

## **FACULTY SENATE MEETING MINUTES**

December 3, 2025 – Regular Meeting  
In The Mary Grupe Center at 3:10 PM

### **ATTENDEES**

Senators and Alternates: Alex Walker, Amanda Obery, Amy Claridge, Ana Freire, Anne Cubilie, Bernadette Jungblut, Bill Provaznik, Bruce Palmquist, Carlo Smith, Chelsea Riddle, Chong Eun Ahn, Christopher Schedler, Cristina Bistricean, Donald Davendra, Eun Young Lee, Gabrielle McNeillie, Gary Bartlett, Gil Belofsky, Jill Clark, Jason Irwin, Jim Johnson, John Bowen, John Choi, John Durham, Kate Reynolds, Kathryn Stahl, Keith Lewis, Kyung Hee Im (Kate), Lila Harper, Mary Radeke, Michael Johnson, Nikki Jastrameski, Nicole Lamartine, Peter Klosterman, Richard Marsicano, Ruthi Erdman, Sara Toto, Susan Kaspari, Tafere Belay, Teneccia Dacass, Thomas Tenerelli, Timothy Englund, Timothy Hagen, Todd Weber, Trye Price, Upakar Bhatta.

Guests: Anna Crosswhite, Arturo Torres, Aylin Parrazal-Bravo, Cassey Henrickson, Elizabeth Brown, Hope Amason, Julia Stringfellow, Julie Baldwin, Joy Fuqua, Mars Foster, Mike Gimlin, Mike Harrod, Sathyanarayanan Rajendran, Stephanie Parker, Sydney Thompson, Tim Sorey, Tishra Beeson, Tyler Shannon.

### **CALL TO ORDER**

The regular meeting of the Faculty Senate was called to order at 3:00 p.m. Chair Natasha Lindsey greeted senators and attendees, confirmed that roll call had been completed through QR code and sign-in, and announced that a quorum was present.

### **APPROVAL OF AGENDA**

The agenda for the December 3, 2025 meeting was distributed to senators. No additions or corrections were brought forward, and the agenda was approved as presented.

### **GUEST PRESENTATION – CAREER SERVICES**

Representatives from Career Services presented an overview of the Virtual Career Center (VCC) and related resources. The VCC, launched last year, has received over 100,000 page views, averaging approximately 11,000 views and 5,500 users per month, with about 7,000 engaged sessions and an engagement rate of roughly 50%. The VCC is available 24/7 and

is intended to improve access to career readiness resources for students, alumni, and employers.

Presenters highlighted the labor market trends tool (Lightcast), which allows students to explore 10-year employment trends, key skills, estimated salaries, and top employers for specific degree paths. Faculty were encouraged to use and share this resource in courses and for program promotion. An example from Accounting and Finance was shared, where program-specific career and certification information has been consolidated within the VCC for use in classes, with the long-term goal of making the VCC a one-stop career hub for all degree programs.

Career Services also reported on the First Destination Survey (FDS), now in its second year. The completion rate is approximately 39%, with a long-term goal of reaching the NACE benchmark of 67%. The College of Business has significantly increased response rates by making FDS completion a required assignment in senior capstone courses. For the class of 2024, the average reported salary was just over \$64,000, with an approximate 90% placement rate (about 70% full-time, 13% part-time, 6% in graduate school, and 1% in military or volunteer service). Most jobs are in-person (about 84%), with some hybrid roles, and graduates reported 574 distinct employers across Washington, heavily concentrated in the Seattle area. Faculty were encouraged to help increase student participation, as the data can be used to support program marketing and demonstrate return on investment.

Career Services recently implemented Handshake to replace the Wildcat Career Network. Handshake is now the primary platform for student employment, including work-study and internship applications (e.g., 490 internships), and serves as a job and internship board for students and alumni. Employers are vetted through business licensing requirements and are removed if postings are found to be fraudulent. Additional student support resources include:

A professional clothing closet in Bouillon 206 (open during business hours), offering free professional attire, including suits, shoes, belts, and other items for interviews or class presentations.

A casual clothing closet in Bouillon (downstairs) with set weekly hours and appointment options outside posted times. All clothing is free; students may take what they need without returning items.

The Lally Fellows Program, which provides up to \$1,500 per quarter to support students in unpaid or low-paid internships. Funds do not affect financial aid and can be used for costs such as gas or rent. Participants complete a short

professional development Canvas module (e.g., resume updates and related activities).

Slides and additional information will be shared with senators after the meeting.

## **SENATE CHAIR REPORT**

The Chair reported on a recent meeting with Board of Trustees (BOT) member Jeff Charbonneau and Chief of Staff Denia Cochran regarding the BOT's charge to the Provost and Faculty Senate to work with a consultant and revise the Faculty Code. Jeff clarified that the consultant's role is to support trust-building among leadership groups, not to edit the Faculty Code or policy directly. The specific group of leaders who will participate in this trust-building work is still being determined, and the consultant is expected to begin work in Winter Quarter.

