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Board of Trustees Meeting
Full Board Packet

July 2020



BOARD OF TRUSTEES

CWU QUARTERLY BOARD MEETING AGENDA

Thursday, July 23, 2020

Virtual Meeting 1:00-3:00 PM

1:00 PM Call to Order

- Adoption of the Agenda
- Adoption of the Minutes of June 29, 2020

Public Comment

President's Report

- Board Communications
- Faculty Code

Fall 2020 Planning

- Reopen Plan
- FY 21 Budget & Tuition Increase

2:30-3:00 PM Executive Session [Per RCW 42.30.110(1)(g)]



Central Washington University
Board of Trustees
July 24, 2020

ACTION – Approval of the minutes of the Special Meeting of June 29, 2020.

We recommend the following motion:

The Board of Trustees of Central Washington University hereby approves the minutes of the special meeting of June 29, 2020.

Submitted:

A handwritten signature in black ink that reads "Linda Schactler".

Linda Schactler
Chief of Staff

Approved for submittal to the Board:

A handwritten signature in black ink that reads "James L. Gaudino".

James L. Gaudino
President



BOARD OF TRUSTEES

**Board of Trustees Minutes
Special Meeting (via Zoom)
June 29, 2020**

JUNE 29, 2020

Trustees Present

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

Staff to the Board:

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

Executive Staff

Andreas Bohman, Vice President for Operations
Joel Klucking, Vice President for Business & Financial Affairs
Josh Hibbard, Vice President for Enrollment Management
Kandee Cleary, Vice President for Diversity & Inclusivity
Kremiere Jack, Vice President for Public Affairs
Lynn Franken, Assistant to the President for Special Projects
Michelle DenBeste, Provost/Vice President for Academic & Student Life
Rick Paradis, Interim Vice President for University Advancement

Guests:

Bill Funk, R. William Funk & Associates, Presidential Search Consultant
Elvin Delgado, Faculty Senate Chair
Nate McMillion, incoming Student Trustee
Trustee Search Advisory Committee Members:
Carolyn Thurston
Ediz Kaykayoglu
Lidia Anderson
Mickael Candelaria
Ralph Conner
Sathy Rajendran

Walter Szeliga

Chair Erickson convened the special board meeting at 9:32 AM. Ms. Schactler took role to confirm that a quorum of the Board was present. The purpose of the meeting was for the Board to receive the preliminary report from the Trustee Search Advisory Committee and to get an update on COVID-19 Planning for Fall 2020.

Approval of Agenda

Motion 20-33: Ms. Black moved that the Board of Trustees of Central Washington University approve the agenda of the meeting of June 29, 2020. Mr. Nellams seconded the motion, which the board unanimously approved.

Approval of Minutes

Motion 20-34: Mr. Nellams moved that the Board of Trustees of Central Washington University approve the minutes from the regular meetings of May 14 and 15, 2020, and the special meeting of May 27, 2020. Mr. Hensler seconded the motion. The motion was approved.

PRESIDENTIAL SEARCH PREPARATIONS

The Trustee Search Advisory Committee (TSAC), appointed by the Board of Trustees in May, identified findings to the full board in a preliminary report summarizing a series of 12 focus groups with CWU employees and students. The report is the first of three that will help to identify the challenges and opportunities the next president will face, as well as to identify the qualities he or she will need to succeed. Trustee Black, who chairs the TSAC, reported that it became clear in the group listening sessions that employees and students want the next president to be committed to diversity and shared governance, be able to create a post-COVID vision for the university, and to develop a robust plan for CWU's University Centers and instructional sites.

Chair Erickson said that the committee had done a great job engaging the university community in the process and we should take full advantage of their insight. He suggested that the responsibilities of TSAC be expanded to include assisting the search consultant in the preliminary screening of candidates for the next president. Recommendations of semi-finalists would be forwarded to the Board of Trustees, which would interview the candidates. The only change to the TSAC membership will be to add Elvin Delgado, the new Faculty Senate Chair.

