

REGULAR MEETING
Wednesday, November 30, 2022
Minutes

Meeting convened at 3:10 p.m.

All Senators were present except: Stephen Robison, Robert Trumpy,

Guests: Joy Fuqua, Gail Mackin, Pam McMullin-Messier, Jeff Stinson, Christina Garcia, Sathy Rajendran, Chris Denison, Sydney Thompson, Kandee Cleary, Rose Spodobalski Brower

CHANGES TO AND APPROVAL OF AGENDA

MOTION NO 22-09(Approved): APPROVAL OF MINUTES of November 2, 2022

COMMUNICATIONS – None

INCLUSIVE NAMING POLICY – Dr. Kandee Cleary talked about the inclusive naming policy. All employees should be referred by their preferred name, except where legal names must be used or violates university policy in some way. Individuals preferred named must be used in communications and in person. There are some systems it cannot be changed yet. This would be a discipline step if violated. Individuals can change to preferred name. In the policy “name” means self-identified name.

SENATE CHAIR REPORT

Chair Samples gave an update on the Shared Governance Group. The Shared Governance Sensemaking group is jointly sponsored by President Wohlpert and Faculty Senate, and includes six of our colleagues—three from faculty and three from academic administration, with a goal of elevating shared governance at Central Washington University. At this first meeting, they reviewed key historical statements of shared governance between faculty, administration, and the Board of Trustees, including the foundational Statement on Government of Colleges and Universities from 1966, jointly written, endorsed and released by the American Association of University Professors (or AAUP), Association of Governing Boards (AGB), and administrators via the American Council on Education (ACE). If you have not read that remarkable document, I recommend it. You can find it easily by going to the AAUP website (<https://www.aaup.org/report/statement-government-colleges-and-universities>), or searching “shared governance 1966” in your favorite search engine. Moving forward, this group will continue to seek understanding of traditional shared governance, to clarify how we embody shared governance at Central Washington University, and to seek additional input from broader faculty voices across campus.

Please remind your departments of curriculum deadlines, which are approaching soon. December 9 is a date to know. New Courses and course change proposals, as well as new programs and program change proposals are due to the department chair by December 9. You can find a full curriculum calendar on the faculty senate website. Click on “Curriculum Forms and Policy” to find the deadlines and other important curriculum information. Thank you for sharing this and other important information from Senate meetings with the faculty in your department. Your role as Senators in relaying information to faculty and representing their voice is critical to fostering an open and transparent culture of trust on campus.

Chair Samples met earlier this week with legislators from the 13th district. At this meeting, three students got a chance to share their stories. The stories were directed at the legislators, but nevertheless I was filled with admiration for the fantastic work that our students do, the barriers they have overcome, and the privilege and responsibility that we have as faculty in shaping opportunities for learning and growth for our students at Central Washington University. That work is not over for us—final exams and grading are just around the corner—but I do hope that over the winter break you are able to rest, recover, and reconnect with your own personal wellsprings of meaning, and return in January refreshed and energized. Thank you for all the work that you do.

Please feel free to reach out to me as needed with questions or comments, or come to Open Executive Committee (EC) to share your questions, comments, or concerns.

FACULTY ISSUES

Here are some updates to faculty concerns that have been brought forward:

1. At the October Senate meeting, Senator Bisgard asked if a survey could be administered to get the pulse of faculty morale. I reached out to Kandee Cleary, who recently completed a climate survey (spring of 2022). She shared with me the summary results of that survey, which we will send to senators after this meeting. While not explicitly about faculty morale, many of the questions offer a nuanced view of faculty opinions and reflect elements of what might be collectively thought of as “morale”, such as responses to:

- Q6.3: I look forward to coming to work each day.
- Q2.1: I feel a sense of belonging at the university.
- Q10.2: I believe that tenure and promotion procedures are fair.

The responses to these questions are, as you would expect, mixed. But they do give us a good sense of where the faculty were at that point last spring. The EC can always consider doing another survey in the future if needed.

2. Senator Bisgard also brought up an issue at the November 2nd meeting regarding not being able to blank the screen of projectors in Samuelson classrooms. I talked with Rod Venable in IS, and he agreed to restore the ability to blank projector screens in Samuelson immediately. The software patch should roll out to all classrooms in Samuelson by this Friday. The broader issue that applies to all faculty is to understand the importance of turning off projectors after use. Please remind faculty in your departments that projectors should be turned all the way off—not just muted—after use, even if there is a class immediately after yours. The problem is that we are burning out bulbs in as short as 6 months rather than the expected 2-4 years. At \$600-\$900 per bulb, with about 300 projectors on campus, this is, as you might imagine, a budget buster. With this small behavioral change—that is, turning off projectors after use—we can collectively help steward our precious resources and be better equipped to teach students in the classroom.

