



Board of Trustees Meeting
Full Board Packet

May 2020



BOARD OF TRUSTEES

CWU QUARTERLY BOARD MEETING AGENDA

Thursday, May 14, 2020

Virtual Meeting

Presidential Search Work Session

1:00-3:00 PM

1:00 Call to Order

- Adoption of the Agenda
- Adoption of the Minutes of April 9, 2020

Presidential Search

- OPMA Briefing – Alan Smith, Assistant Attorney General
- Search Overview – Bill Funk, R. William Funk & Associates



Central Washington University
Board of Trustees
May 14, 2020

ACTION – Approval of the minutes of the Special Meeting of April 9, 2020.

We recommend the following motion:

The Board of Trustees of Central Washington University hereby approves the minutes of the special meeting of April 9, 2020.

Submitted:

A handwritten signature in black ink, appearing to read "Linda Schactler". The signature is fluid and cursive.

Linda Schactler
Chief of Staff

Approved for submittal to the Board:

A handwritten signature in black ink, appearing to read "James L. Gaudino". The signature is fluid and cursive.

James L. Gaudino
President



BOARD OF TRUSTEES

**Board of Trustees Minutes
Special Meeting (via Zoom)
April 9, 2020**

APRIL 9, 2020

**Executive Session
3:30 PM**

Present:

Ron Erickson, Chair
Robert Nellams, Vice Chair
Erin Black
Ray Conner
Gladys Gillis
Jeff Hensler
Zabrina Jenkins
James Gaudino, President
Linda Schactler, Board Secretary & Chief of Staff
Joel Klucking, Board Treasurer & Vice President for Business & Financial Affairs
Alan Smith, Assistant Attorney General
Gil Hodges, Assistant Attorney General
Rod Younker, Summit Law Group

The board convened in executive session at 3:30 p.m. for one hour for the purpose of considering matters relating to litigation and collective bargaining under RCW 42.30.110(1)(i) and 42.30.140(4). At 4:30 p.m., the executive session was extended another 15 minutes. Executive session ended at 4:45 p.m.

Board Business Meeting

Present

Ron Erickson, Chair
Robert Nellams, Vice Chair
Erin Black
Ray Conner
Gladys Gillis
Alex Harrington
Jeff Hensler
Zabrina Jenkins

Staff to the Board:

James Gaudino, President
Linda Schactler, Board Secretary & Chief of Staff
Joel Klucking, Board Treasurer & Vice President for Business & Financial Affairs
Kim Dawson, Executive Assistant to the President/Board of Trustees

Alan Smith, Assistant Attorney General

Executive Faculty & Staff

Andreas Bohman, Vice President for Operations

Delores (Kandee) Cleary, Vice President for Diversity & Inclusivity

Josh Hibbard, Vice President for Enrollment Management

Kremiere Jackson, Vice President for Public Affairs

Lynn Franken, Interim Provost/Vice President for Academic & Student Life

Rick Paradis, Interim Vice President for University Advancement

Chair Erickson convened the special board meeting at 4:47 PM. Ms. Schactler took role to confirm that a quorum of the Board was present. The purpose of the meeting was for the Board to discuss budget and COVID-19 planning.

Approval of Agenda

Motion 20-18: Ms. Gillis moved that the Board of Trustees of Central Washington University approve the agenda of the meeting of April 9, 2020. Ms. Black seconded the motion, which the board unanimously approved.

Approval of Minutes

Motion 20-19: Mr. Nellams moved that the Board of Trustees of Central Washington University approve the minutes from the meeting of March 31, 2020. Ms. Gillis seconded the motion. The motion was approved.

Included in board briefing materials were two board communications dated April 8, 2020:

1. From Roxanne Easley, Chair of the Faculty Senate Budget and Planning Committee, applauding the affirmation of the trustees of the values underlying the decision of the university to make no workforce changes through June 30, 2020. The letter stressed the importance of maintaining support for quality teaching and learning through dedicated investment in the classroom, and requested that the university “undertake drastic structural changes only after consultation with all members of our university community.”
2. From Walter Szeliga, Chair of Faculty Senate, endorsing a letter from the Faculty Senate Budget & Planning Committee, and offering the assistance of the Faculty Senate Executive Committee in “facilitating communication between CWU Faculty and the Board of Trustees in all matters related to the fulfillment of the academic mission of Central Washington University.”

COVID-19 BRIEFING

President Gaudino gave an update of how the COVID-19 pandemic and associated local, state, and federal responses had impacted university operations. The summary highlighted the following:

- 13 confirmed cases of COVID-19 in Kittitas County. Four of whom are CWU students or staff.
- CWU is housing approximately 635 students in residence halls or university apartments.
- Online courses began yesterday with enrollment down about 3 percent.
- All university facilities are closed to the public; Dining Services is only providing food to go and only in the Student Union and Recreation Center.
- Employees who can are working remotely and using MicroSoft Teams, Zoom, email and other virtual channels to stay connected.

Vice President Joel Klucking outlined a 16-month budget forecast and described the financial impact to the university, anticipating \$15 to \$20 million in reduced revenue through spring quarter. Much of the reduced revenue, about \$12 million, is due to absence of students on campus and using housing and dining services.

In order to address this drastic reduction in revenue, on March 19, the university implemented the following short-term measures to sustain service to students, to support employment and to ensure organizational financial integrity. CWU anticipates saving \$8 million from the following measures over the course of spring quarter.

- Cut Cabinet-level salaries by 20 percent;
- Suspend all university-sponsored travel through the end of spring quarter;
- Freeze all hiring, including all hiring activities in which an offer has yet to be tendered; and
- Restrict purchasing to essential functions and services.

Current staffing levels will be maintained through June 30, 2020 and then will be reviewed across the board.

The special meeting adjourned at 5:33 PM.



Linda Schactler, Secretary to the
CWU Board of Trustees



Ron Erickson, Chair
CWU Board of Trustees

OPEN PUBLIC MEETINGS ACT AND PRESIDENTIAL SEARCHES

RCW 42.30

CWU BOARD OF TRUSTEES

AAG Alan Smith

May 2020

OPMA Definitions

- OPMA applies to any “action” by the “governing body” of a public agency or institution.
- “Governing Body”—the multimember policy-making board of a public agency or any committee thereof acting on the board’s behalf.
- “Action”—broadly defined to include not only “final action,” but also any conduct of official business—e.g., deliberations, discussions, reviews.

Three Basic Rules

- All meetings of the governing body shall be public and open to all persons, except as expressly permitted by law.
- No governing body shall take any final action except in an open public meeting.
- No governing body at any meeting required to be open shall vote by secret ballot.

When Is There a “Meeting”?

- A “meeting” occurs anytime, anywhere Board “action” is being taken.
- Board “action” includes not just final action, but any “discussion” of official business.
- The CWU Board of Trustees takes “action” by a majority of its members.

So a “Meeting” Occurs . . .

- Whenever five or more trustees are discussing official CWU business.
- Includes “study sessions,” workshops, retreats, dinner meetings, legislative meetings.
- Avoid “phone trees,” informal “polling,” or email chain discussions involving multiple trustees.

Executive Sessions— Permissible Topics

- Certain Litigation Matters
- Certain Real Estate/Contract Negotiations
- Certain Collective Bargaining Matters
- Evaluating qualifications of applicants for public employment or reviewing performance of public employees.
- All exceptions narrowly construed in favor of transparency—no general “personnel matters” exception.
- Final action regarding President’s appointment and salary must be taken in open session.

Search Process vs. Applicant Evaluation

- Anything related to the search process must be discussed in open session –
- Search procedure and timeline
- Role of search firm and/or staff
- Approval of position description
- Minimum/preferred qualifications
- Appointment and role of search committee
- Interview procedures
- Process for bringing recommendation to Board

Executive Sessions— Evaluating Applicant Qualifications

- Executive Session limited to evaluating and discussing qualifications of applicants.
- Can discuss the quality, value, and significance of applicant qualifications.
- Individual board members can each offer for discussion their opinions on applicant qualifications.
- No voting in Executive Session, not even informally—no “straw votes” or informal “polling” to narrow the list, no ranking of applicants, no reaching of any “consensus” regarding finalists.

Role of Search Committee— Delegated Authority Model

- OPMA defines governing board as including any committee thereof acting on board's behalf.
- Search committee acts on board's behalf if it has actual or de facto decision-making authority to narrow the applicant field.
- A committee with such delegated authority is itself subject to all OPMA requirements—meeting notices, executive session limitations, minutes, etc.
- Board can delegate authority to search consultant or staff to screen out applicants not meeting minimum qualifications.

Role of Search Committee— Advisory Capacity Model

- Board can appoint committee to act in an advisory capacity, screening applications and recommending which candidates Board should interview.
- A committee serving in an advisory capacity provides only advice and recommendations that are not binding on the Board.
- The full Board should have access to all applications and retain the authority to decide which, if any, of the committee's recommended candidates it will interview.
- A committee serving in an advisory only capacity is not subject to the OPMA.

Conducting Candidate Interviews

- Schedule Executive Session to conduct interviews.
- Send Model Presidential Contract in advance to all candidates to be interviewed.
- Reviewing candidate qualifications can include asking about salary requirements, contract terms, available start date, etc.
- Final salary and contract must be approved in open session, but okay to ask candidates, If you were offered salary of X amount, would you accept?

Penalties for Violations

- Any action taken in violation of OPMA shall be “null and void.” Action must be done over in open session.
- Each trustee who attends a meeting with knowledge of an OPMA violation shall be personally liable for \$500 civil penalty for first violation, \$1000 for a subsequent violation.
- CWU liable for prevailing party’s attorney fees and court costs.

WASHINGTON STATE

Open Public Meetings Act Guidance

On Frequently Asked Questions About Processes to Fill
Vacant Positions By Public Agency Governing Boards*

**And Some Suggested Practice Tips*

June 1, 2016





Message from Attorney General Bob Ferguson

Greetings.

Transparency in government is a cornerstone of democracy, ensuring the people's right to know. The Attorney General's Office is an important resource for the public and for government entities on the state's Sunshine Laws: the Public Records Act (PRA) and the Open Public Meetings Act (OPMA). My office recently successfully requested legislation to increase the OPMA's penalties so they maintain the deterrent effect consistent with the original intent of the law. The passage of that bill, SB 6171, means that OPMA penalties are increased from \$100 to \$500 for a first knowing violation by a governing body member, and to \$1,000 for a subsequent knowing violation.

When problems arise involving these laws, they are often the result of a lack of knowledge. In an effort to increase awareness, my office provides resources on our Open Government [web page](#). The web page includes links to the Open Government Trainings, the *Open Government Resource Manual*, and other useful information. In addition, Open Government Assistant Attorney General Nancy Krier provides information, technical assistance, and training. Ms. Krier prepared the enclosed document, "Open Public Meetings Act Guidance on Frequently Asked Questions about Processes to Fill Vacant Positions by Public Agency Governing Boards", also available on our Open Government Training [web page](#).

The guidance is intended to assist board and commission members in complying with the OPMA when filling vacant top positions at their public agencies. The guidance also offers the public a better understanding of their rights under the law.

While the FAQ guidance does not bind any agency or person, we hope it will be a useful resource for agencies, the public, and members of the media alike. Our goal is to assist in providing a better comprehension of the OPMA, reducing risks of possible violations and penalties.

Thank you for your interest in open government. I hope you find this guidance informative.

Bob Ferguson
Washington State Attorney General

If you have questions or comments, please contact Nancy Krier, the Assistant Attorney General for Open Government at nancyk1@atg.wa.gov.

Open Public Meetings Act Guidance

On Frequently Asked Questions About Processes to Fill Vacant Positions By Public Agency Governing Boards*

**And Some Suggested Practice Tips*

June 1, 2016

This Frequently Asked Questions (FAQ) guidance is provided for local and state boards, commissions, councils and other public agencies subject to the Washington State Open Public Meetings Act (OPMA) at [RCW 42.30](#) which appoint or hire persons for their agencies. Examples include filling a vacancy on a board or hiring an executive for the agency.

This FAQ is provided by the Assistant Attorney General for Open Government (“Ombuds”) in the Office of the Attorney General. RCW 42.30.210.

This FAQ describes general OPMA principles and requirements, gives guidance on some questions, and provides suggested practice tips. This FAQ addresses the OPMA only. A public agency board may be subject to other laws that may also govern its meetings and/or procedures to fill vacancies.

This FAQ provides guidance but it is not legal advice or a legal opinion. This FAQ is not an Attorney General Opinion (AGO) and expresses some views only of the Ombuds. This FAQ does not bind any public agency or any person.

Public agencies should consult with their attorneys if they need legal advice on the FAQ topics or on other search processes or requirements to fill a vacant position.

This FAQ refers to laws and court decisions in effect at the time this FAQ was prepared (see date above). Later enacted laws or later court decisions may impact the guidance. Citations to referenced court decisions are at the end of this FAQ. Some questions in the FAQ have not been squarely addressed by the courts or the Legislature; in those cases, suggested answers are provided based on the current OPMA statutory language or other case law as of the date of this document.

For ease of reference, the term “board” will be used throughout this FAQ to refer to multimember public agency governing bodies subject to the OPMA.

TIPS

The “practice tips” at the end of several questions are only suggestions. They are non-binding and non-exclusive and there may other options that could be considered. Given the wide variety of public agencies subject to the OPMA, some agency practices may vary in some details, and some of the tips may not work for all agencies.

Index to FAQ Topics

1. Overview of Open Public Meetings Act principles and legal requirements
2. Search processes
3. Selecting search firms
4. Executive sessions to discuss qualifications of applicants
5. Minutes
6. Committees to assist in searches
7. Board members' and committee members' review of application materials
8. Committee recommendations
9. Applicant evaluation forms
10. Polling board members regarding applicants
11. Narrowing applicants to finalists
12. Using applicants' names in public meetings
13. Negotiations with apparent finalist
14. Disclosure of written applications
15. Legal consequences for violations
16. Other laws or procedures
17. Further Open Public Meetings Act assistance
18. Citations to court decisions



1. What is an overview of the Open Public Meetings Act principles and legal requirements?

Here is a summary. This FAQ takes into account the following OPMA principles and requirements.

- **Purpose.** The OPMA is codified at RCW 42.30. The purpose of the OPMA is to permit the public to “observe all steps” in the making of governmental decisions by a public agency board. *Cathcart v. Andersen*. The OPMA “employs some of the strongest language used in any legislation.” *Id.* The OPMA is to be “liberally construed” to effect its purpose. RCW 42.30.910.
- **Governing Body.** The OPMA applies to “governing bodies” which are defined as “the multimember board, commission, committee, council, or other policy or rule-making body of a public agency, or any committee thereof when the committee acts on behalf of the governing body, conducts hearings, or takes testimony or public comment.” RCW 42.30.020(2).
- **Quorum.** The OPMA applies to meetings of a quorum (typically a majority) of the governing body of a board transacting agency business, requiring those meetings to be open to the public unless the law authorizes closure. RCW 42.30. *In re Recall of Beasley; Wood v. Battle Ground School District; Citizens Alliance for Property Rights Legal Fund v. San Juan County*.
- **Members’ Physical Presence Not Required.** The OPMA does not require the contemporaneous physical presence of board members in order to constitute a meeting. *Wood v. Battle Ground School District*.
- **Meeting.** For a gathering to be considered a “meeting,” its purpose must be to discuss or act on matters in which the attendees have a common interest relating to the official business of the governing body. *Citizens Alliance for Property Rights Legal Fund v. San Juan County*. A “meeting” of a governing body occurs when a majority of its members gathers with the collective intent to transact the agency’s business. *Id.*
- **Action; Final Action.** A meeting of a quorum where “action” occurs is subject to the OPMA and must be open to the public, unless the OPMA permits closure. “Action” means the transaction of the official business of a public agency by a governing body including but not limited to receipt of public testimony, deliberations, discussions, considerations, reviews, evaluations, and final actions. RCW 42.30.020(3). “Final action” means a collective positive or negative decision, or an actual vote by a majority of the members of a governing body when sitting as a body or entity, upon a motion, proposal, resolution, order, or ordinance. *Id.*
- **Executive Sessions.** A board can meet in an executive session closed to the public only for the purposes “explicitly specified” in the OPMA. *Miller v. City of Tacoma*.

Executive session authority is “narrowly interpreted.” *Id.* “Action” that goes beyond the scope of what is permitted in executive session violates the OPMA. *Id.*

- **Violations.** Board actions that violate the OPMA can result in litigation, as well as a possible court determination that a board decision made outside the OPMA’s requirements is null and void. And, a court may impose penalties against members for knowing violations. RCW 42.30.060; RCW 42.30.120; RCW 42.30.130.



2. A board will be designing the search process for the board to fill a vacancy either on the board or at the agency. Must the board discuss that process in an open public meeting?

Yes. When a quorum of a board meets to take agency action, that meeting must be held in public unless the OPMA authorizes a session closed to the public. If the board reserves to itself the authority to make those search process decisions, or a law requires that only the board can make those decisions, those search process board discussions and decisions must be conducted in a meeting open to the public. An executive session closed to the public is not authorized for discussions of search processes for the board to fill a vacancy.

Examples. The types of search process discussions and decisions by a board quorum could include, for example: whether to adopt and the adoption of a policy or procedure governing the search process, whether to use a search firm (consultants), the role of the board in the search, the role of agency staff in assisting in the search, the role of a search firm, the timeline for the process, approval of the position description, procedures to submit applications, methods to determine finalists (including whether to appoint a committee to assist the board and the committee’s role), interview procedures, agreed-to questions that will be asked of applicants, procedures to notify applicants of selection/rejection, and other search process discussions and decisions of the board.

Committees. If a board delegates to a committee of the board the authority to design the search process on behalf of the board, the committee would also be subject to the OPMA. If the board reserves to itself the design of the search process, but seeks only input or advice from a committee it creates, the committee would not be subject to the OPMA. *Citizens Alliance for Property Rights Legal Fund v. San Juan County*. See Question # 6.

