

1-13-2021

CWU Faculty Senate Minutes 01/13/21

Janet Shields

REGULAR MEETING
Wednesday, January 13, 2021, 3:10 p.m.
Zoom
Minutes

Called to order at 3:10 p.m.

ROLL CALL: All senators, or their alternates, were present except: Cynthia Mitchell and Thomas Tenerelli

GUESTS: Kevin Archer, Rose Brower-Spodobalski, Duane Dowd, Tim Englund, Mike Harrod, Heidi Henschel-Pellett, Jill Hernandez, Bernadette Jungblut, Ediz Kaykayoglu, Maddy Koval, Rebecca Lubas, Gail Mackin, Mark Meister, Becky Pearson, Maria Sanders, Bret Smith, Jeff Stinson, Susan Kaspari, Carolyn Thurston, Arturo Torres, Josh Hibbard and Kelsey Haney

CHANGES TO AND APPROVAL OF AGENDA – Agenda was approved.

MOTION NO. 20-13(Approved, 48 yes, 1 no, 2 abstentions): APPROVAL OF MINUTES of November 4, 2020

COMMUNICATIONS - None

APOYO - Dr. Susan Kaspari - Dr. Kaspari indicated that APOYO is unique and located on CWU campus near Brooklane Village. Dr. Kaspari is part of the APOYO team. The team has been working with the Provost since last June to strengthen Central's relationship with APOYO. APOYO was founded by former professor Dr. Phil Garrison. Distributions are on Wednesday evenings and Saturday afternoons. Negotiations over the summer ended with the APOYO lease being extended until June 2022. Last month they provided over 15,000 pounds of food to over 1,300 families. Over break students provided over 60 hours in volunteer service. Many faculty are not aware of this service. Dr. Kaspari has Senators to take this information back to departments and to share the information about this resource. This could be a great learning opportunity for students as well.

Department Name Change – Duane Dowd – Last year the Senate heard the proposal to split the department into four distinct departments. Now they are asking to change one of those departments' names from what was originally discussed. Family and Child Life department. It was decided moving forward a different name was needed Child Development and Family Sciences is better recognized nationally.

SENATE CHAIR REPORT – Chair Delgado welcomed everyone to the first Faculty Senate meeting of winter quarter. As a Senate, over the fall, we made progress on several projects and motions that are important for students and the university at large. We created the Antiracism, Diversity, and Inclusivity Task Force and ratified its members; amended the Emergency Pass/Emergency Fail grades as well as the policy and procedure for curriculum rules for implementation. Furthermore, the Executive Committee has been busy along with other Senate Standing Committees reviewing and proposing substantive changes to policies related to undergraduate admission for first year applicants, transfer applicants, and reverse transfer credits. These motions are part of the agenda for our meeting today. Our work

continues this academic year and I would like to give you an update of other important projects and issues.

The Diversity, Inclusivity and Antiracism Task Force had their first meeting this past Monday, January 11th. The Task Force elected co-chairs who will help them coordinate the completion of their charges this academic year. As you know, this is an important committee that will help us decide how we want to address issues of racism and improve diversity and inclusion as a university.

Last quarter, we asked senators for suggestions regarding updating the opening plans for winter quarter. Faculty members provided valuable feedback, which the administration used to adjust our opening plans this quarter. I want to remind you to please follow the safety protocols in place for COVID-19. This is particularly important for faculty teaching in hybrid and face-to-face modalities. You will also notice an important change to the COVID-19 Daily Health Screening for those who go to campus. This change, which you will find when you login to MyCWU, will make the daily health screening easier to complete. I want to thank James Jankowski and his unit for listening to faculty's concerns and suggestions.

Provost DenBeste has been working with Student Success and the colleges as we move towards a new advising model. This new model will involve moving some advisors into the colleges so that they can get to know their faculty, programs, and students better. The primary goal of the change is to ensure our students receive the best possible advising by creating a more collaborative advising model – one that improves communication between faculty and advisors to help our students succeed. Faculty have always been and will continue to be an important resource for students in their college careers. As we move forward the University Academic Advising Council will continue to collaborate with Deans, Department Chairs, Executive Committee and the Provost's office to make adjustments in order to facilitate an advising model that continues to ensure students success.