3. Senator Reynolds raised concerns regarding DEI training that would satisfy the requirements of SB5227, specifically that there is no release time being offered for this training even though it represents a significant amount of time and work. I talked with Dr. Kandee Cleary about this issue. Dr. Cleary told me that she has heard similar concerns from UFC, other faculty, and staff about the length of the training. She said that she is pushing for a course release for new faculty to complete the training. She expressed that her office will be responsive to what they learn in the pilot year, and that the structure, pacing, and outcomes may change as a result of the experience of this year. The course is taking less time than estimated during the pilot—about 15 hours rather than 24 this term. Dr. Cleary estimates that winter will be about the same, and

spring will be less. Dr. Cleary also told me that she will report back to Faculty Senate at the end of spring with the results of the pilot, and will seek feedback from Senate on how to move forward. While we appreciate this responsiveness, the issue of workload release remains as an outstanding issue that Senate hopes can be addressed moving forward.

4. Senator Klosterman brought forward a concern regarding a decline in preparedness of first-year math students. The university is seeking additional resources from the state of Washington for tutoring and other discipline-specific student assistance programs. Senator Klosterman pointed to class sizes as a particular challenge to giving students individualized instruction from faculty members. As the Senate doesn't have authority over class sizes, I encouraged Senator Klosterman to work with his department chair and dean's office to address this issue.

5. Senator Dormady pointed out that inviting non-tenured faculty for service after their workload plans are set. The Senate office understands the importance of faculty representation, and that we sometimes need to be responsive to needs for faculty representation on committees that come up in the middle of the year. And we also affirm that can be disruptive and burdensome, especially since it can be difficult to say no to requests. Every year, the Senate office requests that all committee needs for the following year be submitted to us by the end of winter quarter so that they can be announced and factored into faculty workload plans.

New Faculty Issues:

Senator Erdman – Putting in hours without workload hours for the DEI training is a concern. While it is a wonderful training, nearly half-the faculty are NTT and they will need compensation not release time.

Bigard – Common course numbering system for community colleges & numbers. MATH & 146 common that all community colleges use. All those have to transfer to CWU as something. However there are not common outcomes. Courses are very different and makes it difficult for those who transfer those to CWU are sometimes missing specific skills that are needed. Can they be specific by institution rather than a blanket transfer into a specific CWU course?

STUDENT REPORT – No report

OLD BUSINESS – None

REPORTS/ACTION ITEMS SENATE COMMITTEES

Academic Affairs Committee – Written report was provided

Motion No. 22-10(Sent back to committee): Recommended adding CWUP 5-90-050(9) and CWUR 5-90-050(9) Departmental Honors as outlined in Exhibit A.

Senator Jungblut – GPA requirement for the major can be determined by the department. Or an appeals process could be established to advocate for a student who they feel has promise.

Senator Goerger – Suggest that this goes back to committee to let Academic Affairs Committee work with the STEM departments about their concerns.

Motion No. 22-11(Approved): Recommended amending CWUR 2-960-060(4) Review Process for Proposals to Create, Reorganize, or Rename an Academic Unit or Units and CWUP 5-90-

060(4) Consultation on the Creation, Reorganization, or Renaming of Academic Units as outlined in Exhibit B.

Bylaws and Faculty Code Committee – Written report was provided.

Budget and Planning Committee – Written report was provided.

Antiracism, Diversity, and Inclusivity Committee

Faculty Legislative Representative – Bernadette reported that the faculty legislative representatives are meeting this Friday to discuss the legislative priorities centering on increasing FAFSA and WAFSA completion rates, faculty safety, and the fund split, the updated revenue projections the Washington State Economic and Revenue Forecast Council released on November 18th – in brief revenues are projected to increase both for the current 2021-23 biennial budget and also for the 2023=25 biennium, and prepping for the legislative session which begins on January 9th.

Second, Bernadette reported she is meeting with the Executive Committee next Wednesday to talk about legislative priorities.