Staff/Search Firms. A board can also direct its staff or its search firm to design the process, without those staff or firm activities being subject to the OPMA. “When a governing body directs its staff to develop a plan of action and the staff creates a committee to develop the plan, the staff, not the governing body has created the committee. That is the nature of organizations: the governing body decides on policy and orders the staff to implement the policy, and the staff complies.” *Citizens Alliance for Property Rights Legal Fund v. San Juan County*. See also Question # 3.

TIPS

Practice tips:

- A board should plan its search process with the OPMA's requirements in mind.
- For example, a board should keep in mind the OPMA's public notice provisions for regular and special meetings when developing its meeting agendas to discuss the search process and applicant evaluations and selections. RCW 42.30.077; RCW 42.30.080.
- It may be useful for a board to consider adopting a policy on how it wants to conduct searches when vacancies occur, particularly if vacancies are frequent. A board can then refer to or update that policy as needed and when vacancies occur.
- It may also be useful for a board to consider whether some of the search process steps can be handled by board staff such as a human resources department staff, contracts staff or a search firm. Those steps might include, for example, designing a search process, the contract award process for a search firm, posting or advertising the vacancy notice, accepting and processing applications, ensuring applications are complete and meet the minimum qualifications, scheduling interviews, doing background or reference checks, and the like.



3. A board wants to hire a search firm to assist it in the process to fill a vacancy. Can the board review proposals or bids from potential firms in an executive session, and/or select a search firm in executive session?

No. The OPMA has no provision permitting boards to meet in a closed executive session to review proposals or bids from search firms (consultants), or to select a search firm in executive session.

No Executive Sessions to Review Bids. The Supreme Court has held that unless an action is “explicitly specified” in the OPMA’s executive session provisions, a board cannot conduct that action in an executive session. *Miller v. City of Tacoma*. “Action” includes but is not limited to reviews and evaluations. RCW 42.30.020(3). “Action” such as review and evaluation of requests for proposals or bids from personnel search firms are not authorized in RCW 42.30.110(1)(d).

Executive Session for Negotiations on Contract Performance. The OPMA provides an executive session can be held “to review *negotiations* on the *performance* of publicly bid contracts when public knowledge regarding such consideration would cause a likelihood of increased costs[.]” RCW 42.30.110(1)(d). (Emphasis added.) No court cases discussing this section have been located. However, based on the statutory language, this executive session provision at RCW 42.30.110(1)(d) assumes a contract is already in place and the board is reviewing negotiations on the existing contract’s “performance.” The legislative history of this provision confirms that reading. Thus, this

executive session provision is limited in scope and does not authorize an executive session for a board to review proposals or bids from search firms seeking to enter into a contract with the board/agency.

No Executive Sessions for “Personnel Matters.” The OPMA does not authorize a board to hold an executive session for discussions related to “personnel matters” generally. See Question # 4.

Executive Session for Pending or Potential Litigation. If a board believes there is “pending” or “potential litigation” concerning “legal risks” of its proposed action with respect to a search firm selection when public discussion of the legal risks “is likely to result in an adverse financial or legal consequence” to the board, the board may go into executive session with its legal counsel. RCW 42.30.110(1)(i). See that statute for more information.

Independent Review of Bid Documents. The Supreme Court has held that when board members act “independently and individually” to examine bid documents, no OPMA violation occurs. *Equitable Shipyards v. State*.

Summary. If a board is evaluating proposals and bids when selecting a search firm contractor, its discussions of a quorum and decision by a quorum must be conducted in a meeting open to the public. This would include, for example, in-person presentations by bidders to the board. Board members can, however, independently and individually review bid documents in advance of a meeting, so long as a quorum does not discuss those documents outside of a public meeting.

TIPS

Practice tips:

- *A board may be subject to bid procedures in various laws. Therefore, it may be useful for board staff to work with the agency’s attorneys to review those laws in advance of a search if the board will be participating in the search firm contracting decisions.*
- *It may also be useful for the board to consider a process where staff review the bids and either retain the firm, or recommend to the board which firm to retain.*
- *In designing search processes, boards may also wish to consider whether the bid documents would be subject to public disclosure, and whether other laws govern bid procedures. See *Equitable Shipyards v. State*; RCW 42.56.*
- *It may also be useful for the board to provide a copy of this FAQ to its staff, attorneys, or other persons assisting it in its search and its search firm contracting procedures.*



4. Can a board meet in executive session to review the qualifications of applicants for a vacant position? If yes, what can that discussion include?

Yes. RCW 42.30.110(1)(g) and (h) provide that a board can go into executive session:

(g) To *evaluate* the *qualifications* of an *applicant for public employment* or to review the performance of a public employee. However, subject to RCW 42.30.140(4), discussion by a governing body of salaries, wages, and other conditions of employment to be generally applied within the agency shall occur in a meeting open to the public, and when a governing body elects to take final action hiring, setting the salary of an individual employee or class of employees, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public;

(h) To *evaluate* the *qualifications* of a *candidate for appointment to elective office*. However, any interview of such candidate and final action appointing a candidate to elective office shall be in a meeting open to the public[.]

(Emphasis added.)

Limited Purpose. Importantly, these executive sessions are limited to evaluating the qualifications of an applicant. The evaluations can include discussions of the worth, quality and significance of the applicants' qualifications, and individual members can express their opinions on such matters. *Miller v. City of Tacoma*.

The executive session provision at (1)(g) applies to a board filling non-elective appointed committee positions as well as board employment positions. *Miller v. City of Tacoma*.

Interviews. Interviews can also be conducted in an executive session except for applicants seeking appointment to a vacant elective office such as a school board, city council, county council, or other elective office. Applicant interviews to fill a vacancy in an elective office must be conducted in an open public meeting.

No Executive Session for "Personnel Matters." While some executive session provisions of RCW 42.30.110 such as the two cited above at (1)(g) and (1)(h) involve discussion of agency personnel under defined circumstances, the OPMA does not authorize a board to go into executive session to discuss "personnel matters" generally. Unless an action is "explicitly specified" in the OPMA's executive session provisions, a board cannot conduct that action in an executive session. *Miller v. City of Tacoma*.

No Votes in Executive Session. Board members cannot vote on applicants in executive session, even informally. RCW 42.30.060(2). Balloting is not an evaluation. *Miller v. City of Tacoma*. Balloting includes identifying a consensus. *Id.* Balloting includes conducting a non-binding "straw vote" or informal "poll" to narrow the list of applicants, ranking finalists, or selecting a final applicant. *Id.* (Madsen, dissent).

TIPS

Practice tips:

- As part of designing its search process (see Question # 1), a board should inform applicants as to when there will be any discussions of applicants in an open public meeting.
- In preparing meeting agendas, a board may wish to consider adding “possible action” or similar language after the executive session item on the agenda if the board anticipates action may occur in the open part of the meeting after the executive session.



5. Is a board required to prepare minutes of the executive session discussion where members discuss applicants' qualifications?

No. RCW 42.32.030.



6. A board wants to appoint a committee to assist it in the search process, such as to review applications and recommend which applicants should be interviewed by the board. Is that committee also subject to the OPMA?

Maybe. The answer depends upon the role of the committee.

Committees. The OPMA applies to “governing bodies” which are defined as “the multimember board, commission, committee, council, or other policy or rule-making body of a public agency, or any committee thereof when the committee acts on behalf of the governing body, conducts hearings, or takes testimony or public comment.” (Emphasis added.) A committee “acts on behalf of” a governing body when it exercises actual or de facto decisionmaking authority for the governing body, as contrasted with simply providing advice or information to the governing body. *Citizens Alliance for Property Rights Legal Fund v. San Juan County*, citing Attorney General Opinion (AGO) 1986 No. 16.

If the committee of the board is subject to the OPMA, it must also follow all OPMA procedures for meeting notices, executive sessions, minutes, and all other OPMA requirements.

Staff/Search Firm. A board can also direct its staff or its search firm to take action without those staff or firm activities, or a committee appointed by staff, becoming subject to the OPMA. *Citizens Alliance for Property Rights Legal Fund v. San Juan County*.

TIPS

Practice tips:

- *If a board decides it wants to use a committee as part of its search process, it should define the committee's role, and what authority, if any, is delegated by the board to the committee, and what authority is reserved to the board. (See Question # 1).*
- *If the committee serves in an advisory capacity only, that is, it is providing only advice or recommendations that do not bind the board, the board should make that committee role clear.*
 - *For example, say a board appoints a committee to screen applicants and make recommendations on who the board should interview. However, the board retains authority to decide which, if any, of those or other applicants it will interview regardless of the committee's recommendations or advice and the board does not otherwise delegate any decisionmaking authority to the committee. In that situation, the committee is not subject to the OPMA.*
- *Even if a committee is not subject to the OPMA, a board could choose as a policy matter to make some or all of the committee's meetings public.*



7. Can individual board members or individual search committee members review application materials without convening a public meeting?

Yes. Individual members can individually and independently review applications for the position outside a public meeting. *Equitable Shipyards v. State*. However, a quorum cannot discuss those applications outside of a public meeting.

TIPS

Practice tip:

- *Members should also be reminded that application materials may be confidential (see Question # 14), and if so cannot be discussed with persons outside the search process.*



8. Can a board receive the search committee's or the search firm's views of the qualifications of the applicants in executive session?

Yes. The board must confine its discussion, however, to the evaluation of qualifications of applicants. RCW 42.30.110(1)(g) and (h). And, if the committee is subject to the OPMA (depending on its role), it will have decided its recommendations in a public meeting. See Question # 4.



9. Can board members fill out "evaluation forms" when independently reviewing applications?

Yes; however caution is advised.

Individual Members' Review. Individual members can individually and independently review applications outside a public meeting, and independently fill out evaluation forms assessing the applications if an agency is using such forms. *Equitable Shipyards v. State*.

Quorum Discussion. However, a quorum cannot discuss those completed forms outside of a public meeting. That is, if a quorum wants to discuss these forms it must do so in the public part of the meeting, or in a public meeting's executive session if members want to discuss applicants' qualifications that are described in the completed forms. A quorum should not submit completed forms to another board member, a search firm, or staff assisting it in its search in the event that step might be viewed as voting or polling a quorum of the board outside a meeting with an intent by the governing body to collectively decide a matter. See Question # 10. The function of the forms should be confined to assisting the individual member only in his or her review of the applications.

TIPS

Practice tips:

- *A board should decide if it needs or wants to use an applicant evaluation form. See Question # 1.*
- *If a board is considering using a form, it may wish to design the form as a template only for discussion (such as listing the preferred qualifications of the vacant position) rather than a form the board members fill out.*

- 
- A board should also consider records laws if using evaluation forms. For example, the evaluation forms may have retention requirements under RCW 40.14, and could be the subject of a public records request under RCW 42.56.



10. Can a board conduct or authorize the conducting of an informal “poll” of a quorum outside a public meeting to get board members’ feedback on applicants, determine the finalists, or determine a preferred final candidate? For example, board members would be polled by email, text, phone, or through in-person contacts. This polling could be by another board member, search firm, board staff member, or other person acting on behalf of the board.

Likely no. There is no court decision precisely on point in this state where a court has found that a board conducted an unauthorized poll in violation of the OPMA. However, the language of the OPMA and other court rulings indicate our courts could find that polling activity violates the OPMA, depending on the facts. Here is more information.

Action and Final Action. The broad definition of agency “action” includes discussions of agency business among a quorum; the OPMA is to be “liberally construed.” RCW 42.30.020(3); RCW 42.30.910. “Final action” means a collective positive or negative decision, or an actual vote by a majority of the members of a governing body when sitting as a body or entity, upon a motion, proposal, resolution, order, or ordinance. RCW 42.30.020(3).

Balloting. Secret ballots (voting outside the public eye) are not permitted. RCW 42.30.060(2).

Case Summaries. The Supreme Court held that the purpose of the OPMA is to permit the public to “observe all steps” in the making of governmental decisions by a board. *Cathcart v. Andersen*.

In *Wood v. Battle Ground School District*, the Court of Appeals found that an exchange of emails discussing agency business where a quorum of a board participates can violate the OPMA. In *Wood* the court also held that the OPMA does not require the contemporaneous physical presence of board members in order to constitute a meeting.

In *Miller v. City of Tacoma* the Supreme Court held that informal balloting of a quorum outside the public eye (in that case, in an executive session) violated the OPMA.

In *Eugster v. City of Spokane* (2002) the Court of Appeals described that when the facts show members are “polled” outside of a meeting and have knowledge they are acting in concert with others, that activity may lead to a conclusion that the members knowingly violated the OPMA.

In *Citizens Alliance for Property Rights Legal Fund v. San Juan County* the Supreme Court held that if communications among a quorum show a “collective intent” to meet to

transact the governing body's official business, then a meeting subject to the OPMA has occurred.

Under these authorities, a process of polling of a quorum of a board in order to learn a quorum's views of the applicants or to see how a quorum may vote on an applicant --- whether polling is done by a board member, search firm, board staff member, or other person acting on behalf of the board --- might result in a complaint that the board has in effect taken "action" or "final action" (voted, or reached a consensus) outside the OPMA. This risk is presented if the board members know a quorum is being polled on agency business. If the complaint is upheld by a court, there can be legal consequences. See Question # 15.

TIPS

Practice tips:

- *Board members, board staff, and search firms should exercise caution in contacting board members outside an open meeting to discuss applicants, and should not contact a quorum to get their views, votes, informal votes, straw votes, or consensus.*
- *Board members, staff and search firms should also be mindful that any emails, text messages, phone records, letters or other public records prepared, owned, used or retained by or on behalf of the board (agency) or a board member and which relate to the board's search process may be subject to a request for public disclosure under the Public Records Act at RCW 42.56, and may have records retention requirements under RCW 40.14.*



11. Can a board decide to narrow the applicants to several finalists or a finalist in executive session?

No, if "narrow the applicants" means a quorum ranks several applicants who will proceed to the next step in the selection process and eliminates other applicants from consideration. See Questions # 4 and # 10. Balloting on applicants, including on informal proposals ("action") as well as "final actions" (a vote or development of a consensus), and straw votes, are not permitted in executive session. *Miller v. City of Tacoma*. Secret ballots are prohibited under the OPMA. RCW 42.30.060(2); *Miller v. City of Tacoma*. In other words, selecting the finalists in an executive session is not permitted.

TIPS

Practice tips:

- *At a public meeting, a board should decide in advance of its search what process it will use to focus on applicants who it may want to interview and appoint or hire. See Question # 1.*

- For example, it would be appropriate for a board to:
 - Be clear in its announcement of the vacancy that it will not consider applicants who do not meet defined minimum qualifications or who submit their applications past the deadline. The board could then have a search firm, agency staff, or a search committee member explain to those applicants that pursuant to board procedures, their applications will not be provided to the board.
 - Permit a search firm, committee member or staff to recommend in executive session which applicants the board should move to the next step or interview as part of the process of evaluating applicants, so long as that information is advisory only and does not bind the board.
 - Permit a search firm, committee or staff to forward full application packets to the board only for applicants who exceed the minimum qualifications or after a preliminary interview (with the firm or committee or staff), so long as the board reserves to itself the ability to consider any applicants meeting the minimum qualifications, and reserves to itself the authority to review any and all applications if it so chooses.
 - Permit its members to express their views on an applicant or applicants in executive session, so long as they do not vote or take a straw vote that selects semi-finalists or finalists and simultaneously eliminates any applicants from consideration.



12. Can a board use designations such as “Candidate A, Candidate B, Candidate C” when meeting in public to discuss the applicants or to narrow the applicants to a list of finalists, or designate a finalist, if the board is not using their names?

There is no court decision precisely on this issue. The answer may depend on the position being filled. Here is some suggested guidance.

Elected positions. As discussed in Question # 14, most parts of applications for appointment to a vacant elected position should probably be disclosed, including names of applicants. Those elected positions are filled in the first instance by the voters, who during a campaign are entitled to receive information about candidates who seek to serve them in an elected position. See RCW 29A.24 (declarations of candidacy); RCW 42.17A (campaign finance disclosures). Board interviews to fill a vacant elected position must be conducted in public, so those applicants’ names become public at that point by law. RCW 42.30.110(1)(h). In effect, their applications and interviews to fill a vacant elected position are the functional equivalent of a campaign. Presumably, those applicants will want (and in fact, may need) public knowledge of and support for their application (candidacy). And, of course, final actions appointing someone to the vacancy must be conducted in public. Therefore, using a “Candidate A, Candidate B, Candidate C” or similar designation in the board’s public discussions to fill vacant elected positions serves no public policy purpose and is not advised.

Non-elected Positions. Board decisions to fill a vacant *non-elected* position, which is often an employment position (such as a director or administrator employed by the board), may present different considerations for some boards or some vacant positions. In those situations, some applicants may indicate a need to retain some measure of confidentiality through some parts of the search process in order to not jeopardize their current employment. (And, as discussed in Question # 14, those employment applications are exempt from public disclosure under the Public Records Act).

Therefore, on the one hand, for non-elected positions, there is a view that a board could consider using a “Candidate A, Candidate B, Candidate C” or similar designation in the board’s public discussions to narrow the applicants, or to discuss a possible apparent finalist, so long as the successful candidate is publicly chosen and identified (see next paragraph).¹ On the other hand, there is a point of view that such a designation may be considered a form of an unauthorized secret ballot.² Some agencies, as a matter of historical practice, make finalists’ names publicly known through search procedures such as a “meet the candidates” forum. There is no appellate court decision precisely on this point. A board should carefully consider its procedures, and consult with its legal counsel if it has questions about its process.

Final Action. Lastly, “final action” hiring a person to fill a vacancy and setting his/her salary must be taken in public. RCW 42.30.110(1)(g). So, if a board had been using a “Candidate A, Candidate B, Candidate C” or similar designation in earlier stages of the search process, in a public meeting it must disclose the name of the person the board chooses to hire.