Approval of Expansion of TSAC Responsibilities

Motion 20-35: Ms. Gillis moved that the Board of Trustees of Central Washington University approve expanding the responsibilities of the Trustee Search Advisory Committee (TSAC) to include conducting a preliminary screening of candidates for the next university president and to add the current-year Faculty Senate chair to the membership. Mr. Harrington seconded the motion. The motion was unanimously approved.

COVID-19 PLANNING

President Gaudino updated the board on the fall 2020 Reopening Plan. Currently, the plan includes a hybrid model for delivery of instruction, with some classes online, some in person and some a mixture between the two modalities. The fall quarter will start in early September and will end right before Thanksgiving to reduce disease transmission. CWU's fall plans were vetted by groups of experts in different areas of the university community as well as local public health officials.

Those plans were narrowed down to three: a completely normal campus, a hybrid campus, and a closed campus, like this past spring quarter. President Gaudino added that the plan is not at all final since the current situation is fluid.

Since the state had not announced higher education develop reopening plans, the state's six public universities solicited the support of the Boston Consulting Group, which helped develop guidelines. The guidelines were shared with Governor Inslee, who approved them.

President Gaudino said the two issues public universities are still unsure of are testing and contact tracing. CWU is exploring the degree to which these will be possible in Ellensburg. He stated that the university's fall plan will continue to evolve up until it will be approved by the board of trustees at its July 23 and 24 meetings, and no matter what is approved, the university could shift back to a closed campus if necessary.

The special meeting adjourned at 10:57 AM.

The next meeting of the Board of Trustees is July 23 and 24, 2020 and will be held virtually.



Linda Schactler, Secretary to the
CWU Board of Trustees



Ron Erickson, Chair
CWU Board of Trustees

Central Washington University
Board of Trustees
July 23, 2020

EXECUTIVE SUMMARY – Board Communication Report

CWUP 1-70-020(3) (Protocol for Meetings) requires that written communications to the board of trustees received within seven days of a regularly scheduled board meeting will be included in board briefing materials. Communications received after that time will be shared at the following regular board meeting. As well, the president of the Associated Students of CWU, and the chairs of the Faculty Senate, Exempt Employees Association, and the Employee Council, may send a report to the board.

For the July 24 meeting of the Board of Trustees, the Board acknowledges receipt of the following communications:

Report from the Faculty Senate including revisions to the Faculty Code:

Communications regarding the APOYO food pantry lease:

- . Email, April 28, 2020 from Hope Amason
- . Letter, May 11, 2020 from Phillip Garrison
- . Letter, May 12, 2020 from Theatre Arts
- . Email, May 13, 2020 from Hilda Pena-Alfaro
- . Email, May 15, 2020 from Patricia Garrison
- . Email, May 17, 2020 from Kem Patteson
- . Letter, July 14, 2020 from Susan Kaspari & Daniel Beck

Communications regarding the Professional Pilot Program:

- . Email, June 23, 2020 from Aaron & Jodi Childs
- . Email, June 24, 2020 from Elizabeth Akina
- . Email, June 24, 2020 from Serene Cook
- . Email, June 24, 2020 from Chad & Teresa Stoddard
- . Email, June 25, 2020 from Tami Coffman
- . Email, June 25, 2020 from Bret & Rachael Pyle
- . Email, June 25, 2020 from Wayne & Michelle Smith
- . Email, June 26, 2020 from Lowell Williams

Miscellaneous communications

- Letter, May 11, 2020 from Bob Hickey regarding CWU's future



Submitted:

A handwritten signature in black ink that reads "Linda Schactler". The signature is written in a cursive style with a large, looping initial "L".

Linda Schactler
Chief of Staff

Approved for submittal to the Board:

A handwritten signature in black ink that reads "James L. Gaudino". The signature is written in a cursive style with a large, looping initial "J".

James. L. Gaudino
President



LEARN. DO. LIVE.