Third, Bernadette thanked the President for inviting Dr. Samples and herself to his meeting with the 13th District delegation this past Monday. The face-to-face meeting with Representatives Ybarra and Dent & Senator Warnick went well. The best part of the discussion was hearing three of our outstanding students describe how our university community — including faculty & staff — has provided a strong foundation for their academic, personal, and professional success

Updated Revenue Details (from WSU website: <https://governmentrelations.wsu.edu/newsbeat/>)
“The Washington State Economic and Revenue Forecast Council released its quarterly revenue forecast on November 18th, which projects where state revenues are potentially heading as state lawmakers get ready to reconvene for the 2023 legislative session in January. In the current 2021-23 biennial budget, forecasters projected revenues to increase by \$762 million above their most recent forecast, increasing the budget’s baseline to \$63.9 billion. Revenue projections for the 2023-25 biennium were increased by \$681 million, strengthening the baseline of the upcoming budget to \$66.2 billion.”

PRESIDENT – President Wolhpart talked about what is happening both in and outside the classroom to the visiting legislators this week. Equity and Service Council, a student organization, does not have a regular meeting space. They are looking for dedicated meeting space in Black Hall. President Wolhpart will be driving to Olympia tomorrow and will be meeting with new leadership. CWU is hoping they will fix the fund split that is shrinking our funds available each year. All the feedback from the vision, mission, and strategic plan has been put together and the committee is reviewing. They will be meeting next week to discern values around the feedback. The raw feedback will be posted on the website. President Wohlpart is taking nominations for the Gender-based Violence Workgroup from all areas. There will be a lot of listening and taking actions to improve things. The group will be looking at what we are doing well, and what things we need to change based on research and best practices.

PROVOST – The Provost provide a written report.

CHAIR-ELECT – Chair-elect Eklund indicated that the Distinguished Faculty nomination letters are due 12/1 by 5:00 p.m. Next week is the open EC meeting here in Grupe Center with a Zoom option.

NEW BUSINESS - None

Meeting was adjourned at 5:00 p.m.

Exhibit A



Number (if applicable): 5-90-50(9) and 2-90-50(9)

Title of Section: Departmental Honors

New **Revision**

Summary of policy/procedure content and Impact:

The proposed new policy and procedure establish a set of guidelines for a student to graduate with departmental honors. Departments and programs that do not already award departmental honors are expected to develop department-specific procedures and criteria. The expectation is that all eligible students have the opportunity to pursue departmental honors.

The policy and/or procedure change has a budget impact? Yes No

The policy requires that students pursuing an honors project have a faculty mentor, who is entitled to claim workload at the same rate as teaching 495 courses. However, the overall number of students seeking departmental honors is expected to be very small (less than 5% of graduating seniors, based on data from departments that currently have departmental honors), so the additional workload within any college is likely to be less than annual fluctuations.

Justification and Itemization of changes:

This proposal comes in response to the following charges:

AAC22–23.01 Review the draft policy on departmental honors at CWU. **Timeline:** Fall quarter.

Douglas Honors College (DHC) presented this language to Faculty Senate last year in consultative form and is now proposing moving towards policy implementation. Consider any further changes and/or moving forward as a motion to Senate.

The draft policy was significantly revised, with associated procedure added. The new policy approved by AAC is presented below.

CWUP 5-90-050 Graduation Requirements for Bachelor's Degrees

(9) Departmental Honors

Departmental Honors is a distinction bestowed by individual departments and academic programs to students with a high GPA who complete an enhanced curriculum. This section describes University guidelines for departmental honors, with the expectation that each department has the responsibility to develop, maintain, and publicize the specific requirements and standards for an honors degree within that department.

(A) Students in a departmental honors program must meet the following minimum standards:

1. Maintain an overall cumulative GPA of 3.0 or higher.
2. Maintain a cumulative GPA within the major of 3.5 or higher.
3. Complete at least one upper division course of at least 3 credits that has an honors component. There are three options for satisfying this requirement:
 - a. a designated honors course, such as a 497 course, either within the major department or in another department with the approval of the department chair
 - b. a course offered within the department with the inclusion of a documented agreement between the student and instructor that describes honors level work
 - c. a course that is offered within the William O. Douglas Honors College (DHC)
4. Completion of a senior honors capstone project that meets the requirements described in part (C).

(B) Students intending to graduate with departmental honors must apply to, and be accepted to participate in, a departmental honors program according to procedures set forth by the department.