¹As noted, no State appellate OPMA decision has been located addressing the Candidate A, B, C board discussion option. There have been differing views about the practice over the years. For example, in 1995, a King County Superior Court considered arguments in an OPMA case where it was acknowledged that the names of the applicants would not be disclosed. Counsel for the Plaintiff *Seattle Times* described in oral argument that an assigned letter for candidates could be used in the board’s public discussion of applicants. *Seattle Times v. University of Washington et al.*, Case No. 95-2-04364-0; see also [“Judge: Interviews for UW President Can Be in Private – Certain Aspects of Search Must Be Open, Seattle Times](#) (March 3, 1995) (confirming Plaintiff’s position that applicants’ names could be withheld). With respect to a different view, the Municipal Research and Services Center (MRSC) in a 2012 Q & A for hospital districts described that in its opinion assigning numbers to candidates is not permitted by the OPMA. See [“Ask MRSC – Hospital District Edition”](#) (2012).

² RCW 42.30.060(2) provides, “No governing body of a public agency at any meeting required to be open to the public shall vote by secret ballot.” “Secret ballot” is not defined in the OPMA. RCW 42.30.060(2) was added to the OPMA in 1989. Chap. 42, Laws of 1989. Prior to that amendment, a formal Attorney General’s Opinion described a secret ballot as an “anonymous” vote. AGO 1971 No. 33. In *Eugster v. City of Spokane* (2005), the Court of Appeals found no violation of the OPMA’s secret ballot restriction when the identity of the board members supporting or rejecting a procedure was made known in a public meeting and there was no attempt to hide the identity of board members. In *Miller v. Tacoma*, the Court of Appeals held that secret balloting in violation of the OPMA occurred when a consensus was reached on a candidate in an executive session closed to the public.

The OPMA does not specify any level of detail in a board’s discussion nor in a board action, such as the detail needed in the language in a motion. In the Candidate A, B, C scenario, the board’s discussion and action would occur in an open public meeting and the identity of the voting board members would be publicly known, so they are not anonymous. And, any “final action” (the vote of a quorum to hire a specific candidate and set his/her salary) would also occur in a public meeting, meaning that applicant’s name would be publicly disclosed during that meeting even if it had not been released earlier. RCW 42.30.110(1)(g).

TIPS

Practice tips:

- A board should decide its search process up front (see Question # 1), including the finalist process, and how and when the final selection will be announced.
- A board should also let applicants know what that process will involve with respect to any public discussion of the names of applicants or finalists, or disclosure of any records concerning applicants or finalists.
 - Elected Positions. When filling vacancies in elected positions, boards should also consider that (1) interviews must be conducted in public (so if a board is choosing to have a “meet the finalists” opportunity for the public, it could do that before or after those interviews), and (2) there are limitations in RCW 42.17A.555 on the use of public resources if the applicants have also filed or announced as candidates for elective office. A board should contact the Public Disclosure Commission if it has questions about use of public resources with respect to applicants who are also candidates seeking election to office.
 - Non-Elected Positions. For non-elected positions, there may be options to consider, depending upon the position to be filled, historical or community practice, or other factors. For example:
 - A board could choose to inform all applicants that the board may make applicants’ or finalists’ names or other applicant information public during its discussions.
 - As another option, a board could also choose to hold a “meet the finalists” session at an open meeting and/or provide the public other opportunities to meet the finalists.
 - Or, a board could choose to ask finalists to provide a one-paragraph summary of their qualifications, which will be the document made public at some point during the process rather than an entire application.
 - Or, there may be other options as well.
- If a board may take action to hire an applicant after an executive session, it may wish to consider adding a “possible action” agenda item after an executive session agenda item where applicants are evaluated. For special meeting procedures and final actions, see RCW 42.30.080.
- As noted, there may be other options as well. The process used among boards may vary.



13. If a board decides in an open meeting that “Candidate A” is the apparent best applicant for the appointed (non-elective) position, can it authorize negotiations and contacts with that applicant by a board representative to discuss a salary, start date, or other conditions of employment set by the board?

Yes. Presumably, in the advertised job description the board likely would have already publicly provided information such as the salary range, benefits, other conditions of

employment, and perhaps a preferred start date. Perhaps some of those items are outside of the board's control and are set by law or rules (such as benefits like sick or vacation leave, eligibility for retirement systems, and similar matters) and that information is thus publicly known or publicly available through other means. And, in advance of the search, the board would have already publicly discussed the process of negotiations with an apparent best applicant (finalist). See Question # 1.

Contact Person. If the board has reserved to itself the approval of certain conditions of employment with the preferred apparent finalist (or perhaps even finalists), such as salary, start date, or similar matters, the board could authorize a person to discuss those details preliminarily with that finalist or finalists and have the board representative report back to the board on those preliminary discussions. For example, that person could perhaps be an individual board member, or a board staff member, a board attorney, or a search firm, or other non-board member. Because those details relate to the qualifications of the applicant (that is, they concern whether this applicant is qualified to accept a proposed salary, and whether this applicant is qualified to start on the date necessary), the board could receive additional information concerning an applicant's ability to meet the conditions of employment and include such information in its discussions in executive session under RCW 42.30.110(1)(g).

No Votes in Executive Session. However, a board cannot vote on the conditions of employment in executive session. RCW 42.30.110(1)(g) ("When a governing body elects to take final action hiring, setting the salary of an individual employee ... that action shall be taken in a meeting open to the public"). See also *Miller v. City of Tacoma*.



14. Is a board required to release copies of applications and materials submitted with an application for a vacant position upon a request?

It depends. That release is governed by other laws. The OPMA does not govern access to a board's application materials. Therefore, that question is outside the scope of this FAQ. Here is some general information.

Public Records Act. In short answer, this question involves a different law, the Public Records Act (PRA) at RCW 42.56. The PRA provides access to public records of an agency, upon request. The PRA provides an exemption from disclosure for "all applications for public employment, including the names of applicants, resumes, and other related materials submitted with respect to an applicant[.]" RCW 42.56.250(2). In addition, certain other specific information in personnel files is exempt. See also RCW 42.56.250(3) and RCW 42.56.230(3). These provisions would be pertinent to requests for non-elected positions.

Also, RCW 42.56.230(3) exempts "personal information in files maintained for employees, appointees, or *elected officials* of any public agency to the extent that disclosure would violate their right to privacy." (Emphasis added.) However, the appointment process to fill a vacancy for an elected position can be viewed as the "functional equivalent" of a campaign. The person appointed to fill a vacant elective

position is considered an elected official. Public disclosure of an application to fill an elected position therefore presents different and weightier public policy considerations as compared to disclosure of an application for a typical public employee position. As a result, many parts of the information in application forms to fill a vacant elected position on a board should generally be released.

TIPS

Practice tips:

- A board should consider the Public Records Act (PRA) at RCW 42.56 when designing its application form. For example, for elected position vacancies, perhaps the application form could place all exempt information on the last page (such as Social Security Numbers, if needed) enabling quicker disclosure of the remaining pages in response to a PRA request.
- Also, a board should direct requests for records to its Public Records Officer, and review PRA questions with its legal counsel.



15. Are there legal consequences if a board does not comply with the OPMA in the search process to fill a vacancy?

Yes. A court action can be filed. RCW 42.30.120; RCW 42.30.130. A board action taken with a secret vote can be declared null and void. RCW 42.30.060(2). A court will assess each board member who knowingly violates the OPMA a \$100 penalty (“Each member of the governing body who attends a meeting of such governing body where action is taken in violation of any provision of this chapter applicable to him or her, with knowledge of the fact that the meeting is in violation thereof, shall be subject to personal liability in the form of a civil penalty in the amount of one hundred dollars.”) RCW 42.30.120(1). The prevailing party suing the board shall be awarded reasonable costs and attorneys’ fees. RCW 42.30.120(2).

Penalty Amendments. Effective June 9, 2016, the Legislature increased the penalty amount in RCW 42.30.120 for the first knowing violation to \$500, with the penalty for a subsequent knowing violation set at \$1,000. SB 6171 (Chap. 58, Laws of 2016).

Retrace Steps. If a board violates the OPMA and its action is determined to be null and void, it must retrace its steps by taking the action in accordance with the OPMA, which usually means re-discussing and re-voting on the matter in an open meeting. *Henry v. Town of Oakville; Feature Realty v. City of Spokane.*



16. Are there other laws or procedures outside the OPMA that may govern a board's search process?

Maybe. It depends upon the board. For example, see the Municipal Research and Services Center's [article](#), "The Open Public Meetings Act and Filling Elective Office Vacancies in a City" (Oct. 31, 2012), referencing RCW 42.12.070 which also governs the filling of vacant city elective offices. A board should also consult with its human resources staff, and its attorney, to determine if any other procedures apply.



17. What if a board has questions about a search process to fill a vacant position under the OPMA? Who should it contact?

A board should first contact its attorney. Other sources of general information about the OPMA include the Municipal Research and Services Center (MRSC) (local governments), the Washington State Attorney General's Office Assistant Attorney General for Open Government ("Ombuds"), and others. The Ombuds website is [here](#). As noted in Question # 16, a board may also want to consult with its human resources staff.



18. What are the citations to the referenced appellate court decisions?

They are (in alphabetical order):

Cathcart v. Andersen, 85 Wn.2d 102, 530 P.2d 313 (1975)

Citizens Alliance for Property Rights Legal Fund v. San Juan County, 184 Wn.2d 428, 359 P.3d 753 (2015)

Equitable Shipyards, Inc. v. State of Wash., 93 Wn.2d 465, 611 P.2d 396 (1980)

Eugster v. City of Spokane, 110 Wn. App. 212, 39 P.3d 380 (2002) (see also later decision at *Eugster v. City of Spokane*, 128 Wn. App. 1, 114 P.3d 1200 (2005))

Feature Realty v. City of Spokane, 331 F.3d 1082 (9th Cir. 2003)

Henry v. Town of Oakville, 30 Wn. App. 240, 633 P.2d 892 (1981)

In re Recall of Beasley, 128 Wn.2d 419, 908 P.2d 878 (1996)

Miller v. City of Tacoma, 138 Wn.2d 318, 979 P.2d 429 (1999)

Spokane Research & Defense Fund v. City of Spokane, 99 Wn. App. 452, 994 P.2d 267 (2000)

Wood v. Battle Ground School District, 107 Wn. App. 550, 27 P.3d 1208 (2001)

➤ Copies of the decisions are available on the Washington State Judicial Opinions website [here](#).



R. William Funk & Associates is the premier firm dedicated to higher education search consulting. Led by its founder and President, R. William (Bill) Funk, the firm is recognized for its unparalleled record in recruiting many of the nation's most esteemed college and university leaders.

Our firm has had the privilege of recruiting more Presidents and Chancellors to notable universities in the past several decades than any other firm or collection of firms. For example, **we have recruited Chancellors/Presidents two-thirds of all public AAU universities.** It might also be of interest to you to know that we have recruited Presidents or Chancellors to more than one-half of the *U.S. News & World Report's* most recently published **“Top 30 National Universities.”**



Mr. Funk is the best known and most widely respected search consultant serving higher education. He has been called the **“guru of higher education recruiting”** by *The Chronicle of Higher Education* and is listed as one of the 200 best executive recruiters in the world in *The Global 200 Executive Recruiters: An Essential Guide to the Best Recruiters in the United States, Europe, Asia, and Latin America* (Jossey-Bass, Inc).

On Wisconsin, a University of Wisconsin publication, proclaimed in an article several years ago, that **“...Funk is higher education’s ultimate insider, its answer to the Kevin Bacon game: his list of friends and acquaintances includes the top officials at nearly every major American university. Pick any school on the map, and you’re likely to find no more than a few degrees of Bill Funk. ...he has become the most highly regarded search consultant in higher education.”**

Mr. Funk has conducted more than 425 searches for college and university Presidents and Chancellors. Among the approximately 70 currently sitting Presidents he has recruited are many of the nation’s most admired and respected university executives. Our firm's consultants have done a myriad of searches for other executive-level positions, including those for Provosts, Vice Presidents of Academic Affairs, CFO's, and Deans of nearly every discipline. We are privileged to have ‘preferred provider’ status with more than 30 universities nationwide.



Our firm is an affirmative action, equal opportunity employer. We are particularly proud of our role in bringing forward qualified women and minority candidates for consideration by the Search Committees with which we have worked.

Several years ago, the Women's Network of the **American Council on Education** awarded Mr. Funk and his team its annual "Network Leadership Award" in recognition of our work in recruiting women into senior levels of leadership in higher education.

As a reflection of our commitment to diversity, Mr. Funk and his team have assisted in the recruitment of the following minority and women Presidents, Chancellors, and Provosts, among others:

Michael V. Drake, President of Ohio State University; Andrew Hsu, President of the College of Charleston; Ruth Watkins, President of the University of Utah; Adela de la Torre, President of San Diego State University; Neeli Bendapudi, President of the University of Louisville; Jean Morrison, Provost at Boston University; Carol Fierke, Provost at Texas A&M University; Rafael Bras, Provost at Georgia Tech; Joan Gabel, Provost at the University of South Carolina (recently named the new President at the University of Minnesota); Teresa Abi-Nader Dahlberg, Provost at Texas Christian University (TCU); Paula Myrick Short, Provost at the University of Houston; Bobby Gempesaw, President of St. John's University; Nancy Cantor, Chancellor of Rutgers University - Newark; Franklin Gilliam, Chancellor of University of North Carolina Greensboro; Virinder Moudgil, President of Lawrence Technological University; Phoebe Haddon, Chancellor of Rutgers University – Camden; Mim L. Runey, President of Johnson & Wales University; Kat Schwaig, Provost at Kennesaw State University; and, Denise Trauth, President of Texas State University.

We are a proud member of the American Council on Education's 'Executive Search Roundtable' and participate frequently and enthusiastically with ACE's leadership training activities. Please visit our website at www.rwilliamfunk.com.





BOARD OF TRUSTEES

CWU QUARTERLY BOARD MEETING AGENDA

May 15, 2020

Virtual Meeting

Business Meeting

1:00 PM – Call to Order & Public Comment

1:15 PM – Covid Impact and Budget Response

- Situation Update
- Financial Impact/Projections

2:30 PM – Board Business

- President's Report
- Promotion and Tenure

Action Agenda

Approval of Promotion, Tenure & Post-Tenure Review

Approval of BA STEM Teaching

Approval of Consent Agenda

DRAFT COVID-19 Scenario Planning

CWU Board of Trustees

May 15, 2020



Fall '20 Scenario Planning

On April 9, trustees instructed staff to

- Develop 3 scenarios to enable CWU to prepare for the impacts of the COVID-19 pandemic
- Create action plans for each scenario
- Develop timelines to execute action plans



DRAFT COVID-19 Impact Scenarios

As of May 7, 2020

All scenarios include 5% state support decline, one-term disruption, then “new normal” winter & spring.

Scenario	Description	Est. Financial Impact
1	Students return to campus, face-to-face instruction, mild enrollment decline	-\$5M
2	First year on campus, residence hall occupancy max 1,800 (vs. 3,000), mix of instructional modality, mild decline in enrollment	-\$10M
3	All online, no students on campus, significant enrollment decline	-\$25M

Mitigation Plans Underway

All scenarios will need to include, in varying degrees:

- Permanent restructuring
- Temporary suspension of some summer operations
- Continue existing spending-reduction strategies
 - ✓ Hiring freeze, travel restrictions, non-essential Goods & Services restriction
- Scenarios 2 and 3 will require use of reserves



Fall '20 Opening Project

- Led by Project Management Office, which will establish detailed action plans & timelines
- Elevated to #1 university project
 - ✓ Steering committee meeting daily (divisional VPs, president)
- Broad-based campus involvement – all divisions
- Preliminary plan complete May 31



FY21 Budget Development

Update to this outline will be discussed with the Board on May 15.

FY21 baseline budget is nearly complete

- Does not include any mitigation plans; aka “normal”

Alternative budgets will be created based on mitigation plans determined by fall 2020 opening project – May/June



Questions?



CENTRAL WASHINGTON UNIVERSITY
Board of Trustees
May 15, 2020

Executive Summary - Strategic Enrollment Plan Update – “Destination 2025”

Destination 2025, CWU’s strategic enrollment management plan, sets three overarching goals:

1. Increase new student recruitment,
2. Increase enrollment of traditionally under-represented students, and;
3. Improve retention, persistence, and degree time-to-completion.

The impact of the COVID-19 pandemic on all aspects of university operations is unprecedented. Accordingly, the project team has revised the year-one implementation plan for *Destination 2025*. The team has altered seven of the 109 activities that support the three goals, and has paused 12 others. The project team has added seven initiatives and is considering an additional nine. Currently, 24 initiatives are complete and 64 are on track for completion. Stakeholders across divisions understand the importance of the recruitment and retention initiatives as they relate to the mission and sustainability of the university.

Spring 2020 Enrollment Update: Enrollment Management anticipated that the transition of spring-quarter courses into online settings would result in a 10-percent reduction in enrollment over the prior year. CWU’s actual enrollment was 1 percent lower than last year, both in the number of individual students, or “headcount,” (10,668 vs 10,810), and in terms of student credit hours (145,906 vs 147,649). These enrollment figures do not include the nearly 3,500 students enrolled through our high school partnership programs, such as College in the High School and Running Start.

Overall, fall-to-spring persistence rates were better than expected, in light of the projected impact of COVID-19 factors. Full-time, first-year students who enrolled in fall 2019 persisted at 83.56 percent (vs 85.5 percent prior year) and fall 2019 new transfer students persisted at 89.66 percent (vs 89.77 percent prior year).

These steady enrollment figures amid the chaos and uncertainty reflect the grit and determination of our students, faculty, and staff. The university community worked collaboratively to overcome multiple barriers to move operations and courses online, while managing implications from the Kittitas County’s Public Health Order. Among other things, that order closed campus through June 30 and required CWU to instruct students not to return to campus. In addition, the university launched a unique project.

