU education.
- I will work with a team of faculty and staff to work on equity across the full breadth of our activities, from academic programs to hiring to systems and processes.
- I will collaborate across campus to work with the most underserved populations in the country. I will commit to aiding communities of color by fostering affordable degree programs that are tied to opportunity, culturally informed, and responsive to the trauma of those communities.
- I will ask you to think about the work you do for us and how it can address issues of race and inequity more directly. I will work with faculty who are experts in the field of racial equity to develop opportunities to address white fragility, white privilege and white awareness.
- I will encourage you to think hard about the systems and policies you work with every day and flag those things that may have inadvertent consequences for people or, worse, latent biases.
- I will help you find the training that helps you better understand your own biases and ways to serve colleagues and students of color better.
- I will demand that you dig deeper when you see students of color at risk, fight harder for them, and let them know it matters to you that they are part of CWU.

As we do this work, we will also treat everyone equitably, have respect for differences, create and sustain greater inclusion, and stand with those who are experiencing difficulty. We will also become increasingly aware of our privilege and how we can use it to make intentional changes in our institutions.

Please join me in making institutional changes that can only make us stronger as a people and as a culture.

Sincerely,

A handwritten signature in cursive script that reads "Delors & Cleary".

Kandee Cleary
Vice President, Inclusivity & Diversity

**Bylaws and Faculty Code Committee (BFCC) Report
4/9/2025**

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). motion before Senate 4/9/2025.	2 nd reading of 3 before Senate on 4/9/2025
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. motion before Senate 4/9/2025	2 nd reading of 2 before Senate on 4/9/2025
<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 passed 2/5/2025.	Complete
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 passed on 3/5/2025.	Complete
BFCC 24-25.05	<i>Winter</i>	Modify Faculty Code, Appendix B to allow self-nominations for the Distinguished Faculty Award.	BFCC revising the language in the Faculty Code.	On hold
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 revising the language in Faculty Code.	On hold
BFCC 24-25.07	<i>Spring</i>	Clarify eligibility for and benefits of emerit status in Faculty Code, Section I.B.2	On hold.	On hold
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>	2 nd reading of 3 before Senate on 4/9/2025
<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.
BFCC 24-25.11 additional charge added 3/2025	<i>Spring</i>	Revise Faculty Code section IV.E to eliminate Executive Committee summer workload.	Motion before Senate on 4/9/2025	1 st of 3 readings 4/9/2025

BFCC 24-25.12 additional charge added 3/2025	<i>Spring</i>	Revise Faculty Code section IV.D to remove the ADI Committee.	Motion before Senate on 4/9/2025	1 st of 3 readings 4/9/2025
BFCC 24-25.13 additional charge added 3/2025	<i>Spring</i>	Modify Senate Bylaws section III.C to remove the ADI Committee.	Motion before Senate on 4/9/2025	1 st of 2 readings 4/9/2025
BFCC 24-25.14 additional charge added 3/2025	<i>Spring</i>	Modify Senate Bylaws Section I.C to change the number of FTE required for senator representation allocated to departments.	Motion before Senate on 4/9/2025	1 st of 2 readings 4/9/2025

Additional Information

The BFCC met on the following dates: 2/10/2025, 2/24/2025, 3/3/2025, and 3/10/2025. Additionally, the committee worked between meetings and during spring break (via countless emails) to prepare motions for Senate readings.

FSCC Committee Report
Date – 3-5-2024 – Generated by 2024-2025 FSCC Chair (Tim Sorey)

Charge #	Timeline	Charge/task	Progress	Action
FSCC #2	Pushed from Fall of 2024 to Winter of 2025	Consider creating an abbreviated proposal process for special topics courses that are not eligible for conversion to regular courses. Consult with Registrar's Office as necessary.	Topic has been on agenda, but due to large workload, has not been discussed during Winter Quarter of 2025.	Not started
FSCC #4	Winter of 2025 (so far)	Review and approve curriculum proposals	From January 9 th to March 6 th , we reviewed a total of 278 courses and/or programs (<i>subtotal = 167- Course Changes + 51-New Courses + 50- Program Changes + 9 New Programs, & 1-Program on Reserve</i>)	Ongoing

Additional Information:

Please view posted "FSCC Notes" that have been reviewed, revised, and voted upon for further details on the topics listed above. Any clarifying questions or clarifications can be directed to the chair of FSCC, who generated this report (tim.sorey@cwu.edu).