1. Students should apply before commencing their final year of undergraduate studies.
2. Prior to applying, students should have identified a primary faculty mentor, who will provide guidance throughout the capstone project.
3. Any eligible student seeking departmental honors in a department that does not have a departmental honors program in place will work through the DHC, in consultation with a faculty mentor and the department chair, to develop a suitable capstone project within the major and identify an upper-division course that meets the honors requirement.
4. Students who are enrolled in the William O. Douglas Honors College may satisfy the requirements of departmental honors in combination with their DHC capstone experience, subject to the approval of the department chair.

(C) Each department and/or degree program will determine the specific nature of a suitable honors capstone project, but all projects must meet the following general requirements:

1. The duration of the project is not less than two quarters, with a total time commitment equivalent to at least four credits or 120 hours total of work
2. Team-based capstone projects can be undertaken by multiple students who have been admitted to the departmental honors program with the approval of the department chair and the primary faculty mentor.
3. The project will culminate in a primary capstone product that meets the format and quality expectations published in department guidelines. Example product formats include, but are not limited to, a written thesis, a work of art, or a public performance.
4. The capstone product should include a written summary of the project that includes:
 - a. a discussion of how the project builds upon and responds to prior research, literature, or bodies of work.
 - b. a description of original contributions made by the student.

(D) After being accepted to a departmental honors program, the student should work with their faculty mentor to assemble an Honors Project Review Committee (HPRC), similar to a thesis committee, consisting of the faculty mentor and at least one other faculty with expertise in the subject of the capstone project.

(E) The capstone product shall be reviewed by the Honors Project Review Committee according to guidelines and standards established by the department.

(F) Students are strongly encouraged to submit an electronic version or record of their approved capstone product to the institutional repository, ScholarWorks, which is maintained by the CWU Libraries.

(G) When a student completes the requirements for departmental honors, the department Chair will notify the Dean's Office, which is responsible for verifying that students have satisfied all the requirements for departmental honors and for confirming honors status to the Office of the Registrar.

(H) Successful completion of departmental honors will be noted on the student's transcript and diploma.

CWUR 2-90-050 Graduation Requirements for Bachelor's Degrees

(9) Departmental Honors

(A) No procedure

(B) Departments will establish a procedure that students follow to apply to departmental honors, such as filling out a form or contacting the department chair.

(C)

1. Departments may designate specific courses, such as 495 or 497 courses, that enable students to earn credits for the capstone project.

3. Departmental guidelines for honors capstone projects should be made available to students (e.g. posted on the department web site)

(D) No procedure

(E) No procedure

(F) No procedure

(G) At the conclusion of each quarter, the Dean's office will submit to the Office of the Registrar a list of departmental honorees. Students wishing to have departmental honors read out during commencement need to complete the requirements by the end of winter quarter.

Exhibit B



Number (if applicable): 5-90-60 (Policy) and 2-90-60 (Procedure)

Title of Section:

Initiation of a proposal to create, reorganize, or rename an academic unit or units.

New Revision

The policy and/or procedure change has a budget impact? Yes No

We do not anticipate that clarifying this procedure will significantly affect the costs that are currently associated with creating, renaming, or reorganizing academic units.

Summary of changes:

This proposal further clarifies policy and procedure required for creating, reorganizing, or renaming academic units, originally submitted to Faculty Senate in May 2022.

- The changes to section 5-90-60 (4) (a) take procedural language out of policy and reference the new procedure that is proposed for 2-90-60.
- In addition to moving the process from policy to procedure, 2-90-60 clarifies the exiting process making it explicit that documented feedback from affected parties is required as part of the proposal to create, rename, or reorganize academic units.

Justification and Itemization of changes:

This proposal comes in response to the following charges:

AAC21-22.12 Consider the creation of a set of procedures (CWUR 2-90-060) to mirror CWUP 5-90-060 outlining the process of creating, reorganizing, and renaming academic units. **Timeline:** Spring Quarter

AAC22–23.02 Consider clarifying the policy and/or procedure on the reorganization and renaming of units (CWUP 5-90-60) to require documented evidence of consultative steps. **Timeline:** Fall Quarter.
For example, consider adding language that indicates the requirement of evidence of consultation in the numbered lists in policy language.

Significant changes to existing policy are shown in blue font. Paragraphs (2)(A) and (2)(B) have been combined. Consultation with the Registrar's Office is included in (3)(A). Documentation of consultation of affected groups is included in (3)(A).

CWUP 5-90-060

(1) Initiation of a proposal to create, reorganize, or rename an academic unit or units.