The Spring 2020 Retention Outreach Initiative (ROI) is a cross-divisional, high-outreach, high-engagement initiative, using 120-plus volunteers across all divisions to reach out personally to students. ROI uses multiple channels (text, phone, email) and virtual outbound contact center staffed with volunteer callers and call leads. Call-list queries and established call scripting, training guides, resource documents, and provided training prepare volunteer callers. Some project highlights include developing a process that identifies students who may benefit from additional support and contacting these students during the first two weeks of the term. By the end of the project, all 10,000-plus students enrolled in spring will receive a personal phone call through the campaign.

Fall 2020 Enrollment Update: The list of challenges admissions officers have experienced in recruiting the fall 2020 incoming class is extensive: a downward trend in high school graduates, closure of K-12 classrooms, cancellations of ACT and SAT tests, difficulty in acquiring high school transcripts, and non-stop policy changes and temporary processes and procedures implemented across the K-12 and higher education sectors, to name a few. Despite these challenges, many of our first-year-student key performance indicators are healthy.

We are experiencing an increase in application and admitted-student pools over last year. However, our confirmed student pool is 14 percent lower than the same time last year (2,171 vs 2,532). Factors may include the cancellation of both of our “Wildcat Days,” action- and information-packed events that typically drive confirmations. Another factor is the extension by many schools of the May 1, National College Decisions Day to June 1 or beyond. Finally, early survey data suggest high school seniors are rethinking not only their first-choice college, but their decision to attend college at all in the fall.

In addition, the community colleges continue to experience a decline in enrollment. This translates directly to our incoming transfer student cohort. Although we are experiencing a 3 percent increase in transfer applications over prior year, our admitted and committed transfer student pool is down 14 percent and 21 percent, respectively. Although we have initiated a variety of new recruitment strategies and activities for both freshman and transfer students, it is likely we will fall shy of our fall 2020 new student goal. If fall 2020 term is online classes only, we will likely fall significantly short of our new student goal.

There are many new variables this year in the equation to project fall enrollment. National studies are suggesting colleges and universities should embrace for a 20-percent decline in overall enrollment this fall. Currently, our data suggest CWU will likely see a reduction in overall enrollment. It is reasonable to expect a 5 percent-12 percent reduction in overall enrollment in fall. I am confident that many of our new initiatives and campaigns will make a positive difference and help mitigate significant enrollment reductions due to COVID-19.

Submitted by:



Josh Hibbard, PhD
Vice President for Enrollment Management

Approved for submittal to the Board:



James L. Gaudino
President

Central Washington University
Board of Trustees
May 15, 2020

ACTION – Distinguished Faculty Awards

Since 1977, CWU has honored excellence in faculty teaching, service, and research or creative expression. The recognition, the highest honor for faculty at CWU, is embedded in the Faculty Code (Section III), which establishes awards for Distinguished Faculty and for Non-Tenure Track Faculty. Distinguished Faculty Awards are reserved for individuals who have, at a minimum, served for six years and have worked at least 135 WLU. The awardees are nominated by the Faculty Senate, which may choose not to make an award in any given category. Nominations are authorized by the Board of Trustees.

Recipients of the annual Distinguished Faculty Awards in teaching, scholarship, and service receive a one-time \$2,500 stipend. Recipients of the Board of Trustees Distinguished Faculty Award receive a \$5,000 stipend and a one-quarter release from teaching during the academic year following their award.

☐ **Distinguished Teaching Awards** are given for teaching excellence, as demonstrated by breadth and depth of knowledge; clarity in methodology and organization of materials, and effective methods of presentation; continued scholarship and integration of scholarship into course work; assistance to students in understanding the value and relevance of the subject matter and course materials, both within the discipline and in a broader context. Following are this year's nominees.

Jennifer Green, Non-Tenure-Track Distinguished Faculty, Department of Communication. Ms. Green earned her undergraduate degree in comparative (English and French) literature, and her master's degree in cultural anthropology. She is a candidate for a Ph.D. in artistic, literary and cultural studies from The Universidad Autonoma de Madrid in Spain, where she lived and worked for several years before coming to CWU in 2008. She is a Senior Lecturer in the Communication Department and also teaches in the Douglas Honors College.

Yingbin Ge, Distinguished Teaching Faculty, Department of Chemistry. Dr. Ge earned his doctorate in Physical Chemistry from the University of Hawaii and joined the CWU Chemistry faculty as an Assistant Professor in 2008. Dr. Ge is the consummate teacher-scholar, Dr. Ge has amassed a proliferative body of evidence that illustrates his depth, breadth, and constantly evolving and deeply reflective instructional expertise.

☐ **The Distinguished Service Award** recognizes endeavors that contribute to the welfare of individuals, professional organizations, university groups, the community at large, or the university. Following is this year's nominee.

Carey Gazis, Distinguished Service Award, Department of Geology. Dr. Gazis earned her Ph.D. from the California Institute of Technology and, for more than 20 years, has been a leader on campus, in the community and in the state on issues of general education, environment, energy and sustainability. She has been instrumental in shaping the update of General Education requirements, serving as chair and co-chair in order to help ensure successful implementation.

☐ **The Distinguished Faculty of Research / Artistic Accomplishment Award** recognizes scholarly or scientific investigation or inquiry, conducted to advance the state of knowledge of the discipline. Artistic accomplishment is defined as the composition, creation, production or other significant and/or innovative contribution to an artistic event.

Lixing Sun, 2019-2020 Distinguished Faculty of Research/Artistic Accomplishment, Department of Biological Sciences. The award recognizes Dr. Sun's 24 years of service at Central. He is internationally recognized in his field and has published 42 peer-reviewed articles, written three books. He has delivered an astonishing 52 papers at conferences around the world, including at the Max Planck Institute of Anthropology in Leipzig and the Chinese Academy of the Sciences in Beijing. Since his arrival at CWU in 1996, Dr. Sun has pursued an interdisciplinary approach to research that has wedded biology to various other fields, ranging from anthropology and economics to sociology and psychology. sponsored by the

☐ **The Board of Trustees Distinguished Faculty Award** recognizes a faculty member who has demonstrated a long-term combined record of excellence in teaching, scholarship or artistic activities, and service at CWU. The Board of Trustees awards one recipient every other year. Board of Trustees Distinguished Faculty Awards are limited to active CWU faculty who have been at CWU a minimum of 15 years.

Jeffrey Snedeker, Board of Trustees Distinguished Faculty Award, Department of Music. Dr. Snedeker is the first recipient of the Board of Trustees Distinguished Faculty Award, for excellence in Teaching, Scholarship/Artistic Accomplishment and Service. Earning his Doctor of Musical Arts from the University of Wisconsin-Madison, Dr. Snedeker has excelled in teaching, research and service during his 29-year career at CWU. His teaching is based on the concept of learning by doing, and he asks his students to perform, conduct research and write at every opportunity.

He has presented on five continents and performed with the Seattle Symphony, Symphony of Southeast Texas, and the Seattle Philharmonic; his solo performances include Shenandoah Bach Festival, New Southwest Orchestra, Alpine Artisans/Two valley Concert Series and the Seattle Philharmonic Orchestra. His guest appearances/residencies include the University of Iowa, University of Colorado, Heidelberg College, Ohio State University and the University of British Columbia. At the college level, he has been on the CAH Personnel Committee, served as Interim Associate Dean and Faculty Senate Chair. Dr. Snedeker previously was awarded the Distinguished Service award in 2012.

We recommend the following motion:

The Board of Trustees of Central Washington University hereby approves appointment of the 2020 Distinguished Professors.

Submitted:



Linda Schactler, Chief of Staff

Approved for submittal to the Board:



James L. Gaudino, President

DISTINGUISHED FACULTY AWARDS 2020

Non-Tenure Track Distinguished Faculty Teaching Award 2019-2020

Ms. Jennifer Green

The measure of a liberal education is broad knowledge combined with specific skills. That describes this year's recipient of the *Non-Tenure Track Distinguished Teaching Award*, Ms. Jennifer Greene, who teaches in the Department of Communication.

Ms. Green earned her undergraduate degree in comparative (English and French) literature, and her master's degree in cultural anthropology. She is a candidate for a Ph.D. in artistic, literary and cultural studies from The Universidad Autonoma de Madrid in Spain, where she lived and worked for several years before coming to CWU in 2008. She is a Senior Lecturer in the Communication Department and also teaches in the Douglas Honors College.

A journalist by profession, her experience spans magazines (*The Hollywood Reporter*, *Screen International*), newspapers (*The Washington Post*), television (ABC News, ESPN), online (*Common Sense Media*) and radio (BBC Radio). Her specialties are film criticism, magazine journalism, international correspondence and entertainment reporting. She has covered the film industries of Europe and Latin America for two decades, and her current freelance activities include a website, *Films from Afar*, and a regular newspaper column curating and reviewing international films available for home viewing for *The Ellensburg Daily Record*.

It is as a teacher, however, that she particularly excels at Central. She has taught 11 different courses in the Communication Department, and one ("Contemporary European Cinema") for the Douglas Honors College. She is the faculty adviser to the Digital Journalism Program and has co-led a study-abroad program ("Communication and Culture in Spain") for a number of years. Of special note is her work as faculty adviser to PULSE, CWU's student-run online lifestyle magazine, which has won more than three dozen local, regional and national college journalism awards under her mentorship. Among them are the Associated College Press Pacemaker Award for Best Website in 2019, and Finalist for the Pacemaker Award for Best Magazine in the country.

Her student course-faculty evaluations are uniformly stellar. "Professor Green was the highlight of the class." Wrote a student in her 2018 Mass Media and Society class. "The content was really well done, and I learned a lot, but it was the way that she goes about teaching that is able to keep her students engaged." Numerous comments speak of her willingness to work with students both in and out of class, and her talent for teaching online.

A common theme in the letters of support written by her students and colleagues both in and outside of the Communication Department is that Ms. Green is deeply committed to her craft, eager to share her knowledge with her students, and able to relate to them on a personal level. She is praised for her practical experience, her enthusiasm, and her ability to guide without directing as a teacher and mentor. As her letter of nomination put it: "It is hard to imagine a faculty member more deserving of a teaching award than Professor Green. She is doing truly transformative teaching and mentoring, offering life-changing experiences for students, and helping them to achieve regional and national recognition for their work."

Distinguished Faculty for Teaching Award 2019-2020

Dr. Yingbin Ge

Professor Ge received his doctorate in Physical Chemistry from the University of Hawaii in 2004 where he worked under Dr. John Head. Dr. Ge joined the CWU Chemistry faculty as an Assistant Professor in 2008, where he soon became renowned among students and colleagues for his ability to teach physical chemistry—a notoriously difficult quantitative and computational subject—in ways that were approachable, engaging, and highly effective for learning. Dr. Ge was promoted to full Professor in 2019.

Physical chemistry's heavy reliance on mathematics and computation can intimidate even the best students, which is why Dr. Ge's teaching accomplishments in this area are so remarkable. Dr. Ge has taught 18 different courses across all undergraduate levels and graduate levels, from introductory General Chemistry to graduate-level Quantum and Computational Chemistry. Student evaluations of instruction are consistently well above departmental and college means, particularly for learning environment (4.84) and teaching for learning (4.63). Students frequently comment not only on Dr. Ge's prodigious knowledge and content brilliance, but routinely highlight his sense of humor, empathy and support for students, and timely feedback. Dr. Ge's impact is perhaps best summarized by one student's comments, "This man blows my mind with the knowledge he throws at me." A wealth of recommendations and peer evaluation of teaching letters uniformly corroborate student sentiments and provide additional lines of evidence that support awarding the title of Distinguished Faculty for Teaching to Dr. Ge.

In addition to prolific scholarly productivity in physical and computational chemistry, Dr. Ge has published seven peer-reviewed articles in top-tier chemical education journals. His contributions include 24 student co-authors and routinely focused on how to improve teaching efficiency in physical and computational chemistry while elevating student learning success. Dr. Ge has mentored 31 undergraduate research students, served as chair for one distinguished thesis award-winning graduate student, and mentored 15 additional graduate students.

A close analysis of Dr. Ge's teaching methodology further elucidates his personal and professional values, motivation, and pedagogical skill. Referencing everyone from Joe DiMaggio to Meryl Streep, Dr. Ge provides deep insight into his mental preparation to teach, methodologies used to make complex content accessible and understandable, and how he creates an engaging and welcoming environment where student become internally motivated to learn. Simply put, Dr. Ge will use every tool imaginable to create an environment where openness, self-belief, and learning achievement occur with routine frequency.

Altogether, these results show Dr. Ge to be a superbly conscientious, intellectually brilliant, pedagogically engaged instructor who is imminently qualified to receive one of the highest teaching awards Central Washington University can bestow. His beginning-to-end record illustrates a deep concern for student well-being, a willingness to bring all students into quantitative physical chemistry enlightenment, and a sustained dedication to sharing his discoveries with others in his field. Truly, Dr. Ge is a master of his craft. Perhaps Dr. Ge's teaching accomplishment is best summarized at the end of his teaching statement:

Teaching is just so much fun. So is learning.

Distinguished Faculty for Service Award 2019-2020

Dr. Carey Gazis

Dr. Carey Gazis earned her Ph.D. in 1994 from the California Institute of Technology and for more than 20 years has been a leader on campus, in the community and in the state on issues of general education, environment, energy, and sustainability. On campus, Dr. Gazis has been instrumental in shaping our General Education requirements. CWU prides itself in having a required General Education program which introduces students to the breadth and value of a liberal education, exposing all students to the arts, humanities, sciences, social sciences and other areas we offer. This is essential to make students well- rounded persons and citizens. She got involved in 1999 on the Faculty Senate General Education Committee and subsequently served as chair and co-chair in order to help guide it through the lengthy process to successful implementation.

When plans to revise it arose in 2016, Dr. Gazis volunteered to help the process, taking on the role as the Sustainability Pathway Coordinator. This new revised General Education program reflects the desire to meet real world issues through thoughtful study and action. This creative effort reflects her own passion and role at CWU. Also, under her leadership, a successful Environmental Studies Major was established in 2008, which she has chaired and co-chaired. She has also been Co -Chair of Environmental Research and Education Task Force, and a member Carbon Reduction Task Force.

A tireless contributor to the community, she served on the Kittitas County Water Quality Citizen Advisory Committee, Advisory Committee on Exempt ground Water Wells in Kittitas County, and the Winter Recreation Advisory Committee for Washington State Parks. Dr. Gazis has long been a strong advocate for bridging the gap between academic environmental studies and the wider community. For example, she has volunteered hundreds of hours to design 10 monitoring wells on behalf of the Washington State Fish and Wildlife Department and the non-profit Columbia Fisheries Enhancement Group, applying science for the public good. This has involved many students, who gain practical experience in the field.

Her contribution to the local schools is enormous in terms of educating K-12 on the importance of environmental issues, especially water. Dr. Gazis was a Principle Investigator for a National Science Foundation grant of over two million to establish the Yakima WATERS program, which has reached hundreds of children in our primary and secondary schools. She is a prominent researcher/advisor on water resources in our area and the state, and has been able to bring her skills and knowledge to our community schools and citizens. The WATERS program has provided opportunities for CWU students, education for local teachers, and an environmental knowledge base for public school children. For example, Science Night at Lincoln Elementary. The Yakima WATERS Project has received much local press and even national attention.

Serving on the Groundwater Subcommittee of the Yakima River Basin Integrated Plan, a federal program to bring water to users in the Yakima Basin, she has been a leader in this important area. Dr. Gazis has been exemplary in integrating students into community service. As a member and primary supporter of the CWU student chapter of the American Water Resources Association, she has facilitated field trips, scholarship and community service. Also, her students have presented at SOURCE and given back to the local community by volunteering in local schools. The above noted activities are just a few highlights of the amazing devotion Dr. Carey Gazis has to service both on campus and the wider community, helping translate science into useful solutions to real world problems.

Distinguished Faculty for Research/Artistic Accomplishment Award 2019-2020

Dr. Lixing Sun

Dr. Lixing Sun has been awarded the Distinguished Faculty of Scholarship/Artistic Accomplishment award in recognition of his 24 years of service at CWU. In addition to his achievements as a Professor of Biology in the Department of Biological Sciences, Dr. Sun is an internationally recognized leader in his field who has published 42 peer-reviewed articles, written three books, and delivered an astonishing 52 papers at conferences around the world.

Since his arrival at CWU in 1996, Dr. Sun has pursued an interdisciplinary approach to research that has wedded biology to various other fields, ranging from anthropology and economics to sociology and psychology. The result has been important scholarly works such as *The Fairness Instinct: The Robin Hood Mentality and Our Biological Nature* and his forthcoming project, *Liars of Nature and the Nature of Liars: The Evolution of Cheating in the Biological World*. As one of his colleagues has noted, "Dr. Sun possesses an intense curiosity about the natural world, and he routinely disseminates his outstanding work across the scientific spectrum." It has also led him to present his research findings at a host of international conferences, such as those sponsored by the Max Planck Institute of Anthropology in Leipzig and the Chinese Academy of the Sciences in Beijing.

Dr. Sun's exemplary work as a research scientist is matched by his commitment to teaching in the classroom. As Dr. Sun has stated, "Research ... serves as a conduit for students to develop knowledge, build skills, and foster a passion for intellectual engagement." This philosophy is evident when reviewing his tenure at CWU, where he has taught 18 undergraduate and graduate courses in the Biological Sciences department. While some of his undergraduate-level classes introduce students to Animal Biology, Quantitative Methods, and Fundamental Biology, his graduate-level courses delve into Research Methodology and Techniques, Primatology, and Animal Behavior. Students who take his classes find that, "while Dr. Sun is a supportive and caring professor, he also pushes his students to strive for something better. This could be encouraging us to try to publish our findings regardless of the result or just inspiring us to keep asking questions and finding new areas of interest."

