Call to order: Following a roll call of the 2016-17 Faculty Senate, Senate President Molly Ware called Senators to order at 4:03 pm, welcoming a total of 34 attendees (roster attached).

Minutes: Senators approved minutes of 16 May 2016 as written.

SENATE ORIENTATION:

Senate President Molly Ware presented data gathered from Senators on building a culture of student success and on the role of Senate. Ware will distribute a survey to gather feedback from Senators prioritizing themes that have emerged regarding improving the effectiveness of Senate processes.

REPORTS AND ANNOUNCEMENTS

Senate President Molly Ware:

- Updated Senators on a meeting with the Native American Student Union (NASU) and requested feedback on whether Senators are interested and able to attend a meeting with the NASU Monday, June 6 from 6 pm to 7:30 pm.

President Bruce Shepard:

- Updated Senators on discussions with the Native American Student Union and on communication with the campus community regarding recent events on campus.

Provost Brent Carbajal:

- Updated Senators of leadership transitions that will take place in the 2016-17 academic year.
- Commended the Faculty Senate for the work it has done this year.

Sara Singleton, Faculty Legislative Representative:

- Requested that faculty forward Singleton a private email address to stay informed of higher education advocacy opportunities.
- May distribute a survey requesting feedback from faculty on legislative priorities.

ELECTIONS AND APPOINTMENTS

Election of 2016-17 Officers: Senate President Molly Ware conducted the election of officers to the 2016-17 Faculty Senate Executive Council. The 2015-16 Senate Executive Council forwarded the nominations of Kristen Larson to the position of Senate President; Trula Nicholas to the position of Secretary; Rich Brown to the position of Appointments and Elections Officer; and John Lund to the position of At-Large representative. All nominees were elected unanimously. The composition of the 2016-17 Senate Executive Council is as follows:

Voting officers: Kristen Larson, President; TBD, President-Elect; Trula Nicholas, Secretary; Rich Brown, Appointments and Elections Officer; John Lund, At-Large Representative; Sara Singleton, Faculty Legislative Representative.

Non-voting members: Molly Ware, Past President; Chuck Lambert, UFWW President; Seán Murphy, ACC Chair; John Bower, UPRC Chair.

Committee Appointments: Senators unanimously voted to approve a motion (forwarded by Sara Singleton and seconded) to confirm the following appointments:

To Academic Coordinating Commission (ACC):
- Area A, CSE: Doug Clark, Geology
- Area I, Libraries: Peter Smith, Libraries

To Academic Technology Committee (ATC):
- Area A, CSE: Andy Klein, Engineering and Design

Prepared by Kylee Swift, 7 June 2016
To Senate Extended Education Committee (SEEC):
   Area C, CHSS: Ying Li, Health & Human Development
   Area D, CFPA: Penny Hutchinson, Theatre & Dance
   Area G, Huxley: John Rybczyk, Environmental Sciences

To Senate Library Committee (SLC):
   Area D, CFPA: Monique Kerman, Art
   Area G, Huxley: Brooke Love, Environmental Sciences
   Area H, Woodring: Marilyn Chu, Elementary Education

To University Planning and Resources Council (UPRC):
   Area B, CHSS: Ron Helms, Sociology
   Area D, CFPA: Cynthia Camlin, Art
   Area G, Huxley: Leo Bodensteiner, Environmental Sciences
   Area H, Woodring: Trula Nicholas, Health & Community Studies
   Area I, Libraries: Mike Olson, Libraries

To NTT Service Criteria Work Group:
   NTT Faculty: Ron Oertel, Economics

RESOLUTION HONORING PRESIDENT BRUCE SHEPARD
A resolution forwarded and read by Senate President Molly Ware honoring President Bruce Shepard passed by acclamation. The resolution is as follows:

WHEREAS, Bruce Shepard has served as President of Western Washington University during the 2008-16 academic years;
WHEREAS, Bruce Shepard has proved to be a courageous, transparent, collaborative, fearless, effective, and judicious leader, who has served the University with dedication, integrity, humility, and a deep commitment to listening in directing the University on crucial issues throughout his time here;
WHEREAS, Bruce Shepard has challenged the University community to address the changing needs of the State, and has encouraged the University community to challenge his perspectives, and engaged the University community in difficult discussions across difference with mutual respect for diverse viewpoints, and has responded to such challenges with consideration, transparency, and timeliness;
WHEREAS, Bruce Shepard has demonstrated willingness to share his personal experiences with the campus community as a means of encouraging dialogue and raising awareness about critical issues;
WHEREAS, the members of the Faculty Senate of Western Washington University are grateful to Bruce Shepard for his commitment to and trust in the process of shared governance and to broadening faculty participation in meaningful decision making throughout the University;
WHEREAS, Bruce Shepard has, through all of his actions, demonstrated a commitment to inclusivity and the well-being of all members of the campus community by raising wages for custodial staff, celebrating veterans’ service to this country, listening and responding to students from underrepresented groups about their experiences on Western’s campus and taking a strong stance on the need to build an inclusive culture;

BE IT THEREFORE RESOLVED by the Faculty Senate of Western Washington University, at its regular meeting of May 31, 2016, that Bruce Shepard is hereby deeply thanked and honored for his outstanding service as President of Western Washington University from academic years 2008-2016.

REVIEW OF STANDING COMMITTEE MINUTES:
Senators voted unanimously in favor of a motion (forwarded by Craig Moyer and seconded) to approve Senate Extended Education Committee (SEEC) minutes of 19 April 2016; and Academic Coordinating Commission (ACC) minutes of 10 May 2016.

ACTION ITEMS:
SEEC Membership: Senators discussed the rationale for the proposed revisions to the SEEC membership. A motion to approve revisions to the Senate Extended Education Committee membership (forwarded by Jim Graham and seconded) passed unanimously. President Ware requested that Senators discuss the proposed SEEC membership revisions with constituents prior to the second vote in fall. The language of the revised SEEC membership is as follows:
BL7.7.1  Membership
The membership of the Senate Extended Education Committee shall be as follows:

- One faculty representative nominated by and from the IEP or Language & Culture programs;
- One faculty representative from every college, nominated by the respective college governance committee;
- One faculty member who is primarily engaged in teaching at a WWU outreach campus through an Extended Education program, appointed by the Faculty Senate. This representative is appointed in addition to the college representatives;
- One Senate representative appointed by the Faculty Senate;
- One representative appointed by the United Faculty of Western Washington Executive Board;
- One commissioner appointed by and from the Academic Coordinating Commission;
- One student representative appointed by the Associated Students;
- The Director of the Center for International Studies or a designee (advisory, nonvoting);
- The Vice Provost of Extended Education or, in the Vice Provost's absence, a designee (advisory, nonvoting).

With the exception of appointees representing the Associated Students, Faculty Senate, and ACC, all appointments shall be for 2 years, with terms staggered so that half the members are appointed each year. In the first year, half the members will be appointed for a one-year term.

A faculty chairperson, who shall be appointed by and from the committee's voting members, will be responsible for the agenda.

The committee shall meet at least once/month during the academic year, and more often if the committee chair believes it to be necessary.

Minutes shall be forwarded to the Faculty Senate as soon as possible following approval by the Senate Extended Education Committee.

ATC Membership: The Academic Technology Committee (ATC) forwarded two motions to the Senate in advance of ATC's May 19th minutes recommending revisions to ATC's charge and membership. Senators discussed the rationale for the charge revisions. Senators voted in favor of a motion (forwarded by Jim Graham and seconded) to approve the Academic Technology Committee (ATC) recommendations to Senate to include a voting representative from the Senate Extended Education Committee in the ATC membership and to revise ATC's charge for clarity and accuracy.

DISCUSSION ITEMS:
Associated Students Labor Resolution: Zachary Dove, AS VP for Academic Affairs, and Nate Christiansen, Student At-Large, presented Associated Students Labor Resolution. Senators expressed a desire for more information and thanked Zachary Dove for all the work he has done as Associated Students Vice President for Academic Affairs.

ACTION ITEMS:
End-of-Year Reports from Senate and Standing Committees: Senators discussed the end-of-year reports and how the Senate and its standing committees can work to address complex issues holistically rather than each committee working piecemeal on a complex issue. Spencer Anthony-Cahill requested that his name be struck from the Senate report. A motion to accept the Senate and Senate Standing Committee end-of-year reports as amended (forwarded by Kristen Larson and seconded) passed unanimously. See Appendix A for end-of-year reports.