(A) This policy applies to the creation or reorganization of units that affect the delivery of academic programs and renaming academic units. Academic units include, but are not limited to, colleges, schools, and academic departments. For instance, this policy applies to proposals for the creation of new academic colleges or schools; reorganization of existing academic colleges or departments, including the shifting of departments or programs from one college/school/department to another; the partial or complete merger of two or more departments; the creation of new departments; dissolution of departments; and changes of college, school, and department names.

(2) Principles guiding consultation on the creation, reorganization, or renaming of academic units.

(A) The organization of academic units shall support the mission and strategic plan of the university. Although the administration maintains management rights in cases of establishment, modification, or reorganization of programs (CBA Article 3.23), Central Washington University is dedicated to shared governance and recognizes the importance of faculty consultation in academic decision making. Therefore, all proposals shall formally solicit and consider the input of the affected faculty, staff, and students in the preliminary planning stages of proposals. These groups shall be given notice, information, and sufficient time to evaluate those proposals and make their concerns known.

(B) In extreme cases, the university may decide to reduce or discontinue academic programs. In this eventuality, the Provost shall consult with the affected groups to the greatest extent possible and follow the processes outlined in this policy and the CBA, Article 27.

(3) Preparing a proposal for consultation on the creation, reorganization, or renaming of an academic unit.

(A) The proposal initiator shall work with the Faculty Senate Executive Committee and Provost, [in consultation with the Office of the Registrar and IS representative](#), to consider the degree of impact of the proposed change and determine the level of detail required in the proposal. The initiator shall then complete a proposal template, as applicable, with details about the following items:

1. Description of the recommended change.
2. Rationale for the recommended change.
3. Goals and objectives of the proposed change.
4. Method for evaluating achievement of goals and objectives.
5. Relation of the change to the mission and strategic plan of the university.
6. Impacts on academic programs across the university.
7. Impacts on students, faculty, staff, [and facilities](#).
8. Impacts on quality of degree programs, student retention, and graduation rates.
9. Impacts on non-academic units, external constituents, and accreditation.
10. Impacts on shared governance, including tenure/promotion/review processes.
11. Before and after organizational chart for all units affected.
12. Cost/benefit analysis, including financial and non-financial resources.
13. Implementation plan and timeline.
14. [Documentation of consultation with the affected deans, faculty, staff, and students.](#)

(B) In cases of renaming of academic units, responses to items 3, 4, 9, 10, 11, and 12 may be omitted.

(4) Review process for proposals to create, reorganize, or rename academic units.

(A) The proposal initiator shall work with the Faculty Senate Executive Committee and Provost to establish a review process for consultation on the proposal [as outlined in CWUR 2-90-060\(4\)](#).

(B) The timeline for review for each level will be no more than one month, ideally with an overall timeline of not more than six months (excluding breaks/holidays or Summer quarter). In cases of

significant reorganization, and with the approval of both the Faculty Senate Executive Committee and Provost, the timeline at each review level may be extended beyond a month in order to consult appropriately with stakeholders.

(C) Reviewers at each stage will have access to the full proposal, with any modifications, as well as all comments from previous levels of review. Revisions to the proposal may and should occur during the process based on feedback from each level of review. However, attempts should be made to bring any substantive changes back to prior levels for further review. A full record of the review process and feedback (including vote counts and comments about the merits and weaknesses of the proposal) from each level of consultation will be provided to the President and Board of Trustees for final decision-making.

CWUR 2-90-060 Review Process for Proposals to Create, Reorganize, or Rename and Academic Unit or Units

(1) Initiation of a proposal to create, reorganize, or rename an academic unit or units.

[See CWUP 5-90-060](#)

(2) Principles guiding consultation on the creation, reorganization, or renaming of academic units.

[See CWUP 5-90-060](#)

(3) Preparing a proposal for consultation on a creation, reorganization, or renaming of an academic unit.

[See CWUP 5-90-060](#)

(4) Review process for proposals to create, reorganize, or rename on academic unit or units.

(A) The review process will [include documentation of](#) feedback from the following groups, in the order presented:

1. All faculty (as defined in faculty code section I.A.1.a) [and staff](#) within affected academic units.

2. All affected dean(s).

4. Faculty Senate and Academic Department Chairs Organization (ADCO) concurrently, and (if applicable) student academic senate.