In addition to changes to the advising model, Provost DenBeste is making changes to assessment. This change will bring faculty members closer to the assessment process, create more transparency and collaboration around accreditation and assessment, and improve shared governance at CWU. The Provost Office sent out a call for applications on January 11th for the position of University Academic Assessment Coordinator. The candidate selected for this position will work closely with faculty and department chairs of all four academic colleges and the Douglas Honors College and will provide information and training to the College Assessment Liaisons. This is a one-year renewable position that reports directly to the Provost and will receive 18 WLUs. If you have any questions about the position, please contact Dr. Gail Mackin or Provost DenBeste. Applications are due no later than 5:00 p.m. on February 1st.

Chair Delgado gave an update on the Presidential search. He thanked all faculty members who participated in the 22 listening sessions that took place between May and July 2020. The listening sessions gathered information from many stakeholder groups from across the university. The takeaway from the listening sessions was the desire to find someone with a commitment to shared governance, inclusion and diversity, and who had deep experience in higher education. Following the listening sessions, the Trustee Search Advisory Committee evaluated the pool of 80 candidates, conducted preliminary interviews via Zoom with 10 candidates, and selected the best 5 candidates. The Co-Chairs of the Trustee Search Advisory Committee submitted the short list to the Board of Trustees in October 2020, and this list was endorsed by the Board on October 30th. The BOT interviewed each of the five

candidates and began negotiations. I am happy to inform you that the Chair of the BOT, Mr. Ron Erickson, will host a public presentation to introduce the new President of Central Washington University at 10:00 a.m. tomorrow. In addition, the new President is scheduled to have a series of listening sessions that includes 73 individuals and three open sessions for very large groups. While the new President may not be able to meet everyone individually at this time, everyone will have the opportunity to participate in a faculty session or watch the recording. Elvin indicated he will be participating in three of these events tomorrow – the public presentation at 10am, the Faculty Senate Executive Committee meeting from 1:00-1:30 p.m., and the webinar for all faculty with Provost DenBeste, Walter Szeliga, and Sathy Rajendran from 1:45-2:45 p.m. I strongly believe that the new President has all the desired qualities that university stakeholders expressed during the listening sessions.

In conclusion, we are going through a transition phase, one that has been marked by the difficulties resulting from COVID-19. Despite all of the challenges, we have been able to work together to adjust and do what we do best – teaching and research. We are part of the core foundation of this institution, we offer an excellent educational experience to our students, and we give our best regardless of the difficulties. One of the best aspects of my role as Chair of the Faculty Senate Executive Committee has been getting to know you, learn from you, and be inspired by you. It has been a humbling experience and I am proud to work with and for you.

FACULTY ISSUES – Chair Delgado reported on the status of faculty issues brought forward at the November 4th Senate meeting. Advising model updates. Updates were part of the Chair report. Advisor availability issue – An issue was brought forward regarding students who couldn't make appointments with professional advisors and were being referred to faculty advisors. Elvin followed up with Aaron Brown and Scott Carlton. This issue was created by an advisor who was out sick and the issue has been addressed.

Senator Jellum brought up a concern that the bookstore has not been able to get hard copy or links of electronic copies in a timely manner. There is a concern that it might be a staffing issue, or could possibly be a supplier issue. Other faculty indicated they have experienced similar issues.

Senator Lubinski – New advising model. Concerned about some of the language have heard sounds like faculty should be talking less to students in advising. Want to emphasize that faculty are situated to help students with career goals and getting to know them to do references for further education.

Senator Bisgard indicated he has also had issues with Bookstore not being able to get books. Sounds like the advising model has been decided by administration. It is not clear that if departments are doing a good job in advising, what the reason is for changing? Doesn't appear to have been an effort to see what is working well currently. Faculty have been receiving workload for advising and this seems to be changing to take that workload away. Talking about how important that connection with students is, but this seems to take this away.

Chair Delgado - There was a committee formed several years ago that reviewed advising models. This task force submitted a proposal to the Provost prior to Interim Provost Lynn Franken. The implementation of this coincided with COVID and took some time to

implement the recommendations. Understand that all of the colleges are to create plans on advising. Faculty should be able continue to advise students as faculty are currently, but will have a closer connection with the professional advisor.