July 7, 2020

Dear Chair Erickson and Board of Trustees Members:

I appreciate this opportunity to submit a brief overview of the activities of the Faculty Senate since the last Trustees meeting in May 2020. Since that time, the Executive Committee and the Faculty Senate Standing Committees have continued their work to implement policies and initiatives concerning the well-being of students, faculty, and staff during the COVID-19 crisis. Some of these initiatives focused on providing quality online courses, supporting faculty during the transition to online modality, and making P/F grading optional to all students. The Executive Committee have worked with the interim Provost Lynn Franken and the President to enhance the communication between the administration and faculty members by involving a wide variety of stakeholders from across the university. We are confident that we will take advantage of this momentum to continue working towards this end with Provost Michelle DenBeste.

Faculty Code Changes

This year, the Bylaws and Faculty Code Committee worked on changes to the Faculty Code which were approved by the Faculty Senate at the June 3rd meeting. The main items to note in the document include: the addition of a definition section, expanded definition of shared governance, and a definition of “clinical faculty”, which was needed due to changes to the collective bargaining agreement; changes to some titles in the document for clarity; the deletion of the Summer Session section; and clarification of language to the BOT Distinguished Faculty Award.

Updates on Senate Initiatives

The Faculty Senate Standing Committees have worked diligently to complete the charges assigned to them by the Executive Committee at the beginning of the 2019-2020 AY. What follows is a summary of the completed charges:

- Proposed changes to the budget model at CWU
- Revised and proposed changes to the Budget and Planning Committee description in Faculty Code
- Budget and Planning Committee review of the budget model proposal put before the President’s Budget Advisory Council to provide insight regarding potential impacts
- Provided recommendations about tuition waiver policies and space allocation processes
- Provided recommendations for a transparent budget process for the ASL non-college budget
- Monitored the implementation of the budget model at CWU by collecting and analyzing data regarding impacts to programs, departments, and colleges

Faculty Senate

400 E University Way • Ellensburg WA 98926-7509 • Office: 509-963-3231 • Fax: 509-963-3204
Barge 409 • Email: senate@cwu.edu • Web: cwu.edu/faculty-senate
EEO/AA/TITLE IX INSTITUTION • FOR ACCOMMODATION EMAIL: DS@CWU.EDU.

This is an electronic communication from Central Washington University.

- Compiled survey information from the last three years and provided that information to administrators
- Reviewed and proposed changes to Curriculog forms and made decisions on Curriculog-related questions
- Worked with Registrar's Office to address any Curriculog issues that impact faculty and the curriculum submission process. Developed plans of action as needed
- Continued revising program discontinuation policy (CWUP 5-50-100) and procedure (CWUR 2-50-100) based on changes suggested by the Provost Council
- Revised policy sections 5-50-090 regarding Graduate Studies
- Drafted MOU that better defines course modalities being used during the COVID-19 crisis
- Revision of the syllabus and attendance policies to conform to Washington State Bill 5166 regarding religious observances.
- Revision of the Acceptance of Transfer Credit policy to conform to Washington State Bill 5410 regarding AP/IB/Cambridge Credit.
- Inclusion of a statement summarizing the CWU position on sexual misconduct, Title IX information, a link to the CWU sexual misconduct/gender discrimination policy website, a statement clarifying mandatory reporting role, and contact information for confidential reporting resources in course syllabi
- Clarification of the definitions of the Incomplete and In-Progress grades with reference to their bearing on financial aid.
- Addition of policy sections 5-130 and procedures 2-130 along with associated policy and procedure changes surrounding Graduate Studies.
- Revision of the CWUP 5-90-050 and CWUR 2-90-050 regarding commencement participation to better define the role of the commencement committee.
- Development of language outlining the role of the Academic Affairs Committee in interpreting academic policy
- Development of policy and procedure to clarify how a student's service campus affects summer quarter online courses and study abroad
- Development of policy and procedure about mandatory midterm feedback from faculty during the quarter
- Made modifications to Class Attendance and Participation Policy (CWUP 5-90-040)
- Revised language in the Faculty Code/Senate Bylaws surrounding the Executive Committee summer workload
- Revision of Faculty Code
- Developed policy and procedure regarding the role of SEOI in teaching assessments
- Developed policy to clarify the administration of SEOIs in various class sizes and delivery modalities
- Developed policy to clarify whether students who have failed a class (e.g. due to academic dishonesty) but have not been removed from the course, should be allowed to complete an SEOI.
- Developed policy to avoid faculty using extra credit for SEOI completion
- Revision of prerequisites for CWU 184 First Year Experience courses to address enrollment and communication issues discovered during summer orientation
- Revise and approve proposals to add courses to or remove courses from the General Education program