RESOLUTION HONORING SENATE PRESIDENT MOLLY WARE
A resolution forwarded and read by Senate President-Elect Kristen Larson honoring Senate President Molly Ware passed by acclamation. The resolution is as follows:

_WHEREAS_, Molly Ware has served as Western Washington University's Faculty Senate President during the 2015-16 academic year;

_WHEREAS_, Molly Ware has proven to be an effective and judicious leader, has served the university with dedication, integrity, and humor, and has shown courage and vision directing the Senate's deliberations on crucial issues throughout her tenure;

_WHEREAS_, Molly Ware has demonstrated outstanding commitment to and prioritization of student success, collaborative thinking, creating spaces founded on respect and inclusion in which all voices can be heard;

_WHEREAS_, the members of the Faculty Senate of Western Washington University are grateful to Molly Ware for her commitment to shared governance, to broadening faculty participation in meaningful decision making throughout the University, and to making the Faculty Senate of Western Washington University a force for effective faculty governance;

_BE IT THEREFORE RESOLVED_ by the Faculty Senate of Western Washington University, at its regular meeting of May 31, 2016, that Molly Ware is hereby HONORED for her outstanding service as Faculty Senate President from June 23, 2015 to June 20, 2016.

Senators adjourned at 5:59 pm.
### FACULTY SENATE – ROSTER 2015-16

<table>
<thead>
<tr>
<th>Outgoing Senators with terms ending in 2016</th>
<th>Ex Officio attendees</th>
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<tbody>
<tr>
<td>1  Jeanne Armstrong I ~ Libraries</td>
<td>41 Bruce Shepard, <em>University President</em> P</td>
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<tr>
<td>2  Karen Bradley B ~ Sociology</td>
<td>42 Brent Carbajal, <em>Provost</em> P</td>
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<tr>
<td>3  Steve Henson E ~ Economics</td>
<td>43 Sara Singleton, <em>FLR 2015-16</em> P</td>
</tr>
<tr>
<td>4  Vicki Hsueh B ~ Political Science</td>
<td>44 Spencer Anthony Cahill, <em>Past Senate Prez</em> P</td>
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<tr>
<td>5  Hud Hudson C ~ Philosophy</td>
<td>45 Zachary Dove, <em>ASVP for Academics</em> P</td>
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<tr>
<td>6  Craig Moyer A ~ Biology</td>
<td>46 Lizzy Ramhorst, <em>Parliamentarian</em> P</td>
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<tr>
<td>7  Clint Spiegel A ~ Chemistry</td>
<td>47 Kylee Swift, <em>Recorder</em> P</td>
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<tr>
<td>8  John Tuxill <em>for Babafemi Akinrinade</em> F ~ Fairhaven</td>
<td>48 Nate Christianson, <em>Student</em> P</td>
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<tr>
<td>9  David Wallin <em>for John McLaughlin</em> G ~ Environmental Sciences</td>
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<th>Senators with terms ending in 2017</th>
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<tr>
<td>12 Babafemi Akinrinade F ~ Fairhaven</td>
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<td>13 Rich Brown D ~ Theatre &amp; Dance</td>
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<td>14 Patrick Buckley G ~ Environmental Studies</td>
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<td>15 Amanda Eurich, <em>A&amp;E Officer</em> C ~ History</td>
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<td>16 Pierre Gour D ~ Art</td>
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<td>17 Jim Graham B ~ Psychology</td>
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<td>18 Stella Hua E ~ Decision Science</td>
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<td>19 Chuck Lambert, <em>UFWW President</em> H ~ Special Education</td>
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<tr>
<td>20 Kristen Larson, <em>2016-17 President</em> A ~ Physics &amp; Astronomy</td>
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<td>21 Sean Murphy C ~ Liberal Studies</td>
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<td>22 Trula Nicholas, <em>Secretary</em> H ~ Human Services</td>
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<td>23 Daphne Sluys A ~ Mathematics</td>
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<td>24 Neal Tognazzini C ~ Philosophy</td>
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<td>25 Sheila Webb C ~ Journalism</td>
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<th>New and Returning Senators with terms ending in 2018</th>
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<tbody>
<tr>
<td>26 Jackie Caplan-Auerbach A ~ Geology</td>
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<tr>
<td>27 Kristin Denham C ~ English</td>
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<tr>
<td>28 Yvonne Durham E ~ Economics</td>
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<td>29 Allison Giffen C ~ English</td>
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<td>30 Filip Jagodzinski A ~ Computer Science</td>
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<td>31 Milica Jelaca Jovanovic D ~ Music</td>
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<td>32 Jason Kanov E ~ Management</td>
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<td>33 John Lund, <em>At-Lg</em> A ~ Engineering</td>
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<td>34 John McLaughlin G ~ Environmental Sciences</td>
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<td>35 Amanda Murphy A ~ Chemistry</td>
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<td>36 Jenny Olen I ~ Libraries</td>
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<td>37 Aaron Perzigian H ~ Special Education</td>
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<td>38 Jun San Juan B ~ Health &amp; Human Dev</td>
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<td>39 Joan Stevenson B ~ Anthropology</td>
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<td>40 Jeff Young A ~ Biology</td>
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<th>Outgoing Senators present 9</th>
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<tbody>
<tr>
<td>2015-17 Senators present 17</td>
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<tr>
<td>Ex Officio 2</td>
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<tr>
<td>Other regular required attendees 5</td>
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<tr>
<td>Guests 1</td>
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<td>TOTAL ATTENDEES 34</td>
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Faculty Senate End of Year Report
AY 2015-16
Molly Ware, Senate President