Senator Goerger brought up a concern about not being assigned advisees. That is how faculty check on my students. Faculty are in a better position to find those students and figure out what is going on.

Senator Eklund – In the College of Education and Professional Studies, Jason White is meeting with each department one-on-one to see what the process is currently. He is not trying to take over, but is here to assist faculty.

Senator Robison indicated he has 45 advisees and has never gotten workload for it. He is still be able to advise students, but will be in contact with the professional advisor. There doesn't seem to be a standard from college to college.

STUDENT REPORT – No report.

OLD BUSINESS - None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 20-14(Approved 42 yes, 2 abstentions): Faculty Senate meeting dates for 2021-2022 Fall: October 6, 2021, November 3, 2021, December 1, 2021; Winter: January 12, 2022, February 2, 2022, March 2, 2022; and Spring: April 6, 2022, May 4, 2022, June 1, 2022.

Academic Affairs Committee

Motion No. 20-15(Approved 46 yes, 1 no, 3 abstentions): Recommends amending CWUP 5-90-020(2) Undergraduate Admission First Year Applicants as outlined in Exhibit A.

Motion No. 20-16(Approved 48 yes, 1 abstentions): Recommends amending CWUP 5-90-020 (3) Transfer Applicants as outlined in Exhibit B.

Motion No. 20-17(Approved 48 yes, 1 abstentions): Recommends amending CWUP 5-90-030 (5) Reverse Transfer Credit as outlined in Exhibit C.

Curriculum Committee – See written report at end of minutes

Evaluation and Assessment Committee – See written report at end of minutes

General Education Committee – See written report at end of minutes

Faculty Legislative Representative – See written report at end of minutes.

PRESIDENT – President Gaudino reported the University is using COVID pool testing protocols. Have not received all of the results. 60 students have been identified as being in

a pool of 10 that there was a potential positive test. These students are being retested. As of this morning have 24 positive cases in students tested through KVH. Tomorrow will be the announcement of the new President. President Gaudino has had the opportunity to have several conversations with them. There will also be a series of Zoom meetings where campus will be given the opportunity to meet the new President. The Governor has put out his draft budget. This is a positive starting point as it doesn't have any cuts in it. Probably will have a supplemental budget that will include cuts for this year. The budget for the next biennium probably won't be done until March/April. The reopening plans for fall quarter will be a relatively normal opening. However, what this will actually look like will be where the country is at with the COVID virus. They are working on adding the COVID-19 vaccine into the student vaccine policy. Hope all the students will have the opportunity to get the vaccine and this will be a requirement for on-campus housing and face-to-face classes.

PROVOST – Provost DenBeste indicated that the advising has been a top-down process. Advising discussions have been going on for several years and conversations have happened at multiple levels. Provost DenBeste relied on the report from the advising task force. Part of the issue with how this came out was it involved personnel changes and needed to work through HR to notify those employees prior to making the announcement. Likely advising was going well in many areas and less well in others. The Provost asked faculty to give this advising model a chance. It is having growing pains. The idea of bringing it to the college is to allow for conversations with chairs and deans on what the needs are within the departments and colleges around advising. The University Academic Advising Council will stay in place and is a place where we will work to address issues and concerns. Advising discussion is not closed or fixed. There is a lot of research around advising and there is a big divide between a centralized or decentralized model. In this model, students who are in CAH will be talking to faculty and advisors within CAH. There is no goal of separating faculty from students. There is room for workload and not asking faculty to take on advising without workload. Fall reopening plan is to be back face-to-face, pending the COVID situation. A general announcement will go out fairly soon. Details will come gradually. Just finished a draft of a policy to require the COVID vaccine for students. There will have to be exceptions, like any vaccines. Hope to have 80% occupancy in campus housing. Masks will likely still be needed, and will continue to work with Dr. Larson and COVID team. There is an MOU in place that provides some guardrails for faculty, but not all of them through this pandemic. There was an article recently that suggested individuals quite trying to be so productive. It doesn't have to be perfect, don't need to work 20 hours a day and courses don't have to be perfect in this online environment. Let people know if you are struggling and what can be done. A call for applications has been put out for a University Assessment Coordinator. The Provost would love to get a good pool for that position. Once that person is in place, will put in place some college level faculty for accreditation and assessment. This is an opportunity to talk about accreditation and assessment.