Dr. Sun's commitment to advancing the quality of CWU's programs is also noteworthy. From 2003-2004 he served as Interim Associate Dean of the College of the Sciences (COTS), during which time he co-founded the Environmental Studies Program and the Primate Behavior and Ecology Program; he also served as director of the latter program from 2003-2006. In the words of one colleague, "Dr. Sun aims high and works hard to accomplish his goals..." Equally important, he serves as a tireless mentor for his graduate students, guiding them along the path to becoming professional scientists in their own right and enabling them to pass along the scientific expertise they learned from him to a new generation of students.

CWU is fortunate to have in its midst a world-class research scientist whose devotion to scholarship and his students is so pronounced. It is therefore only fitting that Dr. Lixing Sun should now receive the Distinguished Faculty of Scholarship/Artistic Accomplishment Award in recognition of his many years of commitment to CWU and academic excellence.

Board of Trustees Distinguished Faculty Award 2019-2020

Dr. Jeffrey Snedeker

Dr. Jeff Snedeker, Professor of Music, is the first recipient of the Board of Trustees Distinguished Faculty Award for excellence in Teaching, Scholarship/Artistic Accomplishment and Service. Earning his Doctor of Musical Arts from the University of Wisconsin-Madison in 1991, Dr. Snedeker has excelled in teaching, research and Service during his 29-year career at CWU. A review of his curriculum vitae and the enormous amount and high quality of supporting material he submitted demonstrated how fully Dr. Snedeker exemplifies the high standards which the Board identified as necessary

His teaching is based on the concept of learning by doing; he asks his students to perform, conduct research and write at every opportunity. By his own admission, his teaching is highly informed by his scholarship and creative activities. While this might sound intimidating to some, his students embrace this challenge. They nearly uniformly have commented in course evaluations about his rigorous standards as helpful. He sets the bar high, and they rise to the challenge in a supportive and engaging environment.

Nothing attests to this more than the impressive list of accomplishments of his students. His Horn Ensemble has been invited to multiple prestigious regional and national conferences to perform. The students he mentors have been accepted into prestigious graduate music programs, won concerto competitions, and many have become successful music educators across the Northwest.

There are several letters from former students which are highly laudatory as to the role Dr. Snedeker had in their life and education. One of the most telling stories by a former student, was not about that student, but about a friend of that student:

“One of the most profound moments during my time with Dr. Snedeker came when one of my classmates had his senior recital. This student did not take the horn seriously and practiced only enough to get by. Dr. Snedeker, far from writing him off, tried different methods to get him more engaged, from asking him to compose his own music to integrating some of his interests in percussion. When it came time to schedule his senior recital, this student scheduled it during the same time Dr. Snedeker had been asked to play with the Portland Baroque Orchestra. I remember him telling me at another time this was a group he had been wanting to play with for years. Instead of not going to this student’s recital or asking him to reschedule, Dr. Snedeker put his student first and opted out of the concert. This showed me what a caring and dedicated teacher he was and I have strived to live up to this example ever since.”

Because of his dedication to teaching and education, Dr. Snedeker has received special recognition. This includes the Washington Music Education Association (WMEA) Hall of Fame Induction (2018); Quarterfinalist , Grammy Music Educator Award (2017); Higher Education Music Educator of the Year, WMEA, 2012; SOURCE Mentor of the Year nominee (2015, 2017, 2018), National Residence Hall Honorary National Winner, Faculty/Staff of the Month for April 2011.

Over his career, he has given invited presentations on five continents. His orchestra performances have included Seattle Symphony, Oregon Bach Festival, Symphony of Southeast Texas, and the Seattle Philharmonic, while his solo performances include Shenandoah Bach Festival, New Southwest Orchestra, Alpine Artisans/Two valley Concert Series and the Seattle Philharmonic Orchestra. His guest

appearances/residencies include the University of Iowa, University of Colorado, Heidelberg College, Ohio State University and the University of British Columbia.

Dr. Snedeker has released five commercial recordings, several of which included collaboration with CWU faculty, alumni, students and Ellensburg community members. He has also contracted to perform on scores for films and video games, including the soundtrack to “Batman: Arkham Origins,” a video game, and “Mirror Mirror,” Disney Pictures. His printed publications include articles in professional journals, reviews of books, music and recordings and program notes for symphonies, original compositions and arrangements and dictionary. Given his international reputation, he periodically is a referee/reviewer for publishers such as Oxford University Press and Yale University Press. For his numerous contributions to scholarship and creative activity, Dr. Snedeker was recognized by the Phi Kappa Phi (PKP) national honor society as a recipient of their Artist Award 2014-2016, a national award given for artistic contributions. He was also selected as the Phi Kappa Phi Scholar of the Year, CWU chapter, 2008.

Service to the university, community, and profession has been integral to Dr. Snedeker’s career. In the music department he has been on numerous committees, served as associate department chair, and contributed to the National Association of Schools of Music accreditation Report. At the college level, he has been on the CAH Personnel Committee and served as Interim Associate Dean. His wider university level service has included serving on the CWU Faculty Senate Executive Committee, Chairing the Faculty Senate and Planning Committee, and major contributor to CWU Performing Arts and Speaker Series.

In the larger community, he has performed with the Yakima Symphony (YSO) since 1991, organizing and providing outreach programs in regional schools, and serving on YSO Orchestra committee. Dr. Snedeker was the founder of the Ellensburg Music Coalition, in support of music education in the Ellensburg School District. Finally, he performs frequently in the community at local churches, for funerals, community concerts and in local schools.

His service to the profession is lengthy and varied. He has been elected President of the International Horn Society three times and has served on its Advisory Council. Furthermore, he has been their Publications editor, Book and Music Review editor. Locally, he has been elected Higher Education Curriculum Officer for the Washington State Music Educators Association for two, two-year terms. He founded the Northwest Horn Society in 1995, served on the Board of Directors of the Historic Brass Society, and was co-director of the Early Brass festival.

Due to his international reputation, he has been an external evaluator for professors at numerous universities, including University of Michigan, Penn State University, Florida State University, University of Montreal and Queensland Conservatory.

Based on his stellar record of service, Dr. Snedeker was selected as the Distinguished Faculty for Service, Representative Timm Ormsby Award for Faculty Citizenship, and a CWU Academic Service-Learning Faculty Fellow, 2013-2018.

Central Washington University
Board of Trustees
May 15, 2020

EXECUTIVE SUMMARY – Board Communication Report

The Board acknowledges receipt of the following communications:

1. Letter, April 9, 2020 from Eric Cheney/ADCO regarding CWU's financial exigency status
2. Email, April 28, 2020 from Ruthi Erdman regarding APOYO
3. Letter, April 29, 2020 from Sara Jones regarding APOYO
4. Email, April 30, 2020 from A. I. Ross regarding APOYO
5. Email, April 30, 2020 from Debbie Woolbert regarding APOYO
6. Email, April 30, 2020 from Roger Schaefer & Teresa Divine regarding APOYO
7. Letter, May 4, 2020 from Sheril Bechard regarding APOYO
8. Letter, May 5, 2020 from Dan Beck regarding APOYO
9. Letter, May 6, 2020 from the Department of Anthropology regarding APOYO

Submitted:



Linda Schactler
Chief of Staff

Approved for submittal to the Board:



James. L. Gaudino
President

April 9, 2020

Dear CWU Trustees:

The Academic Department Chairs Organization (ADCO) urges the university leadership to commit to a goal of removing the financial exigency status as soon as possible. The financial exigency status creates a public perspective that counters the many positive adaptations the university has successfully met during the COVID-19 crisis. The academic departments and faculty have successfully brought the entire curriculum online in just a few short weeks. Courses are close to normal enrollment and in some cases actually higher than normal enrollment. Our faculty continue to be excellent and strive to deliver the best educational experience for our students. Here we are in the first week of instruction and students are back studying. In terms of the core value of the university – teaching and learning – we are doing very well adapting to this crisis.

In contrast to our positive adaptation, the financial exigency status casts a negative image on the university to the outside public – as if we are struggling and raising questions in future students’ minds as to whether CWU should be the university for them. Well, we have adapted to the online situation and CWU is the university for students looking for a quality education; the financial exigency status confuses this message with the general public and we are concerned that it will harm our future recruitment and retention of students. Therefore we urge the leadership to remove the financial exigency status as soon as is possible.

ADCO also stresses the importance of continued financial support to the classroom and faculty resources during this crisis and important adaptation moment. Spending freezes on classroom resources can negatively impact our attempts to continue to move online with high quality. For example, freezing spending may delay the purchase of online delivery equipment such as a digital document camera faculty may need to create lectures. Students decide to enroll in a university, stay or leave based on their classroom experience – cutting classroom funding and therefore quality of the classroom experience at this time would seriously impact our ability to adapt and deliver quality online instruction and will negatively impact the learning experience, recruitment and retention.

Finally, the issues of moving a university online and adapting so quickly are extremely complex and require the input of those closest to the classroom; ADCO stresses that shared governance and consultation with faculty leadership is more important than ever.

Department of Sociology

400 East University Way • Ellensburg WA 98926-7545 • Office: 509-963-1305 • Fax: 509-963-1308
Farrell Hall, room 409 • Web: www.cwu.edu/sociology

EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION E-MAIL: CDS@CWU.EDU

This is an electronic communication from Central Washington University.

Sincerely,



Eric Cheney
Chairperson, Academic Department Chair Organization

Department of Sociology

400 East University Way • Ellensburg WA 98926-7545 • Office: 509-963-1305 • Fax: 509-963-1308
Farrell Hall, room 409 • Web: www.cwu.edu/sociology

EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION E-MAIL: CDS@CWU.EDU
This is an electronic communication from Central Washington University.

ISSUE UNDER CONSIDERATION AT MAY BOT MEETING

Ruth Erdman

Tue 4/28/2020 5:57 PM

Dear Trustee,

The imminent eviction of APOYO from CWU property is a matter of deep concern to many CWU students and faculty as well as to members of the wider community.

Evicting APOYO and thus gravely jeopardizing its future existence hardly seems consistent with **CWU's stated mission** "to serve as a resource to the region through effective stewardship of university resources."

For over 20 years, APOYO has provided not just food, but clothing, household appliances, and even furniture to many needy people in our community, including CWU students and even **faculty**. (Yes, 20 years ago, when APOYO began, some faculty were paid so little that some resorted to supplementing supplies for their families with contributions from APOYO. I saw this with my own eyes when I volunteered for APOYO—and took home a box of groceries—some 20 years ago.)

Surely a university that has (or even had) ambitions of being designated an **HSI** understands the importance of APOYO's mission and the particular niche APOYO fills.

Undocumented workers are an especially vulnerable group in our community, and many hesitate to seek assistance from other organizations such as the FISH food bank for fear of being detained and incarcerated due to their immigration status.

Our community relies on immigrants' work in, among others, the agricultural and hospitality industries. Undocumented workers need **confidential, ethnically sensitive** assistance, and that's exactly what APOYO has provided for them for 20+ years.

APOYO has also provided CWU with valuable **student volunteer and service opportunities**, helping fulfill CWU's stated mission to "prepare students for enlightened, responsible, and productive lives" and to help students gear their intellectual achievements toward serving "the public interest."

Evicting APOYO from CWU property when it has nowhere else to go would be a blow to students, faculty, staff, community members....and **CWU's**

character as an institution with a social conscience, an appreciation for diversity, and a focus on civic engagement.

I hope that the BOT will think of a way to continue CWU's partnership with APOYO so that together, APOYO and CWU can go on providing vital assistance to those in need and to students looking for opportunities to enhance their CWU education by serving the community in meaningful ways.

Respectfully,

Ruthi Roth Erdman

CWU Faculty for 32 Years

April 29, 2020

Dear Board of Trustees:

The imminent eviction of APOYO from CWU property is a matter of deep concern to me. As a community member, I have volunteered at the organization and witnessed how many families in our community benefit from this organization. APOYO provides not only food, but also clothing and household items.

Undocumented workers are a vulnerable group in our community, especially now. They fear the possibilities of being detained or denied access due to their immigration status. Therefore, they need confidential, culturally sensitive support.

I hope that the Board of Trustees will find a way to continue CWU's partnership with APOYO so that together, APOYO and CWU can go on providing vital assistance to those in need and to students looking for opportunities to serve the community in a meaningful way.

Respectfully,

A handwritten signature in black ink, appearing to read 'Sara Jones', with a stylized flourish extending to the right.

Sara Jones
Instructor
Central Washington University
sara.k.jones@cwu.edu

Email, dated April 30, 2020

Dear Honorable Sirs and Madams:

In January of this year, Central Washington University made the decision not to renew the lease with APOYO Food Bank at the 18th Avenue property. I am writing to express my deep concern and disappointment with that decision.

I am a proud member of the Wildcat family--an alumnus, having earned both my Baccalaureate and then my Master's from CWU, and currently a member of the faculty. What originally brought me to CWU and what has kept me here in Ellensburg is the strong sense of community, witnessing how much people care about and for one another here. For the past two decades, APOYO has been an integral part to cultivating and nurturing this strong sense of community.

The University's public statements about the decision not to renew the lease have focused on what CWU has to gain from the relationship; one administrator stated, on the record, "It [APOYO] is a non-university program that doesn't serve students and our students aren't volunteering at... CWU needs to receive something in return" (Belcher 23 Jan. 2020). After reading that comment, I was aghast. Such a narrow-minded, selfish, uncharitable view is not the Wildcat Way. I began to question whether the values my *alma mater* purported to uphold were, in fact, valued by the institution.

How, I asked myself, could CWU claim it makes "efforts to advance the social and economic health of the region" when administration makes decisions that actively contradict its Mission and Vision?

I have devoted past 18 years of my life to CWU. I thrived in my time as a student and now pay forward the mentorship and education I received to help students thrive. I am proud of being a Wildcat, but administration failing to make decisions that align with our stated Mission and Vision is profoundly dispiriting and extremely embarrassing.

The fact of the matter is APOYO *does* serve Central. Students, faculty, retirees, and their families benefit from volunteering their time, labor, and materials. Members of our campus community and their families receive services from the food bank. The stronger the surrounding community of Ellensburg is, the stronger Central Washington University will be. Rather than making decisions that harm the community and its people--our community, our people--CWU, *we*, ought to actively support its "social and economic health," just like we proudly claim.

I hope you, Honored Trustees, will make the right and proper decision to continue supporting APOYO, to continue supporting the well-being of our community and its people.

Thank you, most humbly,

A.I. Ross

Email dated April 30, 2020

To The Board of Trustees of CWU,

I am requesting that the board review their decision to close this much needed food bank and instead get behind it and support it. At this time in our country/world these food banks are sometimes the only way families can make ends meet. It would be wonderful if they were not needed, but the fact is they are greatly needed. We don't need to see one close its doors, we need to see more open and be supported.

There are students who not only benefit from the food bank but volunteer time there also. This is important for the students and society in whole. Giving back and paying forward. Hopefully they will continue to give back from the lesson they learned at APOYO.

Through this food bank CWU may be helping some of their future students. What a wonderful way for them to get to know the university.

I humbly request you reconsider and keep the food bank in place and active.

Thank you for your time and consideration.

With respect,
Debbie Woolbert

30 April 2020

TO: Central Washington University Board of Trustees
FROM: Roger Schaefer, Ph.D. & Teresa Divine, J.D., LL.M.
RE: APOYO

We are writing in support of the APOYO resource center in Ellensburg, Washington. As faculty in the Department of Law and Justice at Central Washington University we can offer a unique perspective on the issues of food security, resource access, social justice, and student success. Our hope is that this letter highlights the need for APOYO as a vital resource for both the CWU and the Ellensburg communities.

Like most college towns, Ellensburg is vulnerable to social and cultural divisions between the campus community and those not affiliated with the university. During our time at CWU the relationship between these two groups has seen its ups and downs, but there has always been a recognition of shared reliance. For many of our students, APOYO represents an access point for necessities such as food and clothing, while also providing a bridge between campus and the larger community. Understanding that the CWU student body represents a vital economic and cultural force in Ellensburg, APOYO provides citizens with an opportunity to provide resources to the students who bring energy, enthusiasm, and passion to our community. The realities brought about due to the COVID 19 pandemic has shown just how important the student population is to the collective success of this region. Ensuring access to resources, like those provided by APOYO helps ensure that CWU's students and the Ellensburg community are able to continue to thrive.

The research illustrating the link between food security and academic success is fairly conclusive. At all levels of education, hungry students struggle to concentrate, are unable to focus on immediate tasks, and are less likely to succeed. As CWU renews its focus on retention, we must consider how access to necessary resources impacts a student's ability to remain enrolled in classes – particularly on campus. Food insecurities among student populations are being exacerbated by growing threats of long-term student loan debt, limited employment opportunities in rural college towns like Ellensburg, and a lack of access to nutrient rich foods. Furthermore, given that many of our students are first generation university students, it is likely that their parents and families are unable to supplement the students' budgets for food or other necessities provided by APOYO. Our collective efforts to address the issue of university retention are shortsighted if we are unwilling to recognize how programs like APOYO help students remain students. For students in Ellensburg, access to resources – food or otherwise – is generally limited. While Grocery Outlet and Safeway are within walking distance from campus, other necessities such as clothing and housewares are not so close. Having APOYO near-by provides students with access to resources that would otherwise be too difficult to impossible to obtain.

The common tread to that unites APOYO's mission with that CWU is an underlying desire to strive for an equitable and socially justice community. Failure to acknowledge APOYO as a vital partner in our efforts to accomplish this mission is a mistake. Identifying ourselves as an access point university is meaningless if we are unwilling to protect access to basic needs like food and clothing. For many of our students APOYO is the only resource they have; and for many of our most vulnerable students, APOYO is the key to their success at

the university which in turn is their opportunity to overcome the cycles of generational poverty and concentrated disadvantage.

Successful university students become productive and active alumni. Law and Justice alumni provide scholarship dollars, internship placements, departmental guidance, and research access. We can only assume alumni of other departments are doing the same. We have observed that it is often those students who had the most to gain from their university experience who become the most productive and active alumni. Those alumni who were the first in their family to earn a college degree are often the same alumni who come back to campus looking to give back in any way they can. We cannot ignore the fact that these students are also the ones who are most in need of the resources provided by APOYO while they are working to accomplish what might have been impossible for their parents.