**Significant Accomplishments**

- Presidential Search Advisory Committee – created a nomination process; sent forward 6 names with Senate’s top 3 preferred faculty designated; worked with the Board of Trustees to identify a search firm & other details of search.
- General Education Task Force - approved charge & membership; collaboratively designed and approved an engagement process to seek feedback from campus; collaborated with ACC & Task Force on 2 collaborative sessions.
- Campus-wide responses to hate speech events via email & collaborative planning with colleagues from across campus regarding possible ways to respond in the classroom.
- Social Justice & Equity Committee – approved the formation of a new standing committee to support Faculty Senate in considering campus-wide issues using an equity lens while creating a context for faculty collaborative learning.
- Repeating a Course Policy – approved policy revised by ACC while passing a resolution supported by the Registrar to address Phase III registration issues.
- Creation of 4 work teams – Pilot Classroom Climate Assessment Team, New Faculty Mentoring Work Team, NTT Service Criteria Work Team, & Handbook Work Team.
- Continuation of eDossier process with revisions to how permissions are redacted & with a commitment to evolving the process to move beyond SharePoint in the coming years.
- Academic Honesty Policy was approved by the Senate and has now gone into a university-wide 30 day review process.
- Collaboration with AS & WWU Students – generated a list of students interested in participating in committee work; utilized this list to identify student participants for multiple events this year (Enrollment Planning Retreat, Pilot Classroom Climate Work Team, etc.); President Elect & President attended 2 AS Board meetings and invited ASVP’s to recent Senate Executive Council Meeting. Ideas generated for ways faculty can support AS structural review process this year & beyond (e.g. How can students earn credit that they actually need to graduate for participation in shared governance?)
- Considerable thinking around role of Senate, Senators, and shared governance structures which will begin to come forward as Handbook changes in the coming year.

**Questions/Opportunities/Challenges for the Coming Year(s)**

- How can we more fully build a culture that supports student well-being & success? (What should RASC’s role be moving forward? What responsibility must we, as faculty, take if we are to create this sort of culture campus-wide?)
- How do we work to design policies, systems, and practices that support the empowerment of all voices (students, staff, etc.) on our campus through shared governance processes?
- How can tenure-track & non-tenure track faculty work together to intentionally create a culture where all faculty thrive at Western? What would it look like to serve as a model of institutional excellence in our decision-making around how TT and NTT faculty are positioned in the work that happens campus-wide?
- How can address issues of access campus-wide within a stagnant budget climate?
- How can we begin to get clear enough about what we want institutionally that we can make difficult decisions about prioritization that are reflected systemically (e.g. in hiring processes; in PTR; in how resources are allocated, etc.)?
- How can we move beyond a mindset of “we can’t do it because we don’t have enough resources” towards a sense of “we can do much more than we initially thought to be possible” if we take responsibility for creating what we want to see?
- How can we continue to refine our work as a Senate to optimize engagement, connectivity, and capacity university-wide?
ACC End of Year Report
Submitted by Mark Kuntz, ACC Chair