- Development of assessment indicators and population of an assessment plan for the General Education program
- Development of procedure for handling general education petitions

Faculty Senate Standing Committees Work for 2020-2021 Academic Year

The Executive Committee is currently working on identifying the most important tasks that the Standing Committees should focus on for next academic year. Some of these tasks include:

- Create policy regarding Student Behavior in Academic Settings
- Assess procedures to guide the creation, reorganization, and renaming of academic units
- Revise the academic appeals policy
- Revise the warning/probation/suspension policy and procedures
- Finalize policy to eliminate the SAT/ACT admissions requirement and make it permanent
- Evaluate the efficacy of the Emergency Pass/Fail grading option enacted during the COVID-19 crisis
- Revise policy regarding the role of SEOs in teaching assessments
- Review procedures manual for all Senate Standing Committees
- Continue the work done to revise and enhance the General Education Program
- Policy changes to our Emergency Approval Process to allow the Curriculum Committee to make curriculum changes in the summer, outside of the normal meeting schedule
- Work to establish and communicate closely with college and unit budget committees, and advocate for transparency in the college-level budgets
- Continue to develop and evaluate alternatives to the current budget model
- Continue to take an active role in the budget governance process, and push for greater clarity in the various roles in that process
- Continue collecting and analyzing data regarding impacts to programs, departments, and colleges. Disseminate results to administrators and faculty
- Continue discussions about the budgetary implications of the COVID-19 crisis, and maintain strong advocacy for the instructional budget and faculty
- Continue to collect and analyze data regarding budgetary impacts to programs, departments, and colleges, and disseminate results to administrators and faculty

Face Covering

The Faculty Senate Executive Committee is working with Associate Provost Gail Mackin, interim Provost Lynn Franken, and Provost Michelle DenBeste to develop language to be included in course syllabi regarding the use of face covering for students taking face-to-face courses on campus next academic year. The language explains that all students must use a face covering and that CWU will provide them to those who do not have one.

Fall 2020 Planning Advisory Council

Faculty Senate Chair (Elvin Delgado) and past Chair (Walter Szeliga) are working with the Fall 2020 Planning Advisory Council in the revision of all the plans created by different units at CWU to implement a safe environment for all students, faculty, and staff during the reopening of the university during the COVID-19 crisis.

Presidential Search

The Faculty Senate Executive Committee Chair (Elvin Delgado) and past-Chair (Walter Szeliga) are part of the Board of Trustees Presidential Search Advisory Committee. The Advisory Committee have completed over 20 listening sessions with constituents across the University, including alumni and community members, to collect data about the opportunities and challenges that the candidate will face as well as the most important qualities we are looking for in the new President. The Faculty Senate Executive Committee is looking forward to continuing to assist the Board of Trustees in the evaluation and selection of candidates for the next President of Central Washington University.

Conclusion

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

Respectfully Submitted,

A handwritten signature in blue ink, appearing to read 'Elvin Delgado', with a long horizontal line extending to the left and a large loop at the bottom.

Elvin Delgado, Ph.D.
Faculty Senate Chair (2020-2021)

RE: APOYO

April 28, 2020

CC: Dr. James L. Gaudino, President of Central Washington University

Dear CWU Board of Trustees Members:

I am writing to you in order to advocate for APOYO remaining on the Central Washington University's (CWU) campus. Just like CWU, APOYO's reach goes well beyond Ellensburg, extending to our region. Families who visit APOYO may come from Ellensburg but also from Mattawa and other small communities (often places where CWU students are from). Many of these individuals work hard to ensure that food is always in our grocery stores, even during a global pandemic.