CHAIR-ELECT – Chair-Elect Lyman reported there will be an open Executive Committee meeting next Wednesday January 20 from 3:00 – 4:00. This is a good time to talk with the Executive Committee. The Zoom link will be sent out prior to the meeting.

NEW BUSINESS – None.

Meeting was adjourned at 4:38 p.m.

Exhibit A



Number: 5-90-020 Undergraduate Admission

Title of Section: (2) First Year Applicants

New **Revision X**

Summary of changes:

In Spring of 2020, the Senate approved temporary policy changes making ACT and SAT scores optional for admissions decisions purposes for all students applying to CWU. In the Fall of 2020, the Executive Committee charged the AAC with making these policy changes permanent. The proposed policy changes below fulfill this charge.

Here is a summary of the changes:

- The committee moved the phrase “Note: ACT/SAT scores are not required” to line (B), since this fact would now apply to all of the application groups.
- Under the new policy all of the applicants in the GPA range between 2.00 and 2.99 will go through the comprehensive review process. (Under the old policy, SAT or ACT scores were used to evaluate applications with GPAs between 2.5 and 2.99.)
 - Line (2) (B) 2. B. has been changed to include all applicants with GPAs between 2.00 and 2.99.
 - The following line ((2) (B) 2. C) has been deleted, since there is no longer a need to differentiate between applicants with GPAs between 2.00 and 2.49 and those between 2.5 and 2.99.
- Other minor changes were made to avoid redundancy and improve clarity.

Justification of changes:

The office of admissions requested that this policy be made permanent in order to increase equity in the admissions process. The new policy language makes greater use of the Comprehensive Review process, which allows admissions to consider multiple facets of student applications. The ASCWU executive leadership support this change.

Budget implications: The office of admissions does not expect this change to impact their budget, assuming that applications remain in line with historic numbers.

5-90-020 Undergraduate Admission

(2) First Year Applicants

(A) First Year applicants are either:

1. Those who will graduate from high school and enroll the summer or fall immediately following high school graduation, regardless of number of college credits earned while in high school through Running Start, College in the High School, Advanced Placement (AP), International Baccalaureate (IB), etc. or

2. Those who have earned fewer than 40 quarter hour college credits from an accredited two-or four-year college or university after high school graduation.

(B) First year applicants who meet the following ~~two Initial~~ Admissions criteria will be considered for admission. Note: ACT/SAT scores are not required.

1. The minimum level of preparation in the College Academic Distribution Requirements (CADR) course subject areas as defined by the Washington Student Achievement Council (as per RCW 28B.77.020(7)(a)).

2. At least a 2.00 cumulative grade point average (GPA) in all high school and any applicable college work. ~~Application processes vary depending on cumulative GPA as outlined below:~~

a. Applicants with a 3.00 cumulative GPA or higher who have satisfied the State of Washington CADR requirements will be ~~automatically~~ admitted. A personal statement is not required.

b. Applicants with a ~~2.00-50-2.99~~ cumulative GPA who have satisfied the CADR ~~requirements and have ACT/SAT \geq 500 in both Math and English~~ will be evaluated through the comprehensive review process that considers factors such as a personal statement, grade trends, and the rigor of the courses completed. A personal statement is ~~not~~ required. ~~automatically admitted. A personal statement is not required.~~

c. ~~Applicants with a 2.50-2.99 cumulative GPA who have satisfied the CADR and either have ACT/SAT $<$ 500 in either Math or English or have not submitted ACT/SAT scores will be considered CWU's Comprehensive Review~~

d. ~~Applicants with a cumulative GPA of 2.00-2.49 who have satisfied the CADR will be considered through CWU's Comprehensive Review process regardless of ACT/SAT scores. Applicants in this category are required to submit a personal statement.~~

(C) Students denied admissions may submit an appeal. Appeals are reviewed as per CWUR 2-90-020 (8) Admissions Appeals.

Exhibit B



Number (if applicable): CWUP 5-90-020

Title of Section: Undergraduate Admission

New Revision

Summary of changes:

This change re-writes existing policy governing transfer applications. The new policy clarifies the criteria by which transfer students will be assessed when they apply for admission at CWU.