In closing, please consider what we have offered here when making your decisions regarding the longevity of APOYO.

Sincerely,

Roger L. Schaefer, Ph.D

Teresa Divine, J.D. LL.M.

May 4, 2020

Re: APOYO at Central Washington University
Ellensburg, Washington

To Whom It May Concern:

I implore Central Washington University Trustees and President Gaudino allow APOYO resource for our community remain at present or better building on CWU campus. This organization gives low income friends and neighbors food, clothes and household items making better life for their families, especially during this health crisis as many people are without jobs. All services are free of charge.

Food is scarce for families and this organization feeds hundreds every month.

APOYO has been on CWU campus for over twenty years. Current location on campus is in central Ellensburg with volunteer bilingual staff who help all people who come to them is ideal.

While imploring this superior organization stay in current location, I also implore all power brokers involved provide better and safer building on campus for APOYO.

I donate to APOYO because I care. I live 'do unto others as you would have them do unto you'. I suggest CWU do the same and support this well recognized and well worthy organization.

Sincerely,



Sheril Bechard
60 Crossroads Drive
Ellensburg, Wa 98926



May 5, 2020
Board of Trustees
Central Washington University
Ellensburg, WA

Dear Members of the Board,

I write as director of CWU's Latino and Latin American Studies program to share our thoughts and concerns regarding a recent decision to discontinue CWU's residency lease with the APOYO food bank. APOYO provides a significant number of central Washington residents, especially those of Latinx descent, with critical food and other resources, and it also serves as a valuable link between the CWU campus and our local Latinx community. For over 20 years, CWU has generously supported these services by providing space to carry out APOYO's mission, first in the old hospital on 3rd Avenue, then in the Old Heating Plant, and more recently in the Brooklane Storage House. We greatly appreciate the vision and generosity demonstrated by our administration in supporting the APOYO food bank for over 20 years.

As program and affiliate faculty in El Centro Latinx: for Latino and Latin American Studies, we feel it important to share with you some of the perhaps unforeseen and unintended consequences of the decision to discontinue the lease, which will likely force APOYO to shut down operations without another suitable location being offered. Moreover, in recent reports of the decision to discontinue APOYO's lease with CWU, the significant benefits that CWU has received from its partnership with APOYO have not been fully recognized. Those benefits directly and strongly affect the mission of our Latino and Latin American Studies program and our university; therefore, we feel it is important to outline them here.

1) **APOYO provides valuable service opportunities to CWU students.** The Latino and Latin American Studies program has long relied on its relationship with APOYO as an opportunity for our students to serve and connect with our local community. Many of our students have earned credit from internships and independent study with APOYO over the years. In addition, many CWU students, beyond our program, have volunteered at APOYO through MEChA, Casa Latina and the Chavez/King center for community engagement (to name a few). Student volunteer numbers were down this past fall, but in no way does this dip indicate that CWU students are no longer volunteering. Volunteer time sheet records from last year (2018-2019) show that CWU students accumulated over 150 work hours. APOYO remains an important opportunity for our students to engage with our local Latinx community.

2) **APOYO helps build a sense of community within our Latinx student population.** Many CWU students served by our relationship with APOYO are Latinx, many of whom are bilingual. As you know, this a growing segment of our student body (now at 18%) that is disproportionately vulnerable to attrition. By providing the opportunity to meet and help local families who share their culture, we feel that APOYO has helped us to retain Latinx students who might otherwise decide they do not belong here. This, in turn, helps CWU fulfill its mission of increasing diversity on our campus. Those of us who have spent time at the APOYO food bank have watched this. Since the inception of our program in 2008, APOYO has been a crucial way for students in our minor to serve our local Latinx population and develop a sense of community. In his State of the University Address last fall, President Gaudino's number one goal for CWU is to *"increase the first-year to second-year student retention rate from 71 percent to 80 percent over the next five years. To do this we must find new ways to create and sustain an environment where our students feel welcome and are supported by the institution and want to return to complete their degree programs and graduate."* Relationships such as the one we have with APOYO help us in this goal.

3) By bringing members of an underrepresented group physically to campus and demonstrating CWU's commitment to them, **APOYO builds bonds of trust among community members that are priceless.** APOYO gives CWU a rare opportunity to engage with some of the most vulnerable members of our local community. These partnerships are very difficult to develop, and they are fragile. CWU's relationship with

APOYO should be celebrated and supported because it allows us to demonstrate our commitment to diversity and community engagement. Many students from Ellensburg High School have also benefited from volunteering at APOYO over the years, which may be their first time on the CWU campus and serves as a valuable recruitment pipeline. In addition to the bonds of trust, so, too, are El Centro's community partnership connections established at the Brooklane House. Through APOYO, we have made a number of community contacts who have and may become critical players in our effort to realize the mission of El Centro Latinx.

It is worth summarizing the role that APOYO fills in our community, and this niche is separate from the FISH food bank. APOYO serves about 260 to 270 families a month (even more in the winter), most of whom are Latinx and for various reasons cannot go to FISH. APOYO will not turn anyone away (even after hours), they do not restrict families from getting food more than twice a month, they do not keep names in a database (only numbers), and they have a bilingual staff with 25 years' worth of experience in dealing with the local Latino community. APOYO also provides clothing, housewares and furniture – all free. No one else in the local community fills these needs. APOYO also provides food to CWU students who may not use campus food pantries. Dr. Phil Garrison has told us that FISH food bank cannot physically house APOYO – they do not have the space. APOYO has no source of funding that would allow them to rent space elsewhere. Discontinuing their CWU lease would effectively shut them down for good.

We urge you to continue supporting APOYO's lease, and to help develop a sustainable, long-term relationship between CWU and the APOYO food bank. APOYO has provided valuable opportunities for many CWU students to volunteer and connect with our local Latino community in ways that would be impossible otherwise. To lose APOYO would sever a priceless connection between CWU and our local Latinx community. There are so few opportunities for students at CWU to genuinely connect with our Latinx community; it is so important for us to maintain—and further develop-- the fragile connections that we currently have.

Thank you for your support.

Sincerely,



Daniel D. Beck, Professor, Biology; Director, El Centro Latinx for Latino and Latin American Studies

Dr. Rodrigo Rentería-Valencia, Assistant Professor, Anthropology, Commissioner of Hispanic Affairs

Dr. Nelson Pichardo, Professor, Sociology

Dr. Toni Sipic, Associate Professor, Chair, Economics

Dr. Cesar Garcia, Professor, Communication

Dr. Sterling Quinn, Assistant Professor, Geography

Dr. Susana Y. Flores, Assistant Professor, Curriculum, Supervision, and Educational Leadership

Dr. Natalie Lefkowitz, Distinguished Professor of Spanish, French, and Applied Linguistic

Dr. Bobby Cummings, Distinguished Professor of English

Dr. Elvin Delgado, Professor of Geography

Dr. Chris Schedler, Professor, English

Dr. Jason Dormady, Associate Professor, History

Dr. Masonya Bennett, Africana and Black Studies

Dr. Stefanie Wickstrom, Political Science and Environmental Studies

Pedro Cavazos, MFA, English

Dr. Taralynn Petrites, World Languages and Cultures

Dr. Michael A. Johnson, Associate Professor of French and Chair, World Languages and Cultures

Dr. Andrea Herrera-Dulcet Assistant Professor of Spanish, World Languages and Culture

Dr. Nathalie Kasselis, Professor of Spanish, World Languages and Culture

Dr. Kristina Ernest, Professor, Biology

Doris Torres, Marketing Director, CWU Housing and Residence Life

Dr. Eric Mayer, Associate Professor of Spanish



CWU Board of Trustees
c/o Linda Schactler, Secretary
Office of the President
400 E. University Way
Ellensburg, WA 98926-7501
Phone: 509-963-1384

May 6, 2020

Dear CWU Board of Trustees,

The Department of Anthropology & Museum Studies is proud to be part of a University with a long tradition of promoting hands-on learning and valuing diversity. APOYO is a keystone holding together these two traditions, each at the heart of what makes Central Washington University (CWU) distinct within our region.

This is why APOYO is a vital pedagogical resource. Students who volunteer at APOYO as an extension of the classroom are immersed in a transformative, hands-on experience where they learn that diversity is essential:

- Museum studies students come to understand how centers of social exchange, such as APOYO, inform the development of museum programs and exhibits on issues relevant to the community, such as food insecurity and economic inequality. During the Museum of Culture & Environment's (MCE) exhibit *Miracles of Mexican Folk Art: Retablos y Ex Votos* (2016), museum studies students and APOYO volunteers/clients came together for an expressive arts project that addressed housing inequality. And each year, museum studies students volunteer at APOYO in order to better understand how museums are integrally connected to other community centers.
- Students in anthropology benefit from relationships with community members and students they meet at APOYO. Through organizing clothing and putting together food boxes, they bear witness to the everyday impacts of global systems of economic and racial inequality. Students in the Anthropology of Globalization (ANTH 446), for example, contemplate the ironies of the global food chain; that the very workers who make possible the plethora of fresh produce in our grocery stores cannot always afford to buy those foods for themselves and their families.
- Non-Spanish speakers in our department (both students and faculty) have volunteered at APOYO in order to practice their conversational Spanish—a necessary learning experience for those of us doing fieldwork in Spanish-speaking contexts or who would like to enhance museum exhibits/programs with Spanish-language features.

These are only a handful of ways that APOYO has helped our department provide significant hands-on, immersive learning opportunities for our students. As a form of service learning, working at APOYO instills the kinds of values, perspectives, and habits we hope to see in our students after they leave

Department of Anthropology & Museum Studies
400 East University Way • Ellensburg WA 98926-7544 • Office: 509-963-3201 • Fax: 509-963-3215
Dean Hall, room 341 • E-mail: Anthro@cwu.edu • Web: www.cwu.edu/anthropology

EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION E-MAIL: CDS@CWU.EDU

CWU: empathy, being part of a community, cultural sensitivity, valuing diversity, engaging in community-based solutions, and critically reflecting on larger systems of inequality.

Universities (and CWU specifically) are not immune to pressures to become corporatized, which will deprioritize our goal of helping students to become engaged, civil community members. Allowing APOYO to remain on the CWU campus represents a testament to the university's commitment to remaining humanistically grounded in its practices and policies. Moreover, supporting APOYO maintains and preserves a longer standing, reciprocal relationship that is based on a model of growing universities by *investing in communities*. As one faculty member of color describes,

Learning about APOYO played a role in shaping my perception of and appreciation for CWU as an institution that remains connected to students and to the surrounding communities. I believe that for many people, APOYO stands as an important symbol of our university's commitment to giving back and remaining rooted in the needs of the surrounding communities.

APOYO has carefully nurtured a network of people (families, advocates)—*people who TRUST APOYO*. In that sense, APOYO fulfills a unique role at CWU, linking Latino families to an institution where they typically do not feel welcomed. APOYO is an important exception. What would closing their doors *mean* during this time of global precarity?

While the decision may offer a way to cut financial costs, it comes at high social costs: a fraying of the social fabric that is necessary for keeping CWU's doors open as our region becomes more diverse. ***Decision makers should be aware that this decision communicates a lot more than business procedures. It symbolizes a growing fracture in the relationship between university priorities and community needs.*** It is a response to the quiet conversations that have been circling, about the corporatization of academia and the sense that universities grow not only in spite of, *but at the expense of*, the communities that sustain and nourish them.

As we reflect on this situation and place it in a broader context, we wonder: What is the purpose of institutions of higher learning if not to mobilize and animate knowledge in the bigger project of creating a better world for all? That process begins at home and, like a wave, creates ripples that move infinitely outward. This decision is a disruption to that process. The lessons we are attempting to impart are undermined by instances like these. The examples we use in our classrooms to demonstrate concepts like structural inequalities, violence, and vulnerabilities should not come from our own academic institutions.

In the context of a global pandemic, now more than ever is the time to not only to support the existence of APOYO but to strengthen their serving capacity while honoring and recognizing what they have done.

Sincerely,

The Department of Anthropology & Museum Studies
400 E. University Way
Ellensburg, WA 98926-7544
Anthropology@cwu.edu
(509) 963-3201

**Spring 2020
Promotion and Tenure
Board of Trustees – May 15th**



Why Tenure?

- **Academic Freedom**
- **Employment protection (subject to periodic review) to attract talented individuals to commit themselves to a profession offering lower compensation compared to professionals requiring similar preparation.**



The Tenure Process (Faculty Facing)

- **Assistant Professor ~ 6 years**
 - **Consistent and Demonstrated Excellence in Teaching, Scholarship/Creative Activities, and Service.**
- **Demonstrated by:**
 - **Student Evaluation of Instructor values above 4 on a 5-point scale; Peer Observation; Artifacts**
 - **Published Books, Book Chapters, Juried Articles, Exhibitions, Performances**
 - **Participation – department, college, university, wider community, profession**



The Tenure Process (Faculty Facing) Part 2

- **Tenure and Promotion to Associate Professor ~ 6 years plus**
- **Promotion to Full Professor ~ 5 years**
 - **Maturing Portfolio of Activities and Accomplishments**
 - **Continuous Progress/Improvement**
 - **Leadership**
- **Post-Tenure Review**
 - **Every 5 years**
 - **Eligible for Merit**



The Tenure Process (Institution Facing)

- **The Faculty Performance Dossier (Faculty 180)**
 - **Departmental Personnel Committee**
 - **Department Chair**
 - **College Personnel Committee**
 - **Dean**
 - **Provost**
 - **President**
 - **Board of Trustees**





Central Washington University
Board of Trustees
May 15, 2020

ACTION ITEM – 2020 Faculty Tenure, Promotion and Post Tenure Review

State law (RCW28B.35.120) delineates the powers and responsibilities of the Board of Trustees to include employment of all employees, including tenure and promotion and post-tenure review of faculty. Each year the board is asked to approve the recommendations for tenure and promotion, which are the result of the comprehensive process. Trustees have requested that they be provided information to inform this approval. Through Faculty 180, trustees were able to review evaluations forwarded at each stage of tenure and promotion.

Tenure guarantees continuous appointment within a specific university department. Promotion is the movement from one academic rank to the next, typically from assistant professor to associate professor or from associate professor to full professor. Each process is based on departmental, college, and university criteria that include performance in teaching, scholarship, and service. There are five consecutive levels of review: the department personnel committee, the department chair, the college personnel committee, the college dean, and the provost, as outlined in articles 9.2 and 22.2 of the CWU Collective Bargaining Agreement.

Post-tenure review is the evaluation process for faculty who have already been granted tenure with CWU. A review is conducted in the fifth year following the granting of tenure for faculty, and every fifth year thereafter. As with tenure and/or promotion, each evaluation is based on a thorough review by the department personnel committee, department chair, college personnel committee, college dean, and the provost, in accordance with the criteria identified in the departmental, college, and university standards.

This year, 38 faculty submitted professional records to be considered for tenure and/or promotion; 28 were recommended for tenure and/or promotion. Forty-one faculty members submitted professional records for post-tenure review during the regular review cycle. The faculty members recommended for tenure and/or promotion, as well as faculty who submitted for post-tenure review, are listed on Attachment A: Personnel Action Agenda.

We recommend the following motion:

The Board of Trustees of Central Washington University hereby approves faculty tenure, promotion and post tenure review as recommended by the Provost this day May 15, 2020.

Submitted:

A handwritten signature in black ink, appearing to read 'Lynn Franken'.

Lynn Franken
Interim Provost/Vice President for Academic
and Student Life

Approved for Submittal to the Board:

A handwritten signature in black ink, appearing to read 'James L. Gaudino'.

James L. Gaudino
President

ATTACHMENT A: PERSONNEL ACTION AGENDA

Board of Trustees Approval

May 15, 2020

Faculty promotions effective September 16, 2020

Name, Department, Rank

Braunstein, Michael, Physics, Professor

Dechaine-Berkas, Jennifer, Biological Sciences/Science Education, Professor

Kaspari, Susan, Geological Sciences, Professor

Kavianian, Khodadad, Education, Development, Teaching & Learning, Professor

Lee, Yong-Joo, Finance & Supply Chain Management, Professor

McMullin-Messier, Pamela, Sociology, Professor

Pearson, Rebecca, Health Sciences, Professor

Pease, Michael, Geography, Professor

Plugge, Philip, Engineering Technologies, Safety & Construction, Professor

Rajendran, Sathyanarayanan, Engineering Technologies, Safety & Construction, Professor

Smith, Bret, Music, Professor

Sorey, Tim, Science Education, Professor

Walker, Teresa, Education, Development, Teaching & Learning, Professor

Walsh, Megan, Geography, Professor

Wang, Fang, Finance & Supply Chain Management, Professor

Ward, Paul Stefan, Physical Education, School Health & Movement Studies, Professor

Faculty promotions and tenure granted, effective September 16, 2020

Name, Department, Rank

Beng, Timothy, Chemistry, Associate Professor

Dumitrescu, Claudia, Management, Associate Professor

Fallscheer, Cassandra, Physics, Associate Professor

Foch, Eric, Health Sciences, Associate Professor

Hargrave, Timothy, Management, Associate Professor

Mayhew, Jessica, Anthropology and Museum Studies, Associate Professor

Nolte, Meaghan, Psychology, Associate Professor

Radeke, Mary, Psychology, Associate Professor

Rolfe, David, Physical Education, School Health & Movement Studies, Associate Professor

Rollie, Emily, Theatre Arts, Associate Professor

Snowden, Darci, Physics, Associate Professor

Zeller, Maya, English, Associate Professor

Faculty post-tenure review, effective September 16, 2020

Name, Department

Bartell, Kim, Family & Consumer Sciences

Black, Christine, Mathematics

Braunstein, Lori, Information Technology & Administrative Management

Braunstein, Michael, Physics

Bruya, Christopher, Music

Burnham, Tim, Health Sciences

Calahan, Scott, Engineering Technologies, Safety & Construction

Claar, Chester, Information Technology & Administrative Management
Cook, Wendy, Management
Dechaine-Berkas, Jennifer, Biological Sciences/Science Education
Diaz, Anthony, Chemistry
Dormady, Jason, History
Georgeson, Tina, Education, Development, Teaching & Learning
Hickey III, Robert, Geography
Hunt, Vanessa, Science Education
Kaspari, Susan, Geological Sciences
Kasselis, Nathalie, World Languages
Kroll, Todd, Chemistry
Lipori, Daniel, Music
Lubinski, Patrick, Anthropology
Lupton, Robert, Information Technology & Administrative Management
Mayer, Eric, World Languages
McCutcheon, Patrick, Anthropology
McMullin-Messier, Pamela, Sociology
Melbourne, Timothy, Geological Sciences
Mitchell, Cynthia, Communication
Nataraja, Sundaram, Aviation
Nethery, Vince, Health Sciences
Pease, Michael, Geography
Polage, Danielle, Psychology
Pritchard, Mark, Management
Provaznik, William, Management
Rajendran, Sathyanarayanan, Engineering Technologies, Safety & Construction
Raubeson, Linda, Biological Sciences
Rieffer-Flanagan, Barbara, Political Science
Schedler, Christopher, English
Sorey, Timothy, Chemistry/Science Education
Stoddard, Cody, Law and Justice
Stringfellow, Julia, Library
Walker, Teri, Education, Development, Teaching & Learning
Walsh, Megan, Geography



Central Washington University
Board of Trustees
May 15, 2020

ACTION – Bachelor of Arts STEM Teaching Program

The Department Science Education proposes the Bachelor of Arts STEM Teaching Program major which will replace the current STEM Teaching Program minor. The STEM Teaching Program prepares students to teach science, mathematics, or computer science at the middle or high school levels. Undergraduate students who successfully complete the STEM Teaching Program, a STEM major degree, and Washington State assessments, qualify for the Washington State Residency Teaching Certificate.

