

FACULTY SENATE MEETING MINUTES

March 4, 2026

Meeting Location: Hybrid (Grupe Center and Zoom)

Call to Order: 3:10 PM

ATTENDANCE

Senators and Alternates: Amanda Obery, Amy Claridge, Ana Freire, Anne Cubilie, Anna Crosswhite, Bernadette Jungblut, Brita Williams, Bruce Palmquist, Carlo Smith, Chong Eun Ahn, Christopher Schedler, Cristina Bistricean, Dia Gary, Emilie Hancock, Eric Cheney, Eric Hougan, Eun Young Lee, Gabrielle McNeillie, Gary Bartlett, Gil Belofsky, Jill Perillo-Clark, Jim Johnson, John Bowen, John Choi, John Durham, John Michel, Julia Stringfellow, Kathryn Stahl, Kate Reynolds, Ke Zhong, Keith Lewis, (Kate) Kyung Hee Im, Lila Harper, Mary Poulson, Mary Radeke, Matthew Altman, Natashia Lindsey, Nathalie Kasselis, Nicole Lamartine, Nikki Jastremski, Peter Klosterman, Richard Marsicano, Robert Pritchett, Ruthi Erdman, Selena Castro, Tafere Belay, Tennecia Dacass, Timothy Englund, Timothy Hagen, Timothy Melbourne, Todd Weber, Upakar Bhatta, Wendie Castillo

Guests: Ace Larkin, Alex Matheson, April Binder, Arturo Torres, Aylin Parrazal-Bravo, Dennis Francois, Elvin Degado, Eric Foch, Erin Craig Ricketson, Hope Amason, Joy Fuqua, Julie Baldwin, Kurt Kirstein, Liz Fountain, Mario Andaya, Michael Johnson, Patrick Pease, Rodrigo Renteria-Valencia, Terissa Cottey.

CALL TO ORDER

The meeting was called to order. Welcome remarks and meeting guidelines were provided, including participation instructions for in-person and Zoom attendees.

ROLL CALL

Roll call was completed via QR code and sign-in sheet. Quorum was confirmed.

APPROVAL OF AGENDA

The agenda was approved with no changes.

APPROVAL OF MINUTES

Minutes from the February 4, 2026 meeting were approved with no changes.

PRESENTATIONS

General Education CAT Team

Erin Craig Ricketson and Tennesia Dacass presented an update on the work of the General Education CAT team. They explained that the team is currently conducting a comprehensive review of the general education program using a holistic approach informed by findings from a 2024 campus survey. That survey identified several areas of concern, including program complexity, challenges related to assessment, issues with transfer alignment, and a lack of clarity among students regarding the value of general education requirements.

The presenters noted that recent changes to the program included the removal of pathways and the capstone requirement, and that the CAT team is now focused on evaluating the effectiveness of the current structure and developing recommendations for future improvements. They described ongoing efforts to research general education models at other institutions, assess potential fiscal impacts of proposed changes, and collaborate closely with the General Education Committee.

In addition, the team is engaging in campus-wide consultation to gather feedback from faculty and stakeholders, with plans to develop draft frameworks and host upcoming faculty forums. The presenters emphasized that the process is centered on supporting student success, strengthening faculty governance, and ensuring broad campus engagement throughout the review and recommendation process.

Prior Learning Assessment (PLA)

Elizabeth Fountain presented an overview of the Prior Learning Assessment (PLA) proposal. She explained that PLA provides a mechanism for students to earn academic credit for college-level knowledge and skills acquired outside of traditional classroom settings, with competencies evaluated and validated by faculty. The initiative is intended to support adult learners and other non-traditional students by reducing time and cost barriers to degree completion, as well as re-engaging individuals who have previously earned some college credit but have not completed a degree.

Fountain outlined several methods through which prior learning may be assessed, including standardized examinations, course challenge processes, portfolio-based assessments, and the use of professional certifications aligned with academic credit. She also described proposed policy changes associated with the initiative, including consolidating PLA under the broader transfer credit policy framework and establishing a limit in which no more than 25% of a credential may be earned through prior learning credit.

Three-Year Degree Update

Provost Pease presented an overview of the three-year degree recommendations developed by the CAT team. He explained that the proposal is aligned with broader institutional goals related to improving access, retention, and timely degree completion, while also reflecting national trends and considerations related to accreditation. The proposed model includes a 135-credit degree structure, with an emphasis on earlier entry into major coursework and the potential implementation of pilot programs to evaluate feasibility.

The Provost noted that an initial review identified forty-nine existing academic programs that could potentially support a three-year pathway without requiring significant curricular

redesign. He outlined next steps, which include further review by Faculty Senate committees, the development of supporting policies and guidelines, and the exploration of pilot programs pending appropriate approvals. During discussion, faculty raised concerns related to maintaining learning outcomes, implications for program structure, potential financial impacts, and how the proposal would interact with existing prior learning credit options.