The Executive Committee (EC) requested the ability to continue quarterly meetings with BOT members without administrators present, as has been standard practice in the past. The BOT has expressed concern that separate meetings do not support their goal of building trust between faculty and administration. Jeff stressed that both faculty and administrators must work together on trust-building.

The EC raised concerns about the rationale for revising the Faculty Code, noting a disconnect between administrative messaging (focused on online offerings, course scheduling, graduation rates, and student success metrics) and the BOT's stated concerns. When asked for specific examples of Faculty Code provisions that might impede student retention or experience, Jeff declined to provide itemized sections, instead emphasizing that the board's main concern is the lack of administrative involvement in code revision. He expressed worry that a code revision without administrative consultation could be denied at the BOT approval stage. The Chair noted that, prior to COVID, proposed code revisions were regularly shared with the Deans Council; that practice lapsed and there is now an intent to resume it to improve consultation.

To increase transparency and alignment, the Bylaws and Faculty Code Committee (BFCC) has been charged with reviewing the Faculty Code to identify content that should be moved into bylaws. The Chair reiterated that some policy materials more properly belong in bylaws rather than in the code itself.

Jeff also raised concerns about the fiscal implications of Senate release time and noted that the BOT perceives CWU's Faculty Senate as having a broader scope than senates at some peer institutions (e.g., Western and Eastern Washington). The Chair responded that

Faculty Senate cut nearly 30% of its own budget last year, that the Senate administrative assistant position is only 0.75 FTE for Senate work, and that there are lingering concerns about how the Senate budget was reduced when Senate oversight moved from the President to the Provost without prior consultation.

The Chair reported that the BOT is encouraging every unit and division to streamline and “clean up” policies. The EC has voiced concerns about the pace and pressure to revise policy and emphasized the need for collaborative processes. According to Jeff, the BOT expects policy revision to be jointly undertaken by administration and faculty. The Chair stressed that faculty must also be actively involved when academic policies are revised.

Two policy teams have been formed, including deans and faculty representatives, to begin reorganizing academic policies into more coherent, user-friendly units. Examples of their work include reviewing CWU 5-90-010/5-10-? style policies (with many sections and appendices) to better group related policies (such as admission, registration, and withdrawal policies) so that faculty and students can more easily locate relevant sections.

The Chair also reported progress on revitalizing a budget-related committee. Joel Klucking has agreed to serve as an ex-officio member on a revamped budget committee, which will help ensure two-way communication between faculty and administration on budget concerns. Details of the committee’s structure are still being developed.

The Chair provided an update on the Three-Year Degree Curriculum Assessment Team (CAT), which has been meeting regularly. Faculty were reminded of an upcoming listening session on December 4, from 1–2 p.m. in Health Sciences 102, with a Teams option available. Recognizing that this is a busy time of the quarter, the Chair noted that additional listening sessions will be scheduled in winter, and recordings will be posted to the CAT Team SharePoint site.

Next, the Chair introduced a brief update from the General Education CAT Team. Tanicia Dakis explained that the Gen Ed CAT Team is in an initial outreach phase, seeking broad input on how the current general education program functions—what is working well and where the main pain points lie. The team is engaging with the Gen Ed Committee, Curriculum Committee, advising leads in each college, key assessment and accreditation contacts, and ASCWU to develop a holistic view of general education.

The Chair thanked faculty who have submitted nominations for Distinguished Faculty Awards, noting appreciation for their recognition of colleagues’ work. Conversations about

using Faculty 180 to support the Distinguished Faculty Awards process are ongoing, but there has been no significant progress since the last report.

The Chair indicated that, if the formal agenda ends early, the EC intends to use remaining time for an informal listening session with senators and alternates. The Chair concluded by thanking faculty for their work to support students at the end of the quarter and wishing everyone a winter break that meets their needs.

## **AVP OF FACULTY SUCCESS REPORT**

AVP of Faculty Success Ellen Delgado was unable to attend the meeting due to an NWCCU conference in Seattle with the Provost. A brief written report from the AVP was included in the agenda packet.

## **FACULTY ISSUES**

The Chair opened the floor for faculty issues, reminding senators that this time is intended for concerns that affect faculty broadly and that individual issues requiring more time can be brought to the Chair or EC separately. A three-minute presentation guideline was reiterated for each issue.

Several concerns were raised:

### **Committee Eligibility for Non-Tenure Track Faculty (NTT)**

Senator Ruthie Erdman (NTT) reported concerns from non-tenure track colleagues regarding recent calls for committee service that explicitly limit eligibility to tenured and tenure-track faculty. Some NTT faculty, including those with decades of service who have previously served on standing and university committees, now feel effectively barred from these roles. Ruthie acknowledged possible logistical and financial considerations but urged Senate to consider ways to include NTT colleagues whose voices and experience are valuable.