In summary, the new policy states the following:

- Transfer students with a DTA will be admitted as space allows.
- Transfer students with no DTA but with at least 40 quarter credits will be admitted as follows:
 - Those with at least a 2.50 cumulative GPA will be admitted as space allows.
 - Those with a cumulative GPA lower than 2.50 will go through the comprehensive review process.
- Transfer students with few than 40 quarter credits will go through the same process as first-year applicants.
- Students with a cumulative GPA below 2.00 will go through the comprehensive review process and credits earned below 2.00 may be disregarded for purposes of admissions decisions, if that work is more than four years old.

Justification of changes:

The existing policy was overly vague, and the office of admissions requested that clearer policy be put into effect.

Budget implications:

We are not aware of any budgetary implications.

(3) Transfer Applicants

~~(A) A transfer applicant is one who comes with 40 or more credits from an accredited two or four-year college or university. Credits earned at other institutions will be evaluated to determine if they will count toward a CWU degree.~~

~~(B) Transfer students must submit official copies of all college transcripts to the Office of Admissions.~~

(A) Applicants who have completed a transferable associate's degree from an accredited post-secondary institution will be admitted as space allows. The registrar's office determines which out-of-state degrees are transferrable. Students may petition the registrar's office to have their associate degree reviewed.

(B) Applicants without a transferable associate's degree, but with at least 40 quarter (27 semester) transferable credits from an accredited post-secondary institution may be admitted as space allows provided they have at least a 2.50 cumulative GPA in transferable courses. Applicants whose cumulative GPA in transferable courses is lower than 2.50 will be evaluated through the comprehensive review process (see CWUP 5-90-020(7)). A personal statement will be required.

(C) Applicants with fewer than 40 quarter (27 semester) transferable credits will be considered for admission if they also meet the first-year requirements. (see CWUP 5-90-020(2)(B))

(D) Students with a cumulative transfer GPA below a 2.00 may be admitted through the comprehensive review process (see CWUP 5-90-020(7)). For students with a cumulative transfer GPA of less than 2.00, college-level credits earned below a 2.00 may be disregarded for admissions purposes only, provided the work was completed at least four years before the time of enrollment at CWU. Application of this policy is contingent upon both evidence of extenuating circumstances and evidence of future academic success.

Exhibit C



Number (if applicable):

Title of Section:

New Revision

Summary of changes:

This is revised policy language that clarifies the reverse transfer policy.

Reverse transfer began in 2017 under the auspices of a pilot program created by an MOU between CWU and the State Board for Community and Technical Colleges. The purpose of reverse transfer is to allow some transfer students to use credit earned at CWU to earn an Associate's degree at a Washington Community or Technical college.

The policy change below puts the 2017 pilot program into policy.

Justification of changes:

As stated in the 2017 MOU between CWU and SBCTC, both CWU and SBCTC

encourage students to complete an academic associate degree before transferring to CWU, since that sequence provides the greatest likelihood of attaining the bachelor's degree. However, both parties recognize that there are a variety of reasons for students to transfer prior to completing the requirements for an associate degree, and many students do so successfully. CWU and the SBCTC also recognize that there can be important benefits for students, as well as for institutions, if students who have transferred without an associate degree are able to use appropriate courses taken at CWU to complete the requirements for an associate degree and are awarded that degree by their community or technical colleges.

Budget implications: None

CWUP 5-90-030 Acceptance of Transfer Credit

~~(5) Reverse Transfer Agreement~~

~~(A) Eligible students from Washington community and technical colleges who transferred to CWU without the associate direct transfer agreement may be able to utilize the Reverse Transfer Agreement to earn an associate degree at the appropriate community or technical college.~~

(5) Reverse Transfer Credit

(A) Students transferring to Central Washington University from a Washington state community or technical college (WA CTC) before earning a WA CTC associate's degree will be able to apply academic credits they earn at CWU toward completion of an associate degree from their former WA CTC.

a. The decision to pursue a reverse transfer rests solely with the student.

b. It is the responsibility of the student to notify their WA CTC of their intent to apply for a reverse transfer and to send their CWU transcripts to their WA CTC in order to earn the associate's degree.

c. It is the responsibility of the student to provide CWU with a transcript from their WA CTC upon conferral of their WA CTC associate's degree.