5. Additional groups as identified by the faculty senate executive committee or the provost, [including, but not limited to, facilities management, the office of the registrar, office of information services, faculty senate budget and planning committee, or faculty senate curriculum committee.](#)

(5) Provost Council

[See CWUP 5-90-060](#)

Handout – Inclusive Naming Policy

1. Scope

This policy applies to all Central Washington University (CWU) faculty and staff, including nonpermanent and student employees.

2. Definitions

- a. **Legal Name**— Name that appears on an individual's passport, driver's license, birth certificate, or U.S. Social Security Card.
- b. **Self-identified Name** — Name an individual goes by or identifies with.
- c. **Pronoun** – Word used to describe a person without having to use their name. Different gender identities exist and people use varied pronouns corresponding with their gender identity. Gender pronouns are a way for individuals to identify themselves outside of using their name. Pronouns are important not only because they are used for everyday communication, but also because they are used to convey and affirm gender identity. This is especially true for those whose gender identity does not align with assigned sex/gender at birth (e.g., transgender individuals) or whose gender identity or expression does not fall within binary constructs of gender (e.g., genderqueer, gender nonconforming, or nonbinary individuals). Being misgendered (i.e., being referred to with incorrect pronouns) can be a hurtful and invalidating experience. **When pronouns are not known, it is appropriate to use the pronouns they/them/theirs, as these pronouns make no assumption about the gender of the intended audience.**

3. Reason for Policy

CWU recognizes that members of the university community should have the ability to identify themselves with their name. A university community member's name must be used wherever possible in the course of university education, business, and communication. The goal of this policy is to provide consistency and to ensure the use of one's name across the university environment.

1. This policy is consistent with [Title IX of the Education Amendments of 1972](#) which protects individuals against discrimination based on gender identity and expression, and is recognized as a best practice in supporting transgender, gender non-conforming, and sexual and gender minority members of organizations.

1. Policy Statement

All employees of CWU will be addressed by their name and pronoun to identify themselves wherever possible.

- a. **Permissible Use of Names.** Except as set forth in Section 4(b) of this policy, members of the university community may identify themselves by their name. The university requires that an individual's name must be used where possible in the course of university business, education, and communication.
- b. **Use of Legal Name.** There are limited circumstances where legal name is required in the course of CWU business. However, the use of legal name must comply with CWU equal opportunity policies ([CWUP 2-35](#)) and Washington State law against discrimination ([RCW 49.60](#)). Names that are not administratively

possible to implement, including symbols or images, are prohibited. CWU reserves the right to remove any name, without prior notice to the individual, due to misuse or abuse of this name policy, including but not limited to, misrepresentation, attempting to avoid legal obligations, or the use of highly offensive or derogatory names.

- c. **Use and Display of Name.** An individual's name will appear in all university systems where technically possible. The university will ensure, as much as possible, to display names in all facets of its operation, and will update reports, documents, and systems designated to use names.

- d. **Intentional and persistent refusal.**

Employees are expected to utilize an individual's name in all aspects of their work and to abide by this policy. Employees are expected to use preferred pronouns in interactions with other members of the university community and the public. While offering pronouns in communications and introductions is appropriate, demanding that pronouns be disclosed is inappropriate.

Committee Reports

Faculty Senate Academic Affairs Committee Report

November 17, 2022

The AAC has met four times thus far this academic year: September 29, October 13, October 27, and November 10. Seven committee members have returned from last year and we welcomed one new member this fall. There are no current vacancies. We continue to meet via Zoom for the

Andy Piacsek is chairing the committee for the first time this year.

Our first charge was to develop new policy regarding departmental honors at CWU. We invited Dr. Anne Cubilié to join our October 13 meeting to provide context and clarification of the draft policy provided to us by the Douglas Honors College. We also reached out to departments that currently have honors designations to learn about their procedures. As with any new policy that touches on curriculum, as well as the responsibilities of faculty, Chairs, Deans, and the Registrar's Office, we carefully considered issues of practicality and equity, as well as possible unintended consequences. We significantly revised the original draft in order address some of these issues, and to present the policy elements in a more logical order. We devoted our 11/10 meeting to fine-tuning the policy (and adding some procedure) that we approved and submitted.

Our second charge involved making minor changes to the policy on creating, renaming, and reorganizing units within CWU that this committee submitted in May of the previous academic year. The changes clarified the requirement that consultations with affected parties be thoroughly documented.

The remainder of fall quarter will be devoted to our third charge, which is to draft and/or consolidate policy regarding the many types of holds that can be placed on student accounts. We are currently conducting background research, consulting with Academic Advising, the Office of the Registrar, and the Office of the Provost to determine the scope of this issue, the impacts on students, and the constraints we face.