Accomplishments
• Reviewed 110 set of minutes for a total of approx. of 1,300 pages
• Established a GE Task Force with charge.
• Encouraged purchase of Curriculog to allow for easier journey for curricular changes
• Revised the grade replacement policy including changes in repetition in courses.
• Clarification of CBA section 16.2 and its impact on curriculum changes
• Approved new Academic Honesty policy
• Approved Western’s first Doctorate (Clinical Doctorate in Audiology)
• Invited and encouraged Teacher Education catalog consistency
• Revised Graduate Council charge
• Announced that certificate-granting programs are now subject to curricular approval processes

Opportunities & Challenges
• Continued exploration of General Education and potential changes for the future
• Revise the charges for a number of ACC committees (CUP, CUE, IPAC)
• Explore proposed International Proficiency in context of discussion of GE
• Guide and assist departments looking for a procedure for fairness in degree entrance requirements
• Establish guidelines for the registrar’s office for Bachelor of Applied Science credit transfers
• Generation of policy that discourages the repetition of course titles

Issues for Faculty Senate to consider/facilitate
• ACC responded to a number of policy requests intended to solve course and degree access/bottleneck issues. Is there another way to explore these resource related issues?
• An increasing number of degrees require a competitive GPA for entrance. Is this what is meant by the Western Experience? How does this increase in competition influence admission and retention?

Faculty Senate Relationship
• Communication between ACC and Senate that reduces the surprises for Senate, and keeps Senate informed of upcoming policy decisions (including encouraging senate to read minutes)
Academic Technology Committee
End-of-Year Report AY 2015-2016
Craig Moyer, ATC Chair

ATC fulfilled its charge by overseeing numerous informational and technology changes and by reviewing policy issues relating to the academic technology and security of the university. ATC’s activities for the AY 2015-2016 include:

• Providing revisions and updates to the ATC membership and charge document.

• Another successful year of reviewing STF preproposals and then full proposals along with formal improvement recommendations to the STF committee for next year, including the recommendation to include brief presentations as part of the review process.

• Ongoing preparations for ATC involvement during the upcoming permanent CIO search under our new university president.

• Continued role as watchdog over the transition to digital phones and monitoring associated availability for tech support provided to the end user.

• Discussion on better cross talk among university committees with ATC by having one of its members serve on and report back from both the Senate Extended Education Committee and the Senior IT Advisory Committee to ATUS.

• Continued ATC’s role as a bidirectional conduit for information and policy concerns relating to technology and cybersecurity issues for the faculty and staff.

• ATC played an interactive role with external consultant, Marty Ringle, regarding its role with shared governance and the potential structure of ATUS in the future, with an eye towards which administrative model might best fit needs of our university.
The main issues dominating the 2016 legislative session centered on revenue and spending. The February 2016 revenue forecast projected a revenue decline of $67 million for the 2015-2017 biennium and by $442 million for the 2017-19 biennium. In addition, there were costs related to the 2015 fire season, a court ruling on mental health care in the state, and the Supreme Court’s August 2015 decision to fine the state $100,000 in the McCleary v. State case. This left little room for new initiatives in higher ed. The House and Senate were initially unable to reach agreement on the supplemental capital and operating budget, but one was ultimately passed after 20 days of a special session. The main budgetary effects of those budgets to Western are:

- $802,000 in new funding to “backfill” the resident undergraduate tuition reductions passed by the Legislature last year. Western also received $250,000 in one-time funding for the establishment of the Jaffe Professorship in Jewish History and Holocaust Studies.
- $18 million to maintain current levels of the state’s two main financial aid programs: the State Need Grant and College Bound Scholarship program. This will not alter the current situation in which roughly 30% of eligible students do not receive grants because the programs are underfunded. The Legislature also ordered a study (due Dec. 1, 2016) that would evaluate the State Need Grant program.
- $6 million appropriated to the Washington Opportunity Expansion Program to grant awards to institutions to increase BAs in STEM fields. A much smaller amount ($1.14 million) was appropriated to the WA Student Achievement Council for a variety of grant programs aimed at addressing the teacher shortage.

Initiatives that failed, at least partially for budgetary reasons:

- Free community college tuition. Bills were introduced in both House and Senate, neither made in out of their respective houses.
- “Free to Finish.” This was a much more modest proposal that would have offered free tuition to students who approximately one quarter or less short of graduation. Also failed, but will probably be back next year.

Several Higher Education Workgroups were created on 1. accelerated BA degree programs; 2. barriers to students with disabilities; and 3. mental health and suicide prevention in higher ed. All will be issuing reports by the end of this year. The Legislature also passed a bill (SB 6601) creating a new college savings plan.