Offering this enhanced degree option at CWU Ellensburg and the Des Moines University Center will expand enrollments into this high demand field of teaching. In Fall 2016, the Washington State Office of the Superintendent of Public Instruction (OSPI) conducted a survey of school principals. Results indicated an estimated cumulative teacher shortage of nearly 22,000 by the 2020-21 academic year due in large part to increases in retirements that had previously been postponed during the recession years as well as new state requirements on full-day kindergarten and K-3rd grade class-size reductions. The survey highlighted the stress on rural, suburban, and urban schools, especially those in low-income districts, including a 45% vacancy rate in fully certified educator positions and with 93% of principals responding as being in “crisis mode” or “struggling” to find qualified teachers. This teacher shortage is particularly acute in the STEM fields of science, technology, engineering and math.

According to the U.S. Department of Education’s Nationwide Listing of Teacher Shortage Areas, Washington has seen a shortage of qualified middle level math and science teachers over the past decade. In the past three years, these shortages have increased to include Pre-K through 12th grade. CWU is poised to supply the necessary qualified educators to meet these demands.

We recommend the following motion:

The Board of Trustees of Central Washington University endorses the recommendation of the Faculty Senate (Motion No. 19-57) and hereby approves the Bachelor of Arts STEM Teaching Program this day May 15, 2020.

Submitted:

Lynn Franken
Provost/Vice President for Academic and
Student Life

Approved for Submittal to the Board:

James L. Gaudino
President

NEW PROGRAM BUDGET WORKSHEET

2020-21

Leave cells blank if the information is not applicable to your new program proposal

Please add comments and brief justifications to the right of year 5. Include a full narrative within the New Program Pre-proposal Form.

Note: Values will be updated yearly. Please ensure the correct year's form is being used.

I. PLANNED STUDENT ENROLLMENT

(click [here](#) for retention rates)

	Year 1		Year 2		Year 3		Year 4		Year 5		
	PLANNED FTE	PLANNED Headcount									
A. New Enrollments ¹											
Undergrad students	5	5	6	6	7	7	8	8	9	9	Expected yearly increase in students based on current enrollment trends
B. Prior Year's Enrollments Adjusted for Retention											
Undergrad students			4	4	4	4	5	5	6	6	
C. Total Headcounts											
Undergrad students	5	5	10	10	11	11	13	13	15	15	

1. New Enrollment refers to students who would otherwise not attend CWU without this program.

II. REVENUE

	Year 1		Year 2		Year 3		Year 4		Year 5		
	On-going	One-time									
1 New Appropriated Funding Request	0		0		0		0		0		
2 Institutional Funds											
3 Federal e.g. grant funds.....	15,000										WSOS grant first year
4 Est. tuition generated by program's college ²	27,798		33,357		38,917		44,477		50,036		
5 Estimated tuition generated by other colleges	0		0		0		0		0		
6 Student fees	0		0		0		0		0		
7 Other fees (course fees, etc.)											
8 Other (e.g. Gifts)											
TOTAL REVENUE	42,798	0	33,357	0	38,917	0	44,477	0	50,036		
NET College Revenue after Overhead*	28,899	0	16,679	0	19,459	0	22,238	0	25,018		

*estimated at 50%

Revenue notes:

2. College share of SCH generation	<input type="text" value="1"/>	Note: users can change these to reflect their situation
Other colleges' share	<input type="text" value="0"/>	Shares must sum to 1.0
Increased tuition and fees	<u>Tuition</u>	<u>Fees</u>
Average Residential Undergrad	\$ 5,559.58	\$652
Average Residential Grad	\$ 7,631.64	\$652

Average tuition calculated after subtracting out average waiver.
See Retention & Tuition Rate tab for more details.
Note: Fees at Centers are \$285.60

Note: full time undergrad out-of-state net tuition (after waivers) is \$12,319 for undergraduates and \$7632 for graduate students

III. EXPENDITURES

A. Additional Personnel Needed

	Year 1		Year 2		Year 3		Year 4		Year 5		
	Ongoing	One-Time									
1. Faculty FTE	N/A										No new TT faculty would be hired 12-14 wlu per year for all sections
2. Adjunct Faculty FTE.....	0.26		0.26		0.26		0.31		0.31		
3. Staff FTE	0		0		0		0		0		
4. Directors / Administrator FTE	0		0		0		0		0		
5. Classified Staff FTE	0										
6. Undergrad/Graduate Student FTE	0										

B. Personnel Costs

1 Faculty Salary	0	0	0	0	0	0	0	0	0	0
2 Adjunct Salary	11,700	0	11,700	0	11,700	0	13,950	0	13,950	Based on \$45000
3 Staff Salary	0		0		0		0		0	
4 Directors/Administrators Salary	0	0	0	0	0	0	0	0	0	
5 Classified Staff	0		0		0		0		0	
6 Undergraduate/Graduate Student Wages	0		0		0				0	
7 Estimated Benefits ³	4,721	0	4,721	0	4,721	0	5,628	0	5,628	0
8 CWU's Share of Retirement.....	1,170	0	1,170	0	1,170	0	1,395	0	1,395	0
9 Other, e.g., grant funded student workers										
Total Incremental Payroll	\$ 17,591	\$ 0	\$ 17,591	\$ 0	\$ 17,591	\$ 0	\$ 20,973	\$ 0	\$ 20,973	\$ 0

3. See this worksheet for details on benefits

[Details on Benefits](#)

C. Operating Expenses

	Year 1		Year 2		Year 3		Year 4		Year 5	
	Ongoing	One-Time								

1 Sqft Additional office & other space ⁴										
2 Cost of space outside of college (\$21/sqft)	0	0	0	0	0	0	0	0	0	0
3 New phones, computers & Furniture	0									
4 Travel	0		0		0		0		0	
5 Professional Services	0									
6 Other Services	0									
7 New faculty start up costs	0									
8 Communications/Promotions	0		0		0		0		0	
9 Library Resources (Consult Ginny Blackson)	0									
10 Materials and Supplies	0		0		0		0		0	
11 Equipment	0									
12 Maintenance and Repairs	0									
13 Assessment/accreditation	0									
14 Miscellaneous costs	0									
TOTAL OPERATING Expenses	\$0									

The 4 additional credits of courses we are adding do not add additional operating expenses.

4. Additional Space outside of what College currently occupies/owns.

Note: the ratio of operating expense per faculty FTE is:

<u>\$ -</u>				
-------------	-------------	-------------	-------------	-------------

IV. NET INCOME FROM OPERATIONS

Revenue less Personnel, Operating, and Capital expense

<u>\$ 25,207</u>	<u>\$ -</u>	<u>\$ 15,767</u>	<u>\$ -</u>	<u>\$ 21,326</u>	<u>\$ -</u>	<u>\$ 23,503</u>	<u>\$ -</u>	<u>\$ 29,063</u>	<u>\$ -</u>
------------------	-------------	------------------	-------------	------------------	-------------	------------------	-------------	------------------	-------------

NET College Income

\$11,308	\$0 #	(\$912)	\$0 #	\$1,868	\$0 #	\$1,265	\$0 #	\$4,045	
-----------------	--------------	----------------	--------------	----------------	--------------	----------------	--------------	----------------	--

V. CAPITAL FACILITIES, CONSTRUCTION, MAJOR RENOVATIONS, MAJOR EQUIPMENT

<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
------------	------------	------------	------------	------------



STEM Teaching Program Major

College of the Sciences and
College of Education and Professional Studies

Business & Financial Affairs

April 2020

Proposal: Enhance the STEM Teaching Program minor to a 48-credit small plan major by adding two, two-credit courses.

Introduction: The Department of Science Education wishes to offer the STEM Teaching Program major degree program at the Ellensburg and Des Moines University Center campuses. This is an expansion of the existing STEM Teaching Program minor currently offered in both Ellensburg and the Des Moines University Center. Initial research and analysis of this expanded field of study are presented below with supporting data points provided. This analysis and any conclusions presented should be considered only as supporting factual evidence, and not an endorsement for or against the development of this program.

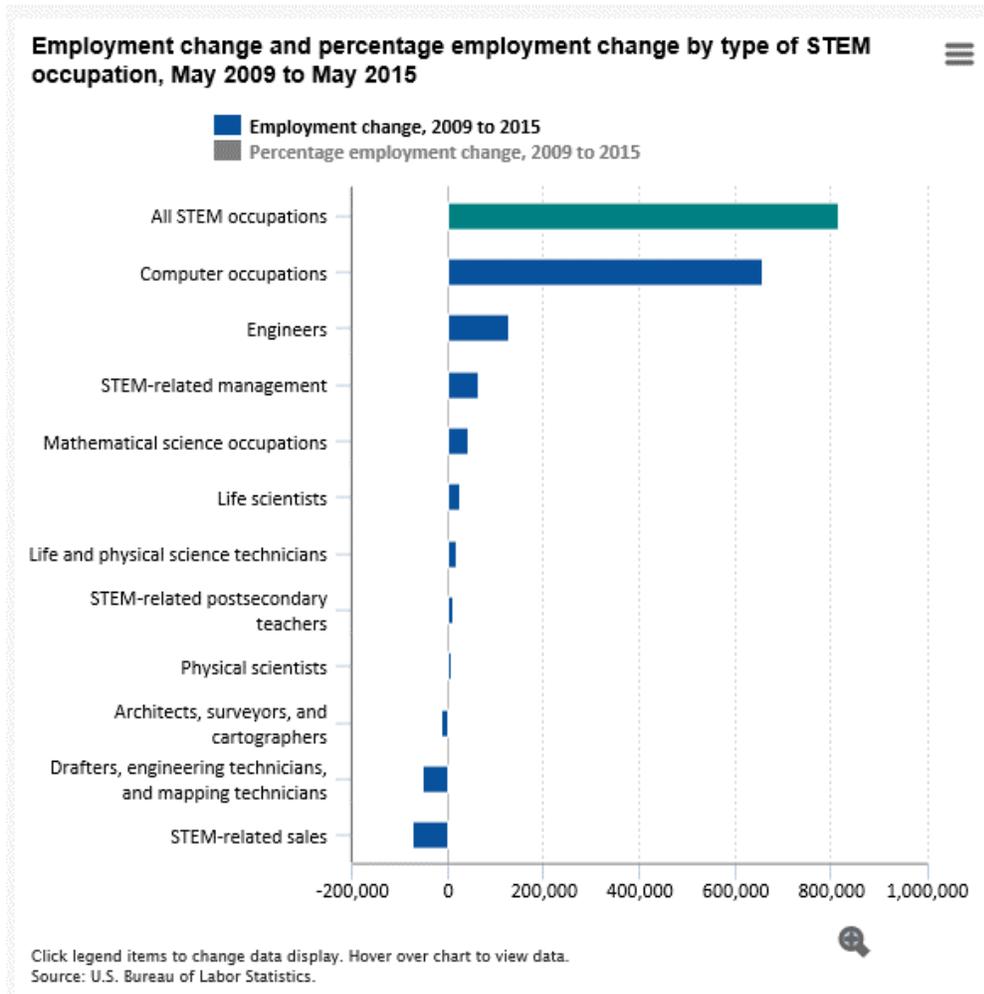
Narrative: The Department of Science Education aims to expand the existing STEM Teaching Program minor at the CWU Ellensburg and Des Moines University Center through the addition of two new courses, which will allow the departments to create a small plan major. These additional courses will not only satisfy the concerns of students that feel the current workload supports a bachelor's degree, but will also address key issues of lower than desired passing rates and insufficient support during student teaching. Offering this enhanced degree option at CWU Ellensburg and the Des Moines University Center will expand enrollments into this high demand field of teaching. It will also help to address key issues within the current minor by better preparing the students for their student teaching experience and creating an environment where students feel more supported during the student teaching phase. Because this is an existing degree pathway already offered by CWU, this analysis document will focus on demand.

Research and Analysis: In the fall of 2016 the state Office of the Superintendent of Public Instruction conducted a survey of Washington K-12 principalsⁱ. The results of the survey estimated a cumulative teacher shortage of nearly 22,000 qualified educators by the 2020-21 academic year. This is due in large part to increases in retirements that had previously been postponed during the recession years, as well as new state requirements on full-day kindergarten and K-3 class-size reductions. The stress on rural, suburban, and urban schools, especially those that are in low-income districts, is measurable through statistics reported in the survey, which showed a 45 percent vacancy rate in fully certified educator positions, where 93 percent responded as being in "crisis mode" or "struggling" to find qualified teachers. Further impacting the teacher-shortage crisis among middle and secondary education is the lack of qualified teachers within the STEM fields of Science, Technology, Engineering and Math.

In the U.S. Department of Education's Nationwide Listing of Teacher Shortage Areasⁱⁱ, Washington has seen a shortage of qualified middle-level math and science teachers over the past decade. In the past three years these shortages have increased to include Pre-K through 12. These subject-matter areas continue to be areas of need among school districts and CWU is poised to produce and supply the necessary qualified educators to meet these demands.

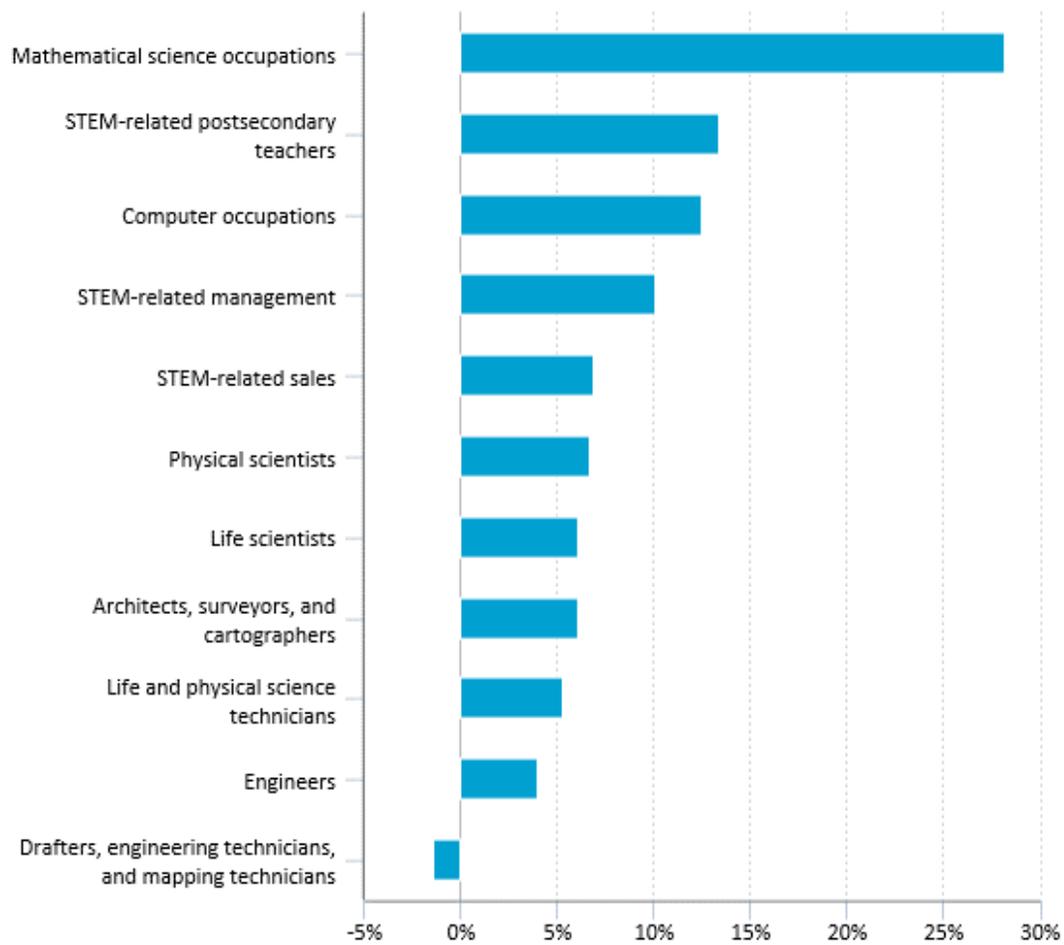
In an online search of the US Department of Labor Statistics website of "High School Teachers," the Occupational Outlook Handbook projected growth through 2028 at 4 percent, which is slightly lower than the average growth for all occupations. By 2028, an additional 38,200 jobs are projected to be added in the area of Secondary Education which will vary by region even as rising enrollments will increase demand for qualified teachers. Nationally, the median pay for a high school teacher was \$61,660 in 2019 according to USBLS while in Washington state teachers were paid a median salary of \$71,690. Long-term growth projections through 2026 among secondary education teaching positions in Washington State are expected to be at 18.5 percent increasing from 16,230 jobs to 19,230.