Bylaws and Faculty Code Committee (BFCC)
Faculty Senate Report
11/30/2022

The BFCC has met weekly in October (with the exception of 10/31) and November. Below is a summary of the progress on our charges:

BFCC22–23.01 Continue working and moving forward language for the CWUP policy language that strengthens the code and shared governance and that would protect the Senate. Timeline: Fall Quarter.

The committee continued to work on language to strengthen the language to be included in the new CWUP section; proposed language changes to EC for review on 10/19/2022.

BFCC22–23.03 Review the Code and Bylaws for “gendered” language (his/her, etc.) and make recommendations for revisions as appropriate. Timeline: By the end of Winter Quarter.

We are in the process of reviewing the Faculty Code for gendered language throughout the Faculty Code. The committee will address the Faculty Bylaws next. Where appropriate, the BFCC will propose alternative terms (for example the term ‘emerit’ to replace emeritus, etc.).

BFCC22–23.04 Compare CBA and Code language regarding department chair elections and make recommendations for bringing them into alignment. Timeline: By the end of Winter Quarter.

Faculty Code Section I.B.1.a (Election of Department Chairs), b. (Removal or Replacement of Chairs), and c. (Filling Temporary Chair Vacancies) was reviewed for inconsistencies between the CBA and Code. After consultation with Kara Gabriel and the EC, BFCC proposes to simply reference this section of the CBA in Code. Other sections of Code where the CBA is quoted will also be reviewed if approved by the EC and Senate.

BFCC22–23.05 Review the process for departments to conduct elections for senators and make recommendations for updates as appropriate. Timeline: By the end of Winter Quarter.

The BFCC has reviewed Code Section IV.B.1.a. (Voting members) and Bylaws Section I.B (Nomination and election) and is in the process of proposing a limitation of who can vote for department Senators and NTT Senators.

BFCC22–23.06 Review feedback and recommendations from the Distinguished Faculty Selection Committee, and consider changes to Code as appropriate. Timeline: Winter Quarter.

The BFCC has reviewed feedback from the Distinguished Faculty Selection Committee and has made recommendations to clarify the process for nomination of candidates and submission of candidate materials. We look forward to working with the committee to make these changes.

BFCC22–23.07 Consider revising the Budget and Planning Committee description in Code to improve clarity. Timeline: Winter quarter.

The BFCC, in communication with the BPC, is currently reviewing the inconsistencies in the committee description and the current status of the committee within CWU’s changing budget model.

The BFCC welcomes any questions you may have regarding the responsibilities and charges of the committee.

Sincerely,

Mary Radeke (report author)
Nathan White
Melissa Schiel
Andrea Eklund

Report of the Faculty Senate Budget and Planning Committee

November 30, 2022

The Budget and Planning Committee has been meeting to discuss our charges. So far we have been primarily discussing:

BPC22–23.06 Consider providing recommendations about tuition waiver policies.

We reviewed the FW22 Tuition Waiver Budget, FY 21 Tuition Waiver Report, CWUP-2-20-90, CWUR-5-10-010 governing tuition waiver policy. Waivers cover a wide range of different programs and purposes at CWU, some of which are elective and some of which are provided by Washington statute. Together the tuition waivers represent a significant impact to the budget because of the revenue lost when granting waivers but based on the information available to the committee there is little oversight of the overall programs effectiveness and impacts on the larger budget situation. We would recommend the formation of a standing committee either as a subcommittee of the President's Budget Advisory Committee (PBAC) or as a University Standing Committee that is broadly representative of the campus community to oversee the tuition waiver program, policies, and procedures. This committee should be tasked to collect data on the effectiveness for student recruitment and retention of tuition waiver programs and on the overall budgetary impact to the campus.

BPC22–23.04 Develop regular communication processes with college budget committees.

We are in the process of inviting the College Deans to select a faculty representative to attend one of our regularly scheduled meetings to discuss the structure, function, and any issues in the college budget committees.

BPC22–23.02 Continue to take an active role in the budget governance process and push for greater clarity in the various roles in that process.

We are currently scheduling a meeting with Senior VP Finance & Administration, Joel Klucking to discuss the implementation and governance of the new budget model at CWU along with a variety of other issues/charges.

BPC22–23.01 Continue monitoring the budgetary implications of the University mission and vision, as well as the development of the University strategic plan.