Looking ahead

Revenue and spending issues will again dominate the session, particularly those relating to how members decide to balance funding an appropriate response to the McCleary decision, while maintaining adequate levels of spending on higher ed, mental health, prisons, etc. The extreme polarization that characterizes national politics is also present at the state level, although higher education does have greater ability to appeal to members for both parties. As the representative of Western’s faculty, this is what I think Western Faculty should focus on in the upcoming session:

- Devising ways of increasing legislative support for first generation students though funding for the State Need and College Bound Programs, along with more advising, academic support, etc. Without greater support for low-income students, higher education will be unable to reverse the current trend of increasing economic inequality and social immobility.
- Pursuing a faculty position on Western’s board of trustees
- Continuing to push for state revenue sources that are more progressive and less volatile.
- Building an effective network that will allow faculty an additional means of communicating with legislators and facilitating collective action. To that end, I encourage you to send me your private e-mail (and I promise not to inundate you with messages).

I look forward to hearing from you about any of the above. Sara.singleton@wwu.edu or singlets3@gmail.com.
Discussion in the Senate Extended Education Committee (SEEC) focused on the following topics:

1) Faculty concerns that revenue generated through Extended Education (EE) appears to be compensating for reductions in State funding for University operations, and that within Academic Affairs this revenue is distributed using models that differ between the Colleges.

2) The potential impacts of the regular Academic Year tuition reduction on summer session tuition and the associated reduction in revenue (which is a major source of funding to hire NTT during the Academic year).

3) Establishing a role for the SEEC as an initial clearinghouse for requests to develop new programs to be offered via EE

4) The role of the SEEC, the ACC, College curriculum committees, and Departments in oversight of quality for credit-bearing courses offered through EE. The SEEC position is that Departments have primary responsibility for ensuring the quality of the courses taught by the faculty they hire. However, during this time of developing an increasing number of courses for online delivery, it is prudent to exercise oversight at the College level as well.

5) A recommendation that the Faculty Senate amend the SEEC charge and membership to include a representative from a WWU outreach campus.

6) The content of the annual report from EE (presented to the Faculty Senate on May 2, 2016)

During the Fall quarter, the SEEC chair met with the Woodring Faculty Governance Council, the CFPA Faculty Governance Council, and a group from the Linguistics Program regarding the SEEC’s recommendations to the Faculty Senate from AY 2014-2015. There was general consensus that online course offerings should have face-to-face alternatives, and faculty continue to raise concerns regarding how EE revenue is distributed and whether this revenue is compensating for insufficient State funding.

A teleconference was held on January 27 with faculty and staff from WWU outreach campuses. Faculty and staff at the outreach campuses raised several concerns regarding student access to WWU services and opportunities, which are available on the Bellingham campus, but not readily available at outreach campuses.

In May, the SEEC chair visited with students, staff, and faculty at the Everett and Poulsbo campuses. Students expressed their wishes to have greater access to student support services, increased options for earning minors (which requires increasing online course offerings), livestreaming of guest lectures, and consideration of the need to travel to Bellingham re: graduation ceremony scheduling. Students also expressed deep gratitude for the programs offered by WWU and for the quality of these programs.

Observations and Recommendations from the departing chair (not vetted by the SEEC):

WWU has an opportunity to serve the needs of students across WA State by offering more extension programs that reflect the high quality for which Western is known. Ideally, this would be the result of allocation of funds to hire more tenure-track faculty. I believe any effort to expand such programs must be enthusiastically endorsed and supported by the sponsoring departments in Bellingham. It is my opinion that a significant impediment to gaining such support is a perception by many faculty in Bellingham that the educational mission of EE programs has become secondary to revenue generation. Thus, I recommend that University planning units, particularly those in Academic Affairs, discuss options for engaging with EE to advance the University’s educational mission, and include issues associated with program costs to students and revenue generation in those discussions.
Faculty Senate Social Justice & Equity Committee (SJEC)
2015-16 Report
Submitted by Trula Nicholas, SJEC Chair

Most Significant Accomplishments

- Approval of the Faculty Senate Social Justice and Equity Committee (SJEC) as a standing committee of the Faculty Senate. Our charge: *The Social Justice & Equity Committee’s (SJEC) role is to engage faculty at Western Washington University in ongoing examination and reflection needed to make essential changes in the academic policies, practices, and behaviors that result in inequity, exclusion, and social injustices at WWU.*
- Awarding of the first round of the Faculty Senate social justice and equity teaching and research grants. Eight teaching-grant proposals submitted, 4 grants awarded. Five research-proposals submitted, 3 grants awarded.
- Launching the inaugural cohort of the faculty learning lab.
- Assuming the responsibility for the campus-wide dialogue established last academic year by the Faculty Senate.