### **NTT Parking and Professional Development Funds**

Senator Nicole Lamartine (Music) shared concerns from a non-tenure track faculty member in her department about several policy and procedural issues affecting NTT faculty:

**Parking payroll deduction:** NTT faculty with annual contracts and supplemental quarterly contracts used to be able to enroll in payroll deduction for parking passes. In the last two years, this option no longer appears in the parking portal by default

and can only be added through a cumbersome process. The request is that any NTT with an annual contract be automatically eligible for payroll deduction.

**Faculty development funds eligibility:** Some NTT faculty hold annual contracts and may work full-time or more across the academic year without a full 1.0 FTE appointment. The request is to allow NTT faculty with annual contracts to qualify for faculty development funds, even if their official FTE is below 1.0.

**Committee service:** The speaker reiterated support for including NTT faculty on Senate and university committees, echoing the earlier concern about exclusions.

### **Class Size Policy and Shared Governance**

A senator raised a concern about recent increases in class enrollment caps implemented without faculty consultation, including instances where department chairs were not consulted. CWU policy states that enrollment caps must be based on the maximum number of students in which a high level of student learning can take place. The senator requested that the Executive Committee establish a shared governance protocol for any administrative changes to class size, reaffirming pedagogy and faculty consultation as central to such decisions.

### **Branding and Visual Identity Costs**

Senator Carla (Family and Consumer Sciences) relayed concerns from a department colleague regarding the recent campus brand update. The new fonts and visual identity differ significantly from fonts used on recently updated department banners and websites. Departments with limited budgets are worried about the cost of revising materials to maintain a cohesive brand. The concern is heightened in the context of broader financial challenges, including course reductions, prorated salaries, and reductions in adjunct hiring. Faculty requested transparency about the total cost and necessity of the brand rollout and questioned the timing in light of the institution's fiscal constraints.

### **Facilities Work and Building Fumes**

Senator Naomi Jeffrey Peterson (Curriculum, Supervision & Educational Leadership) reported that recent sprinkler system testing in Black Hall involved the use of a strong-smelling liquid that produced fumes throughout the hall. Some faculty, particularly those with respiratory vulnerabilities, found it difficult or impossible to work in the building and had to leave. While faculty appreciate the thoughtfulness many facilities staff show (e.g., pausing leaf blowers when people pass), this situation raised concerns. The senator suggested establishing a general

policy or practice to schedule disruptive or hazardous testing during times when buildings are not heavily occupied (e.g., breaks or off-hours).

### **Canvas Course Shell Availability and SEOI Timing**

Senator Amy Claridge (Family and Consumer Sciences) conveyed two concerns from her department:

**Canvas course shells:** Faculty would benefit from having Canvas course shells for the upcoming quarter available earlier, ideally by week 10 rather than waiting until finals week. This is especially important for faculty who are also parents, as it is difficult to build winter-quarter courses once children are home for the holidays.

**SEOI administration and communication:** At the last Senate meeting, the Chair reported that SEOI timing would differ this quarter. However, the changed dates were not clearly communicated to faculty at large, leading some to assume SEOIs would follow the usual schedule and therefore not remind students. Many faculty saw significantly lower response rates (5–10%) even when reminders were sent. The department is especially concerned about the impact on NTT faculty, for whom a single quarter's evaluations can carry substantial weight. The request is that EC review response rate data for fall, examine how SEOI dates are determined and communicated, and ensure broader consultation and clearer communication for future changes.

### **Provost File Review and Possible CBA Implications**

Senator Bernadette Jungblut (Political Science and interim Chair of Art and Design) raised a question on behalf of colleagues across several departments about language in the CBA and university materials indicating that the Provost reviews all files and writes independent evaluations in promotion and tenure processes. Faculty have heard that another individual in the Provost's office may be assisting with these reviews and are concerned whether this is allowed under the CBA and whether there has been consultation with the Faculty Senate Executive Committee and United Faculty of Central. Clarification was requested.

No additional faculty-wide issues were raised.

## **STUDENT REPORT**

Mars Foster, Vice Senate Speaker, provided the student report in the absence of ASCWU President Aylin Parrazal Bravo, who was traveling to Olympia for committee days.

Committee days run from December 3–5, during which student leaders are lobbying for several priorities, including:

- The Student Basic Needs Act (addressing food and housing insecurity).
- Washington College Grant support.
- Compensation for student teachers.
- A sexual assault survivors bill and an additional related bill in development.
- A bill supporting first-generation students.
- Safety protections for undocumented students.