Presumably, high school educators that have specialized in the STEM fields are at an advantage for educating students who will then enroll in a postsecondary educational institution to further study within the STEM areas. As demand in STEM occupations continues to grow, so too will the demand for secondary educators that can lay the groundwork for educating the STEM workforce of tomorrowⁱⁱⁱ. In a January 2017 US Labor Statistics study titled *STEM Occupations: Past, Present and Future* employment in STEM occupations grew by 10.5 percent, or 817,260 jobs, between May 2009 and May 2015, compared with 5.2 percent net growth in non-STEM occupations^{iv}.



Looking more closely at types of STEM occupations, we see the most projected growth coming from the mathematical science occupations group at 28.2 percent compared to 6.5 percent growth for all occupations.^v

Projected growth rates for types of STEM occupations, 2014 to 2024



An Indeed.com search from April 23, 2020 of both “Math Teachers” and “Science Teachers” results in a combined 20,670 job openings where the nationwide average annual salary is between \$38,837 and \$55,854. These high-need teaching jobs are predominately full-time positions where the majority are considered entry level, indicating a need for newly certified teachers specializing in these high demand STEM subjects^{vi}.

Job Type	# of Jobs	percent of Total
Full-Time	16,464	72.3 percent
Part-Time	4,574	20.1 percent
Temporary	1,009	4.4 percent
Contract	673	3.0 percent
Internship	40	0.2 percent
Commission	15	0.01 percent
Experience Level	# of Jobs	percent of Total
Entry Level	15,119	79.9 percent
Mid Level	3,656	19.3 percent
Senior Level	149	0.8 percent

The Colleges of the Sciences and Education & Professional Studies recognize the need to expand the current STEM Teaching Minor program into a bachelor's degree program to meet the demand for highly qualified STEM teachers in the State. Since 2017 they have been comprehensively assessing the minor program through external and internal evaluations that have identified three key issues^{vii}:

1. A lack of integration of student teaching with the remainder of the program. Students felt disconnected from their peers in the minor program once they entered the student teaching phase and felt a lack of support with regard to their STEM-specific teaching needs.
2. Inadequate passing rates for the edTPA for STEM Teaching Program minor graduates, which inhibits higher rates of certification. The edTPA is a performance-based, subject-specific assessment and support system used by to emphasize, measure and support the skills and knowledge that all teachers need from day 1 in the classroom.
3. The amount and level of work required for the minor justified creating a major program for STEM Teaching.

As a result of these extensive evaluations a course of action to expand the current minor degree program into a small plan major degree program was adopted. Through this course of action, two new courses will be required for the degree. These two courses focus on planning (STP460) for two assessments: the edTPA and the student teaching and instruction and assessment (STP470) while in the Student Teaching phase.

These new course offerings address the three key issues identified through the internal and external evaluations of the existing program and will allow the STEM Teaching Program to further grow their annual cohorts.

Offering this degree option at the CWU Ellensburg campus as well as at the Des Moines University Center will improve recruitment of students attending area community colleges who are studying math and science during their first and second years. Since many students wait to inquire about STEM teaching degree options until they have completed their associate of arts degree, a more consistent presence through marketing and recruiting efforts will help students make decisions about this degree pathway earlier on which will in turn guide their choices in course enrollment and potentially shorten up their time to degree.

Conclusion: CWU's proposal to offer the enhanced STEM Teaching Program major degree pathway at the CWU Ellensburg campus as well as the Des Moines University Center satisfies the state's need for both certified educators and those that are highly qualified to teach STEM subjects to a future workforce that will be required to possess a high level understanding of these subject areas. Regardless of their decisions to obtain postsecondary degrees, students within the K-12 system will almost certainly be faced with occupational choices that incorporate STEM related fields of study. STEM occupations that require degrees as well as those that don't are among the fastest growing sectors but developing that workforce requires a solid foundation of education, which starts at the middle and secondary school levels. CWU is poised to produce the educators that will develop this workforce of the future.



Central Washington University
Board of Trustees
May 15, 2020

ACTION – Approval of Consent Agenda

The attached consent action/report list are submitted by the divisions of Academic and Student Life, Business and Financial Affairs, Enrollment Management, Operations, and the President.

We recommend the following motion:

The Board of Trustees approves the consent action items submitted May 15, 2020.

Submitted:

Lynn Franken
Provost/Vice President for Academic
and Student Life

Joel Klucking, Vice President
Business and Financial Affairs

Josh Hibbard, Vice President
Enrollment Management

Andreas Bohman, Vice President
Operations

Linda Schactler
Chief of Staff

Approved for submittal to the Board:

James L. Gaudino
President

CONSENT ACTION/REPORT LIST
May 15, 2020

CONSENT PERSONNEL ACTIONS

Distinguished Service Recognition

<i>Name</i>	<i>Title</i>	<i>Department</i>	<i>Effective</i>	<i># Years</i>
Krogstie, Diane	Library and Archives Paraprofessional 2	Library Services	July 1, 2020	34
Slaughter, Kerry	Library and Archives Paraprofessional 4	Library Services	September 1, 2020	24

Faculty Emeritus Status

<i>Name</i>	<i>Rank</i>	<i>Department</i>	<i>Effective</i>	<i># Years</i>
Linkletter, Terence	Sr. Lecturer	Information Technology & Administrative Management	June 16, 2020	11
Peters, JoAnn	Professor	Chemistry	June 16, 2020	24
Ross, Molly	Assoc. Professor	Curriculum, Supervision & Educat Leadership	June 16, 2019	11
Saunders, Peter	Professor	Economics	June 16, 2020	32
Swartz, Terrence	Professor	Psychology	June 16, 2020	26

Exempt Appointments with Academic Rank

<i>Name</i>	<i>Title and Rank</i>	<i>Department</i>	<i>Effective</i>
DenBeste, Michelle	Professor	History	May 18, 2020

Reappointment to Third Probationary Year

<i>Name</i>	<i>Department</i>
Bain, Paul	Music
Beckman, Justin	Art & Design
Belay, Tafere	Health Sciences
Cahalan, Ryan	Accounting
Campbell, Benjamin	Finance & Supply Chain Management
Cho, Jeunghwan	Engineering Technologies, Safety & Construction
Dittmer, Peter	Aviation
Hancock, Emilie	Science Education/Math
Jorgensen, Maribeth	Psychology
Kirstein, Kurt	Information Technology & Administrative Management
Lindsey, Natasha	Theatre Arts
McNeillie, Gabrielle	Physical Education, School Health & Movement Studies
Oh, Jae-Young	Finance & Supply Chain Management
Presta, Douglas	Health Sciences
Serne, Jennifer	Engineering Technologies, Safety & Construction
Sillin, Sarah	English
Wittek, Lauren	User Experience and Assessment Librarian

Reappointment to Fourth Probationary Year

<i>Name</i>	<i>Department</i>
Ambrosio, Fabio	Accounting
Cano, Veronica	Law and Justice
Cavalcanti, Adriano	Computer Science/Science Education
Liang, Tanjian	Physical Education, School Health & Movement Studies
Zhang, Cynthia	Sociology

Reappointment to Fifth Probationary Year

<i>Name</i>	<i>Department</i>
Bliss, Morgan	Engineering Technologies, Safety & Construction
Blum, Grace	Education, Development, Teaching & Learning
Jastremski, Nicole	Anthropology
Jellum, Carla	Family and Consumer Sciences
Loke, Sooie-Hoe	Mathematics
Lyman, Greg	Engineering Technologies, Safety & Construction
Mayhew, Jessica	Anthropology
Quinn, Sterling	Geography
Renteria-Valencia, Rodrigo	Anthropology
Rogan-Klyve, Allyson	Science Education
Rolfe, David	Physical Education, School Health & Movement Studies
Rollie, Emily	Theatre Arts

Reappointment to Sixth Probationary Year

<i>Name</i>	<i>Department</i>
Castillo, Wendie	Education, Development, Teaching & Learning
Norfleet, Lewis	Music

Phased Retirements

<i>Name</i>	<i>Rank</i>	<i>Department</i>	<i>Effective</i>
Krause, Jaclyn	Associate Professor	Information Technology & Administrative Management	Fall 2020

Central Washington University
Board of Trustees
May 14, 2020

Executive Summary – State Biennial Capital Budget Priorities

Washington state funds capital funding on a biennial cycle. Funding rarely for other than an academic facility, and includes cash, bonds, and the appropriation of CWU's trust funds for minor capital renovations and facility upgrades. To date, it is unclear whether there will be any changes to the capital request process, despite anticipated deep reductions in the state budget due to the COVID-19 impact. CWU intends to proceed with capital budget requests, which are due to the state budget office August 15, 2020.

In the 2019-21 biennium, the state has appropriated to CWU \$5 million for designing the Health Education project. This project will renovate and add to Nicholson Pavilion, which has not been renovated thoroughly since its construction in 1959.

In the session just completed, the legislature approved a supplemental capital appropriation, which partially funded our Campus Security Enhancement project. This project will fill mission-critical and life-safety gaps in emergency response and preparedness infrastructure.

For the 2021-23 biennium, which begins on July 1, 2021, CWU's focus and top priority will be about \$55 million in funding for the construction of Health Education. In addition to this major construction project, the following capital projects, alphabetized in their respective state budget categories and with estimated costs, will be included in our capital request:

- 1. Major Construction Projects (multi-biennia):**
 - Arts Education Complex (Predesign), \$350,000
 - Humanities Complex (Design), \$5 million

- 2. Renovation Projects (single biennium):**
 - Mitchell Hall, \$4.9 million
 - Psychology Building, \$4.9 million
 - Student Medical and Counseling Center, \$4.9 million

- 3. Other (Infrastructure and Acquisition):**
 - Green Systems & Infrastructure Upgrades, \$7.9 million
 - Sammamish Instructional Site Acquisition, \$9 million

The attribute for each capital project is summarized in the alphabetized list below.

Arts Education (Predesign)

CWU will request funding to predesign a new Arts Education Complex, with a tentative construction target in the 2025-2027 biennium. This facility will accommodate needs for classroom, specialized labs

and studios, and performance space for CWU's robust programs in the arts. The new building will expand arts capacity and will support plans for a School of the Arts: Art and Design, Theatre, and Music. The university community voted this project the top priority in IdeaScale, a software program that allows organizations to involve the opinions of public and private communities by collecting their ideas and giving users a platform to vote. (Please see <https://cwu.ideascale.com/a/pages/faq> for more information.)

Green Systems & Infrastructure Upgrades

Green systems focus on energy efficiency and stewardship of existing infrastructure, improve life-safety conditions, and accommodate the demand for future capacity, such as the planned Health Science and Health Education facilities. A facilities condition and benchmarking analysis identified a deferred maintenance backlog as having negatively impacted program quality. The proposed solutions include prioritizing renewal needs through state minor works and preservation funding, limiting interior updates, and focusing on preventive maintenance.

Humanities Complex (Design)

Over the next few months, CWU will self-fund and present to the state a predesign for this facility. If the predesign is accepted, CWU will request funding to design a new Humanities Complex, tentatively located in the vicinity of the Brooks Library, north of the irrigation canal running east-west through campus. Programming for this complex will focus on the Humanities and Social Sciences, with an emphasis on programs currently occupying Farrell Hall, the Language & Literature Building, and Samuelson Hall. This project was identified as a high priority by the university community in the IdeaScale idea management system.

Mitchell Hall Renovation

Mitchell Hall was constructed in 1969 and has not been renovated in more than 25 years. The building has degraded infrastructure, exterior cladding, and outdated health and safety systems. The current occupants are departments of Human Resources, Accounting, and Contracts and Purchasing. The renovation will address the overall cost of maintenance, repairs, and replacement deficiencies. Restoring this building will ensure continued use and investment of key facilities, improved accessibility, and energy efficiencies.

Psychology Building Renovation

Constructed in 1973, this building has experienced degradation from age and previous use as a chimpanzee lab in the 1980s and early '90s. Related contamination has resulted in the north wing of the third floor being closed since 1993. Renovation returns this valuable space to use and ensures the health and safety of occupants of the building. Restoring the building to full use will result in programmatic changes and accommodating enrollment increases. It will also address psychology and sociology course demands, building security and accessibility issues, and energy inefficiencies.

Sammamish Instructional Site Acquisition

CWU will request funds to purchase this facility, which is owned by the City of Sammamish. CWU proposes to exercise the exclusive right and option to purchase the facility, a right the City granted to

CWU in the lease agreement dated March 21, 2017. The Sammamish site, formerly known as the Mars Hill Church, offers a bachelor's degree, a master's degree, and provides general education undergraduate classes, high school dual credit courses, and continuing education programs.

Student Medical and Counseling Center (SMCC) Renovation

This renovated and expanded facility would centralize the broad range of fragmented services in health care, including wellness programs, substance abuse and sexual assault counseling and education, in addition to providing general practice and emergency medical care, and mental health services. Like high schools and universities across the country, CWU has experienced a significant increase in the demand for health care and mental and behavioral health services.

These capital projects will now be provided to the state budget office for scoring. Then they will be articulated to state policymakers and other stakeholders using the abbreviated timeline below.

May 14 & 15 Board of Trustees Meeting: The projects are presented to the Board of Trustees for review.

June 4 & 5: Virtual Call for Capital townhall to engage with the university community on capital priorities.

By Aug 15: Submit capital request to the state budget office.

Submitted:



Andreas Bohman
VP Operations

Approved for submittal to the Board:



James L. Gaudino
President



LEARN. DO. LIVE.

May 1, 2020

Dear Chair Erickson and Board of Trustees Members:

I appreciate this opportunity to submit a brief overview of the activities of the Faculty Senate since the last Trustees meeting in February 2020. Since that time, the Executive Committee and the Faculty Senate Standing Committees have rapidly transitioned to working on policies and initiatives concerned with the immediate well-being of students, faculty, and staff. In response to the orders of Washington Governor Jay Inslee as well as Kittitas County Health Officer Dr. Mark Larson, Faculty Senators have been instrumental in helping to rapidly move spring quarter from face-to-face to online.

Pandemic Response

In response to health orders from Kittitas County Health Officer Dr. Larson, the Faculty Senate Chair, with the help of the Executive Committee began working closely with President Jim Gaudino and Provost Lynn Franken to assist the university by transitioning our campus to online final examinations and ultimately to an online spring quarter. While this time period was hectic, I applaud President Gaudino and Provost Franken for their sincere desire to communicate often with faculty through the Faculty Senate. During this time period there were a number of emergency initiatives that required rapid consultation and creative solutions. These included the drafting and passage of a new grading policy, the emergency pass/fail grade, changes to admissions to accommodate closures of SAT/ACT and TOEFL testing centers, and changes to the academic calendar to accommodate new financial aid requirements. Due to the expedited nature of these policies, some will be revisited by the full Faculty Senate during fall quarter to ensure they continue to serve our students in the most beneficial manner going forward.

Presidential Search

With the announcement of the retirement of President Gaudino following the 2020–2021 academic year, Faculty Senate Executive Committee is looking forward to assisting the Board of Trustees in the evaluation and selection of candidates for the next President of Central Washington University. Given the size and history of our university, the role of the President has historically played a large part in the day-to-day operations. It is important for the next president to be a strong leader on multiple fronts, including providing visible and tangible support of students, faculty, and staff; a strong emphasis on academics and the fundamental role that research plays in academics; and a strong gift for fundraising and university advocacy at the local and state level. We are committed to helping develop ways to include broad participation from all campus constituencies in our search for a new president. With an

Faculty Senate

400 E University Way • Ellensburg WA 98926-7509 • Office: 509-963-3231 • Fax: 509-963-3204

Barge 409 • Email: senate@cwu.edu • Web: cwu.edu/faculty-senate

EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU.

This is an electronic communication from Central Washington University.



LEARN. DO. LIVE.

understanding of the difficulties posed by the present pandemic, the Executive Committee still remains committed to beginning the search process as soon as possible.

Updates on Senate Initiatives

Aside from the many emergency policies that have been considered by Faculty Senate Committees during this crisis, the Senate has continued to make progress on the larger tasks it embarked on at the beginning of the year. Some of these tasks include:

- Clarifying and providing better organization within the Faculty Code
- Review and approval of new academic programs and curriculum that support regional and national educational demands to keep CWU relevant and adaptable to changes
- Development of infrastructure to support general education through transfer agreements, creation of assessment tools, review of curriculum, developing advising efforts, and converging efforts to create communities of practice
- Review of policy to improve and clarify how SEOs are used for effective evaluation of faculty teaching

The Executive Committee plans on providing the Trustees with a complete report of this year's progress for the July meeting of the Trustees.

Conclusion

We thank you for the opportunity to update you on our Senate initiatives. We look forward to a time when we are able to return to campus-life for students, faculty, and staff and are eager to help in any way we can. We continue to remain positive about the direction of the university and look forward to future interactions with the Board.

Respectfully Submitted,

Walter Szeliga
Faculty Senate Chair (2019–2020)

Faculty Senate

400 E University Way • Ellensburg WA 98926-7509 • Office: 509-963-3231 • Fax: 509-963-3204

Barge 409 • Email: senate@cwu.edu • Web: cwu.edu/faculty-senate

EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU.

This is an electronic communication from Central Washington University.