Most Pressing Questions/Opportunities/Challenges

- The most pressing concern we are grappling with is how to structure this committee in a way that allows us/it to reflect the equity and inclusion principles that are espoused by WWU/Faculty Senate yet ‘fit in’ to a system that often works against these principles. The way in which the Faculty Senate is structured, from the small things (e.g. holding Senate meeting from 4-5:30 p.m. is problematic for faculty who are involved with caring for their children) to larger, more complex things (e.g. the type of ‘knowing’ that is valued in higher education versus the types of ‘knowing’ that are devalued) makes it difficult for a committee whose focus is equity and inclusion to report to a body that does not function in an equitable and inclusive manner. That being said, this very same Faculty Senate formed the SJEC with the charge to unearth these types of “academic policies, practices, and behaviors that result in inequity, exclusion, and social injustices at WWU.” What is being asked is that the Faculty Senate, as a whole, draw on the source of wisdom that it did when forming and charging this committee and work with us as we engage in the “ongoing examination and reflection needed to make essential changes in the academic policies, practices, and behaviors that result in inequity, exclusion, and social justices” in the functioning of the Faculty Senate and all of its standing committees.
- Another pressing challenge is trying to build a firm foundation for this newly formed committee while simultaneously engaging in the work of the committee.

Issues that live in the grey space between committees or that fit into the category of interconnected challenges.

- Since this is one of the new Faculty Senate standing committees, it would be helpful if the Senate could find both formal and informal ways to ensure that all standing committees are interconnected - from basic things like standing committee members being aware of the work of all other standing committees (priorities, deadlines, schedules, events) to allowing for times when committee chairs (or representatives from each committee) can vision together.

The best and worst part of working with Faculty Senate this year in terms of your committee's capacity to do its work well.

- **Best:**
  - You gave us (are giving us) time to settle into our role as a standing committee of the Faculty Senate.
  - Senators (as individuals and as a collective) have supported our efforts.
- **Worst:**
  - Wrestling over the funding for the professional development training.
Report of the Senate Library Committee (SLC)  
2015-16  
Submitted by Steven Garfinkle, SLC Chair

The Senate Library Committee has had a very busy year and I am pleased to provide a brief summary of its activities. First, I would like to express my tremendous appreciation to the library leadership, faculty, and staff for all of their hard work on our behalf. This year the committee was greatly occupied with the necessity for a subscriptions reduction review. The need to reduce library expenditures in the library resource access budget by $315,000 for fiscal year 2016-17 prompted this review (more detailed information is available at the following link: [http://library.wwu.edu/subscriptions-reduction](http://library.wwu.edu/subscriptions-reduction)).

Accomplishments:

- The SLC created and charged the Libraries “Sustainable Access” Task Force. The task force was charged to determine criteria and processes for reducing expenditure on Western Libraries resources while minimizing the impact on faculty and students.
- The task force met in Fall and Winter quarters and fulfilled its charge (the task force report is available at the link provided above).
- This Spring, the SLC has worked closely with the libraries on the implementation of the processes outlined by the task force. This resulted in an initial list of 3,614 individual subscriptions proposed for cancellation. The faculty, through departments, programs, and centers submitted 579 titles for retention consideration.
- The SLC and the Western Libraries created a Vendor Negotiation Team to work with publishers whose contracts are open to negotiation in order to seek out pricing concessions to preserve as much content as possible. We will report to campus on the final list of titles proposed for cancellation by the end of the Spring quarter.

Next Steps:

- The SLC and the Western Libraries will undertake a thorough review of the subscriptions cancellation process in the Fall and make recommendations for improvements.

Opportunities and Challenges:

- The current deficit in the libraries is the result of many factors but chiefly the changing landscape of academic publishing in the 21st century. Escalating journal and database pricing, compounded at an average of 6% annually, make it nearly impossible for libraries to maintain current levels of access. As a faculty, we need to advocate for resources for the library as well as rethink our models for both publication and usage. For a start, we can make better use of open access publishing.