Mars reported that ASCWU recently held its first General Assembly and invited senators to ask questions about any of the bills or Assembly proceedings.

## **REPORTS & ACTION ITEMS**

### **Motion 2509 – BFCC (Second Reading): Distinguished Faculty Awards – Appendix B**

The Bylaws and Faculty Code Committee brought forward Motion 2509 for the second of three required readings, recommending approval of revisions to Appendix B (Distinguished Faculty Awards) in the Faculty Code as outlined in Exhibit A. The Chair reminded senators that the first reading introduces changes, the second allows discussion, and the third is for voting.

During discussion, Senator Chris Schedler (English) suggested a review of terminology used to describe scholarship, creative work, and artistic achievement, noting some inconsistency that could be clarified. Senator John Bowen (Geography) raised a concern regarding the list of required materials in Section 2.D, which currently states that evidence “should include” the listed materials (e.g., syllabi, etc.) but then describes video recordings as optional (“can be included”). He urged clarifying whether video recordings are required or optional to align the language. No further discussion was offered. As this was the second reading, no vote was taken; the motion will return for a third reading and vote in January.

### **Motion 2510 – Curriculum Committee: Hyflex Modality Definition**

The Curriculum Committee presented Motion 2510 to revise CWU 5-01-06 (or 5-10-060) Appendix A.2.5, the Hyflex course modality definition, to explicitly include asynchronous instruction and update terminology as outlined in the supporting exhibit.

Committee members explained that the existing Hyflex definition already appears in policy but does not clearly account for asynchronous components and uses language tied to “connected classroom” technology that is no longer the preferred terminology. The revised

definition was intended to align better with current practice and national guidance on Hyflex design.

Discussion focused on several key themes:

**Registrar alignment and registration practices:** Senators asked whether the Registrar had been consulted, particularly in light of existing practices that require students to enroll in a specific modality section (e.g., in-person vs. online) and stay in that section to comply with FERPA, tuition/fee structures, and reporting requirements. The committee reported that Assistant Registrar Joey Thornton had participated in committee discussions and raised no objections to the proposed policy language.

**Student choice “in each class session”:** Senators expressed concern that language suggesting students may choose their mode of participation “in each class session” could conflict with registration requirements and create pedagogical and logistical challenges. Instructors noted that not knowing how many students would be in person versus online for any given meeting complicates course planning. There were also concerns about meeting the needs of international and other students with modality-specific requirements.

**Simultaneous delivery and terminology:** Senators questioned whether the phrase “simultaneous course content delivery” was compatible with asynchronous participation and whether the word “delivery” accurately captured the variety of ways students might engage with content and activities. There was broader discussion about the distinction between Hyflex, hybrid, dual-modality, and distance education courses, and about the need for CWU’s definition to reflect what is actually being done on campus.

**Pedagogical practice, workload, and equity of experience:** Faculty shared experiences from Business, English, and World Languages and Cultures. Some departments reported that Hyflex had helped maintain or grow enrollment and even preserve programs that might otherwise be cut, particularly by combining campus-based and fully online students. Others voiced concern that, in classrooms not built for Hyflex (e.g., without appropriate microphones or cameras), remote students may not receive an equivalent experience, and instructors face substantial additional workload to manage in-person, synchronous online, and asynchronous learners concurrently. Some senators worried that Hyflex was being used as a

budget solution without adequate support, training, or workload recognition for faculty.

After discussion, an amendment was proposed and seconded to strike the phrases “simultaneous” and “in each class session” from the proposed Hyflex definition. The amended definition reads:

“Hyflex is a modality that offers multiple modes of course content delivery, typically in person, online synchronous, and/or online asynchronous. Students may choose how to participate and interact through equivalent activities across modalities.”

The amendment passed by voice vote. Additional discussion followed, including concerns that CWU should avoid adopting a definition that implicitly endorses practices unsupported by current technology or workload structures. Others argued that the revision simply clarifies and modernizes an existing definition already in policy and that longer-term conversations about implementation, support, and best practices must continue.

When the Chair called the question on the amended Motion 2510, a hand vote was taken. The amended motion passed.

### **Written Committee Reports**

The Bylaws and Faculty Code Committee, Academic Affairs Committee, Curriculum Committee, Evaluation and Assessment Committee, and AVP of Faculty Success provided written reports in the agenda packet. Senators were encouraged to review these documents.

### **CHAIR-ELECT REPORT**

Chair-Elect Amy Claridge invited senators to attend the upcoming Open EC session next week from 3–4 p.m. in the usual location. She encouraged faculty to bring questions, concerns, and feedback to help guide EC’s work.

### **NEW BUSINESS**

No new business was introduced.

### **NEXT MEETING**

The next regular Faculty Senate meeting is scheduled for January 14, 2026.

### **ADJOURNMENT**