SENATE CHAIR REPORT

The Chair provided an update on the results of the recent faculty-wide vote of no confidence in the university president. A total of 455 eligible faculty members were invited to participate, with 375 casting votes, representing an 82% participation rate. Of those votes, 306 expressed no confidence, 24 expressed confidence, and 25 abstained. The Chair noted the significance of both the outcome and the high level of faculty engagement, emphasizing that the results reflect a strong level of concern within the faculty community.

The Chair reported that the Board of Trustees has formally acknowledged receipt of the vote results and affirmed the continued importance of Faculty Senate and shared governance processes. In response to the vote, opportunities for faculty and staff engagement are being organized, including forums designed to gather input and perspectives that will inform ongoing discussions with university leadership and the Board.

The Chair also provided updates on related institutional work, including the role of the Faculty Senate Curriculum Committee in reviewing the proposed three-year degree pathways and developing recommendations. Additional updates included ongoing concerns related to Student Evaluation of Instruction (SEOI) processes, broader policy discussions, and continued efforts to strengthen communication and collaboration between Faculty Senate, administration, and student leadership. The Chair emphasized the importance of maintaining faculty voice and participation in these processes moving forward.

FACULTY ISSUES

Updates

- **Non-Tenure Track Faculty Participation:** Ongoing discussions regarding opportunities for non-tenure track faculty to participate in committees and shared governance processes.
- **Canvas Course Availability Timing:** Continued concerns about the timing of Canvas course shell availability and its impact on faculty preparation, particularly around the start of each term.
- **SEOI Communication:** Follow-up on prior concerns related to communication and timing of Student Evaluation of Instruction (SEOI) administration, including efforts to improve clarity and response rates.
- **Promotion and Tenure Review Processes:** Continued review of concerns related to evaluation procedures and transparency in promotion and tenure processes.
- **ICE-Related Policy and Resources:** Updates on institutional guidance and resources related to immigration enforcement (ICE), including efforts to provide clarity and support for faculty and students.

New Issues

- **Budget Transparency:** A request was made for increased clarity and transparency regarding the budgets of Academic Affairs and Faculty Senate, including how funds are allocated and managed.
- **Late Student Enrollment:** Concerns were raised about students enrolling late due to financial aid delays, and the resulting impact on course progression, classroom management, and overall student success.
- **HyFlex Instruction and Evaluation:** Faculty expressed challenges associated with HyFlex course delivery, including increased workload, limitations of classroom technology, and concerns about how these courses are evaluated in comparison to traditional modalities.

STUDENT REPORT

The ASCWU Senate Speaker provided an update on current student government activities and legislative priorities. The report highlighted ongoing engagement at the state level, including advocacy related to several proposed bills focused on student needs such as financial aid accessibility, campus safety, and broader higher education policy initiatives. The Speaker noted that student leadership continues to actively participate in legislative discussions and is working to ensure that student perspectives are represented in policy decisions that impact affordability and access to higher education.

In addition to legislative efforts, the Speaker shared updates on recent campus programming, noting strong student turnout and positive feedback from attendees. These events were described as part of ongoing efforts to increase student engagement and foster a stronger sense of campus community. The report emphasized continued collaboration between ASCWU and university leadership, as well as a commitment to supporting student success through both advocacy and campus-based initiatives.

REPORTS/ACTION ITEMS

Motion No. 25-16 regarding an amendment to CWU 501-20(39) Class Attendance policy was presented. Discussion included concerns related to the distinction between required versus voluntary university activities, the potential impact on student-athletes and academic programs, faculty workload and instructional limitations, and the clarity of policy language, including implications related to FERPA. A motion was made and seconded to postpone the vote, and the motion to postpone passed.

PROVOST REPORT

The Provost provided an update on several institutional priorities and ongoing initiatives. He began by addressing current state budget conditions and noted that the university is closely monitoring potential financial impacts, particularly as they relate to enrollment, tuition revenue, and state appropriations. He emphasized that affordability remains a central concern and highlighted ongoing efforts to support students through improved

financial aid processes, including initiatives to increase FAFSA completion rates and reduce barriers to enrollment caused by financial aid delays.

The Provost also discussed efforts underway to review and potentially revise admission standards, noting that these conversations are being guided by a need to balance access with student success outcomes. In addition, he outlined proposed changes to the university's satisfactory academic progress (SAP) framework, indicating that the goal is to create a more consistent and student-centered approach that better supports retention while maintaining academic integrity.

Further, the Provost referenced broader institutional work focused on improving student success and degree completion, including alignment with discussions related to three-year degree pathways and other structural considerations. He acknowledged the importance of faculty involvement in these efforts and indicated that continued collaboration with Faculty Senate and its committees will be essential as these initiatives move forward.

CHAIR-ELECT REPORT

The Chair-Elect invited participation in the upcoming Open EC meeting and faculty forums.

NEW BUSINESS

No new business was brought forward.

ADJOURNMENT

The meeting was adjourned.