In closing, I would also like to thank Lizzy Ramhorst and Kylee Swift in the Senate office. The SLC has often labored quite separately from the Senate and its regular business. The difficult process that we have been through this year makes it clear that the business of the SLC must be more central to the deliberations of the Senate and the faculty as a whole.

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1 Please note that we retain access to most of this content via databases and ILLiad, even if we lose direct access through our own subscriptions.
UPRC’s primary responsibilities in 2015-16 included consideration, providing feedback, and ranking of Decision Packages and Emergent Budget Requests, as well as providing feedback on the 10-Year Capital Plan and Minor Capital Works. In addition, we devoted substantial meeting time to setting context for our role in commenting on proposals (such as a visit by Becca Kenna-Schenk to discuss the legislative process) as well considering diversity issues at WWU. Results of surveys of voting UPRC members on proposals are available at the UPRC website.

**Most Significant Accomplishments of UPRC**

1. Considering, ranking, and/or providing feedback on Decision Packages, Emergent Budget Requests, 10-Year Capital Plan, and Minor Capital Works.
2. Surveys designed to provide narrative feedback for specific proposals.
3. Greater attention from UPRC to diversity issues at WWU, and how these relate to specific proposals.
4. A willingness to provide challenging but respectful constructive criticism to those bringing proposals to UPRC.
5. A good working relationship between UPRC faculty, staff, and administrators.

**Most Pressing Questions/Opportunities/Challenges in 2016-17**

1. Making advisory decisions about University spending priorities at a time when legislative funding of higher education is highly unpredictable.
2. Balancing the many needs of the University to maintain strong and diverse academic programs for undergraduates.
3. Continuing to develop our understanding of how different proposals will impact the inevitable diversification of the WWU undergraduate population, faculty, and staff.
4. Diversifying UPRC membership in many ways, including greater ethnic diversity and a better balance of disciplines represented on UPRC.
5. Encouraging Associated Students to find a way to lower the burden on AS members who attempt to sit on multiple committees.
6. Continuing to find ways for UPRC to be better informed about proposals before having to provide feedback and rank them.

**Complex Issues that Require Help from Other Committees**

1. UPRC needs help from other committees in deepening our understanding of how different proposals affect the future of a diversifying campus community.

**Best and Worst Part of Working with Faculty Senate**

UPRC functioned largely independent of Faculty Senate in 2015-16. That’s not necessarily a bad thing given all the demands on Faculty Senate, but I do think more communication between UPRC and Faculty Senate would be ideal.
2015-2016 ASVP for Academic Affairs End of Year Report to Faculty Senate
Submitted by Zachary Dove, 2015-2016 ASVP for Academic Affairs

Significant Accomplishments:
- Grade Replacement policy change
- Classroom Climate Pilot Program
- General Education Task Force Report
- Student Involvement in Shared Governance Transparency Initiative [in progress]- Will answer: how do student concerns, ideas, proposals get on the agenda? What opportunities and processes currently exist?

Challenges and Opportunities:
- Access to Classes, Programs, Degrees: Increased number of restrictions based on GPA risk reinforcing inequitable patterns of access, participation.
- Transparency and Access to Shared Governance: Students lack awareness of shared governance, awareness of opportunities for participation, incentives for participation, belief in efficacy of their participation.
- Campus Climate: Many students of color, LGBTQ+ students continue to cite poor climate among students, staff, faculty, and administration. Belief that Western is unable/unwilling to fully address these concerns is held by some.
- Support services (academic advising, counseling services, disability resources, tutoring services, homeless support) remain inadequate.

Issues that [also] need to be considered outside of the AS:
- How do we empower students, staff, and faculty in shared governance?
- What issues require University wide collaboration, and how can we build a shared governance structure and culture that facilitates this collaboration?
- How should Western address structural inequalities that are pervasive in society at large? [Assuming that most would agree that these inequalities should be addressed]
  - Which aspects of the institution would a holistic approach address? (Admission standards, curriculum content, campus life, governance, everything, etc.)
  - How can academic freedom, diversity of thought, and inclusivity be respected and upheld throughout this process?
- What can Western do to address the increasing national political polarization and to mitigate the local consequences of this polarization that affect the Western community?
- How will Western address resource related issues without reinforcing Western as an institution that has historically marginalized and excluded certain populations?