We encourage all faculty to participate in the ongoing process to develop the University mission, vision, and strategic plan since this will be a guiding set of documents for the University budget.

Provost Report

I am sorry not to be with you today. I am hoping to venture across the snowy pass during daylight hours instead of after dark as I had originally planned.

As the quarter comes to a close I want to again express my appreciation for all that work that each of you do every day to support our mission and to transform the lives of our students. I know that it has been a stressful and very busy quarter. I hope that you all know that I hear wonderful things about you from our students and their families. I know that the work that you do is important and challenging. I've been privileged to attend music concerts, theatre performances, and faculty talks and those events lift me up and help me remember why I do the work that I do. Thank you!

I have included with my remarks a copy of the call for proposals for our CWU High Impact Practices Summer Institute. If you have any questions please contact either me or Gail Mackin. I am excited about the institute and look forward to continuing the work of the increasing opportunities for high impact practices at CWU. The institute information has also been sent to your deans and to the faculty list serv.

Again thank you. I wish you all the best as you finish your quarter and hope that you can find time over the holidays to relax, rest and enjoy time away.

Information from Provost



CWU High Impact Practices Summer Institute Call for Proposals

High Impact Practices (HIPs) are defined as evidence-based, engaging and experienced learning opportunities. The AAC&U has developed the following HIP categories:

- Capstone Courses and Projects
- Collaborative Assignments and Projects
- Common Intellectual Experiences
- Diversity/Global Learning
- ePortfolios
- First year Seminars and Experiences
- Internships
- Learning Communities
- Service Learning, Community-Based Learning
- Undergraduate Research
- Writing Intensive Courses

Research over many years has shown that students who participate in high impact practices, especially those who participate in at least one per academic year, have higher retention and graduation rates, experience a greater sense of belonging and have higher rates of academic success. While CWU has built a strong base of High Impact Practices through designated Writing Intensive Courses, SOURCE, the Wildcat Mentoring Program, and many course-based experiential learning initiatives, we do not have an intentional, developmentally-based and equity-focused high impact practices structure in place to ensure that all students participate in 5-7 high impact practices throughout their university career.

The summer institute will provide teams of faculty and staff the opportunity to learn more about the value of high impact practices and how to implement them in a sustainable and measurable way. Teams will work with faculty mentors and will have time with their team members each day to plan the implementation of their proposals.

The institute will take place from June 26th to June 30th and will be a combination of in-person and hybrid. Accepted participants will receive a detailed schedule, but applicants should expect in-person morning meetings with time for mentor and team meetings in the afternoons. Mentor and team meetings may be either in-person or hybrid.

Faculty participants will receive a stipend of \$850 plus a team budget of up to \$5,000 to be used in the 2023/2024 academic year in order to implement their proposals.

Applications for participation in the summer institute will be reviewed by members of the High Impact Practices Task Force. Applications are due by February 17th and successful applicants will be notified by

March 30th. In order to support and promote the university's mission, vision and values, proposals that consider ways in which high impact practices can impact diversity and belonging at CWU will be given preference.



CWU High Impact Practices Summer Institute Application

Please submit completed applications via email to Provost.Office@cwu.edu

Project Title:

Project Team:

Teams should be at least 3 and no more than 6 participants. Teams can be a combination of faculty and staff but should be at least 2/3 faculty. NTT faculty are eligible to apply as part of a team.

Team Member 1:

Team Member 2:

Team Member 3:

Team Member 4:

Team Member 5:

Team Member 6:

Project Proposal:

Please describe what your team hopes to accomplish. For example, projects might focus on developing required undergraduate research experiences for your majors, developing a living/learning community, creating or sustaining a service-learning course, or developing course-embedded peer mentoring or learning communities. Your proposal should be no more than 2 single-spaced pages. You can type your proposal directly into this document or submit it as an attachment along with this document.

Project Budget:

Successful applicants will be awarded up to \$5,000 (per team) in professional development funding to implement their projects. Please describe your budget.

Signatures:

All participants agree to participate fully in the summer institute and to implement (or begin implementing) their projects. Stipends will be issued upon participation in the full week institute and completion of the team report.

Team Member 1 Signature:

Team Member 2 Signature:

Team Member 3 Signature:

Team Member 4 Signature:

Team Member 5 Signature:

Team Member 6 Signature:

Department Chair Signature:

If there is more than one department represented, please include signatures for each Department Chair

Dean Signature:

If there is more than one college represented, please include signatures for each Dean