(B) Eligibility

a. Eligible students are all students who, prior to transferring to CWU, have earned at least 60 transferable quarter credits, including 30 or more credits completed at one or more WA CTC.

b. The CWU Registrar will electronically notify eligible transfer students that they qualify to pursue reverse transfer after their first quarter of enrollment at CWU.

Reports

Bylaws and Faculty Code Committee

The BFCC met on November 16. The committee reviewed feedback from the EC on charge number one, which revolves around language for emeritus faculty. The committee reviewed the suggestions and made wording changes. It was sent back to the EC on November 16 for additional feedback.

The committee also worked on charge number two, which revolves around faculty code and emergency situations. The committee revised draft language and sent to the EC on November 16.

The committee will meet on an as-needed basis during the winter break to firm up any additional changes on those two charges from the EC, so the proposed changes can be reviewed by faculty senate in January 2021.

Curriculum Committee

FSCC Chair's Report
Senate Meeting 1/13/21

The FSCC has begun its busiest quarter for curriculum review, and we will meet weekly this quarter in order to manage it. The current review log contains over 150 proposals, and this trend will continue. We appreciate faculty and chairs double-checking proposals for errors and missing information before they are sent on, to minimize the need for us to contact originators with questions. When we do contact you, we thank you for your quick responses.

We want to acknowledge the outstanding work of the registrar's office as they process all these proposals, and our admin support from Janet Shields and Trista Drake-Jones, without whom we could not get through all the curriculum that comes before us.

In addition to reviewing curriculum, the committee has prioritized the drafting of policy and procedure language around course modalities. We are working on language that defines and clarifies these modalities of instruction: In Person, Asynchronous Online, Real-time Online, Hybrid, and Distance Education.

Time permitting, we continue to work on charges from the Executive Committee, including an additional recent charge to draft policy and procedure around the creation of new prefixes.

Maria Sanders
FSCC Chair

Evaluation and Assessment Committee

Faculty Senate Report – January 11, 2020

Faculty Senate Evaluation and Assessment Committee

The committee continues to need a COTS representative. We have not had a meeting in Winter quarter yet. At the beginning of this quarter, we will be focused on completing administration and Faculty Senate assessment survey language. While the surveys will not be available for faculty response until Spring quarter, the surveys need to be reviewed by the Faculty Senate Executive Committee and the administrators being assessed before they can be finalized. This needs to happen before the end of Winter quarter.

The committee has worked on the following charges:

1. *Consider the creation of assessment strategies during the COVID-19 pandemic.*

Timeline: Fall quarter.

The committee is continuing work on recommending resources for both synchronous and asynchronous online course peer review. We have begun discussions on the long-term impact of the Covid-19 pandemic on future faculty evaluations.

2. *Consider assessing the impact of the SEOIs during the COVID mandated online/hybrid courses.* **Timeline:** Winter Quarter.

The policy language previously drafted has been returned to the committee for further discussion.

3. *Continue working with Information Services to improve/modify SEOI delivery systems, students' notifications and form types.* **Timeline:** Winter Quarter.

Following a faculty request, the committee had discussion of the development of new SEOI forms. It has been some time since the forms were last updated, and new modalities/course structures have come into existence since then. Faculty requests about timing for special summer SEOI administration and the procedure for excluding withdrawn students from SEOIs have been received. These requests will be addressed at future meetings.

4. *Conduct assessment of academic administrators. This is a biennial charge.* **Timeline:** Spring quarter.

The committee has updated the President and Provost assessment surveys. We will be focused on completing the Associate Provost and Dean surveys as soon as possible in Winter quarter.

5. *Consider additions or modifications to the existing policies and procedures regarding the role of SEOIs in teaching assessment.* **Timeline:** Winter Quarter

I met with the Equal Opportunity Committee on January 6 to discuss SEOI administration policy and bias. The EOC provided some research and will connect with the FS Evaluation and Assessment Committee to aid this discussion later in the academic year.

6. *Consider evaluating ways to increase student response rates of SEOI completion and develop suggested language for faculty members.* **Timeline:** Fall Quarter.

This is a perennial topic in this committee. Suggestions for consideration were midcourse SEOIs and language describing the purpose and use of SEOIs for greater student understanding and participation.

Respectfully submitted,

Terry Wilson (Chair)

General Education Committee

Report Date: Jan 13, 2021

General Education Committee report to Faculty Senate

The General Education Committee continues to operate as two subcommittees: General Education Curriculum & Assessment (GECA) and General Education Coordination and Management (GECM, or Pathway Coordinators).

REMINDER/UPDATE: Probable change to General Education proposal deadline

Proposals for courses for inclusion in General Education for AY2022-23 will be due Friday October 1, 2021. The committee is strongly considering an earlier deadline for the following year, such that *AY2023-24 proposals would be due on **May 15, 2022***. This earlier deadline would benefit both proposers and the committee by allowing more time for review, as well as for an opportunity for the committee to work with proposers and potential proposers to support a smooth annual infusion of new, high-quality courses.

Faculty support and engagement. The GECM (Pathway Coordinators) continue to support faculty who are offering General Education courses. Contact a Coordinator if you would like to discuss your course, need support, or have ideas to share.

Pathway Coordinators for AY 20-21

Josh Buchanan – Perspectives on Current Issues

Robert (Shaffer) Claridge – Civic and Community Engagement

Carey Gazis - Sustainability

*Becky Pearson – Social Justice

A.I. Ross – First Year Experience

Karisa Terry – Ways of Knowing

Judy Beard – Health & Wellbeing

**Interim service to fill role for winter and spring quarters*

Student petitions and course articulations, including AP/IB acceptance. The GECA continues to work on petitions and articulations as needed.

Consideration of ideas surrounding structural changes.

We will be taking proposals for such change again in the coming academic year. Proposals will be due at the same time as course proposals.

Assessment: strategizing and implementation, planning for ongoing and enhanced efforts. We are still pursuing artifact collection opportunities, collaborative and developing rubric design, and other methods. We encourage colleagues to recognize ways in which we all already integrate assessment as part of what we do as teaching faculty. Please let us support you in engaging in Gen Ed assessment activities.

New efforts

We are currently working to remedy a policy gap around new GE courses and AR

reports (students who started in one year but are completing GE in another do not see all options). We will update the campus community as we make progress on this issue.

Faculty Legislative Representative



LEARN. DO. LIVE.

TO: Faculty Senate
FROM: Bret Smith, Faculty Legislative Representative
DATE: January 13, 2021
RE: Faculty Legislative Representative update

Dear colleagues,

Welcome to 2021! We have just started the “long” 105-day legislative session that will run until April. As you recall, odd-year sessions are longer in order to accomplish the task of creating the next biennial state budget. Due to the pandemic, most activity will be virtual, and we may expect a lower number of pure policy (non-fiscal) bills working through the various committees.

While we are just getting started, here are a few items of interest:

- 2020 state election results. The Democrat majority in both houses was retained in November (Senate: 29 D 20 R, House: 57 D 41 R), and Governor Inslee will begin a third term. In our local 13th district, Sen. Judy Warnick (R) and Reps. Tom Dent (R) and Alex Ybarra (R) will continue their service.

The policy committees will see some changes in leadership and membership. In the Senate, Sen. Emily Randall (D-26th) will chair the Higher Education and Workforce Development Committee, which now will be smaller with 5 members. Rep. Vandana Slatter (D-48th) will chair the House College and Workforce Development Committee, replacing Rep. Drew Hansen (D-23rd) who will remain on the committee. Full committee rosters can be found here:

<https://leg.wa.gov/House/Committees/CWD/Pages/default.aspx>

<https://leg.wa.gov/Senate/Committees/HEWD/Pages/MembersStaff.aspx>

- Legislative committees generally meet in late fall for “Committee Days” for work sessions (no testimony) and caucus planning. This year, the Senate committee heard several presentations on the idea of “degree pathways” that bring together degree attainment and entry into the workforce. Ediz Kaykayoglu from CWU described our partnership with Renton Community College through the Complete Washington apprenticeship program (documents available [here](#)). The House committee focused on the impact of the pandemic on the higher education sector, with a fiscal overview and

updates from the Council of Presidents, Independent Colleges of Washington, the Washington Student Achievement Council, and Career Connect Washington (documents available [here](#)).

Due to updates in projected caseloads, economic forecasts, and other adjustments, the new Workforce Education Investment Account appears to be on track to be balanced (not in deficit) through FY 2023. This account was established last session with the passage of HB 2158 and is funded through increased B&O taxes on various businesses.

- The Governor’s proposed biennial budget is traditionally released in December, and is a starting point for the negotiations in the House and Senate. CWU priorities fared rather well. A nice summary is [here](#) and [here](#). There is some concern that this budget walks back projected funding for state employee compensation, and includes furloughs. We might expect a great deal of debate about the Governor’s proposed new capital gains tax, as the eternal challenge is to match spending with revenue.
- There are several pre-filed bills of interest, and we’ll be tracking these and others.
 - [SB 5057](#) Concerning teacher certification.
 - [HB 1028](#) Concerning evaluation and recommendation of candidates for residency teacher certification. (Note: This bill will be heard in the Education committee 1/15/21, in consultation with Dean Henschel-Pellett, I signed in “pro” on behalf of the CWU School of Education)
 - [HB 1009](#) Concerning student health plans.
 - [HB 1044](#) Creating prison to postsecondary education pathways.
 - [HB 1051](#) Adding a faculty member to the board of regents at the research universities.

The Council of Presidents maintains a comprehensive bill tracker, available [here](#).

- The Council of Faculty was able to meet virtually with Sen. Emily Randall, chair of the HE&WD committee, in December to gain insights from her about the upcoming sessions. Overall, it appears that the focus is the critical role that higher education and degree attainment plays in a robust Washington workforce, especially in times of economic uncertainty. In addition, all entities are committed to diversity, equity, and inclusion as they consider various policy proposals.
- We’re happy to welcome Alethia Miller to CWU’s legislative affairs team, joining Steve DuPont. Her recent experience as a higher education policy analyst with the Oregon Legislature will be a great plus for our Wildcat work in Olympia.

It’s a great honor to represent our dedicated CWU faculty at this time. I’d love to share a call or virtual meeting with you if you have ideas, thoughts, suggestions, or would like to get involved with legislative affairs on behalf of our faculty and colleagues state wide. Please feel free to call (1548) or email (Bret.Smith@cwu.edu) any time and I’ll be delighted to talk!

Speaker Handouts

Overview of the APOYO-CWU Partnership and Learning Opportunities

Faculty Senate January 13, 2021

APOYO Overview and History

The [APOYO](#) (Allied People Offering Year-Round Outreach) Food Pantry is an all-volunteer 501 (c)(3) organization that provides ethnically sensitive food and other resources to support a diverse population in Central Washington. APOYO is funded by the State of Washington Emergency Food Assistance Program, and also receives food donations from [Northwest Harvest](#) and private donors. Everyone is welcome, no personal data is collected, and no one is turned away. APOYO was founded by CWU professor Philip Garrison, and has operated on Central Washington University's (CWU) Ellensburg Campus since 2001 (currently housed near Brooklane Village at 1320 East 18th Avenue). APOYO is a resource on campus that is available to provide food to all who are in need, including CWU students and employees.

Current CWU-APOYO Partnership and Opportunities

APOYO's current lease with CWU is in place until October 2022. Throughout the twenty year APOYO-CWU history, APOYO has provided service, experiential learning, and research opportunities to CWU students through classes, MEChA, Casa Latina, the Chavez-King Leadership Institute, the Center for Leadership and Community Engagement and others. These opportunities help create a sense of community and aid retention for CWU's Latinx students. Furthermore, these activities support CWU's strategic plan through 1) Teaching and Learning, 2) Inclusiveness and Diversity, 3) Scholarship and Creative Expression, and 4) Public Service and Community Engagement.

There are ample opportunities for further strengthening the APOYO-CWU partnership, including through:

- Academic connections opportunities, including courses, guest lectures, and site visits (conditions allowing)
- Smaller class projects (e.g. research, creative work, translation)
- Internships
- Volunteer opportunities

If you are interested in working with APOYO, or would like to get more information contact members of the CWU APOYO Academic Team:

Dr. Hope Amason Associate Professor of Anthropology APOYO CWU Faculty Advisor Hope.Amason@cwu.edu	Dr. Susan Kaspari Professor of Geological Sciences susan.kaspari@cwu.edu
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