As the saying goes, "Man cannot live by bread alone." APOYO does so much more than offer nutrition: They also provide a sense of community. This is true not only for APOYO's clients but also for those of us fortunate enough to volunteer. For me, APOYO provides an opportunity to practice my Spanish and engage with communities outside of my everyday sphere.

My students also volunteer. The stories of APOYO's clients sound familiar to many CWU students, whose families speak languages other than English and whose ethnic foods are not always found in the grocery store. But even for students who do not share a cultural background with APOYO clients, the opportunity to get to know these families—and other volunteers—is deeply meaningful. Indeed, working at APOYO is a high-impact learning experience, as evidenced by one museum studies student:

I feel really lucky to have been able to spend my time at APOYO. I connected with a bunch of really interesting people, and I did something that is valuable to my local community. This experience made me reflect on our in-class discussion about community involvement. If I intend to one day operate in museums settings, then I need to develop the skills necessary to connect to and interact with my local community. Experiences of community involvement, like the one at APOYO, shape me to be a better, more human, human.

In addition to volunteering, students may also be clients of APOYO:

I have been volunteering at APOYO for two years now. I started to volunteer at APOYO when I joined the Chavez King Leadership institution at CWU. I keep helping because I see that this food-bank helps so many low-income families. I have always liked to help others, and volunteering at APOYO has allowed me to contribute to a good cause. A lot of low-income families benefit from this food-bank, among them Central students like me. I know that many families depend on this food-bank to be able to feed their families, taking away this resource will leave many without food on their tables.

CWU is frequently applauded for its commitment to diversity, and APOYO has a role to play in strengthening the meaning and value of our diversity. APOYO has helped foster the “beloved community” that students, faculty, staff, and administrators hope to realize.

Why, with expanding diversity initiatives, would CWU let go of the cross-cultural community that it has hosted over the last two decades? I have no good answer for that. All I can say is: I hope my University will not only maintain but strengthen its relationship with APOYO. I hope that we place this food bank and the people it serves within the *center* of our educational and community-building spaces. They have so much to teach our students . . . and the rest of us.

Sincerely,

J. Hope Amason
Associate Professor
Dept. of Anthropology & Museum Studies
Museum Director
Museum of Culture & Environment
Central Washington University
Amason@cwu.edu
(479) 879-5195 (cell)
(509) 963-1836 (office)

11 May 2020

To the Board of Trustees:

I'm writing to request that you delay action, for one year, on Dean Heinselman's decision not to renew APOYO's lease, meaning that, by the end of June, we must vacate the house at 1320 East 18th. The administration has argued, first, that there is no student interest in APOYO; second, that FISH food bank can "take us in," and third, that by allowing us on campus, CWU would be breaking a state regulation against "gifting."

We have responded to – and refuted – each of these charges in turn. On February 9th, we asked to meet with the president, but, as of yet, no one in the administration has responded with anything other than one or more of the same three talking points. The president has never responded.

Since February, two new factors have come into play. First, local unemployment – not to mention the pandemic and a food stamp cut – have driven a tremendous increase in demand for our services. Last April, we served 304 families; this April, we served 425, nearly a third of whom had never visited us before. And that was after we were forced to close during the first week in April. Between 2017-18 and 2018-19, our clientele increased by 37%. We are now on target to see a 53% for this fiscal year. The demand is so severe, in fact, that a handful of our client-volunteers have taken over the face-to-face distribution of food, as both my wife and I are in the high-risk category for contracting Covid-19.

A second factor involves the absence of Central students, major stakeholders in this issue. While Dean Heinselman claimed no student interest in APOYO (having either ignored or overlooked all the data we sent to his office), the students themselves rallied in our support. Once the dean's announcement was made public in the student paper, dozens showed up to volunteer. Film students made three separate documentaries, all of which have been posted on our website, and the ASCWU passed a resolution demanding that the administration provide and maintain a new and adequate space for APOYO by the end of June, noting APOYO's importance to an undocumented and marginalized minority community that Central has sought specifically to serve.

The situation is critical. It's hard to imagine worse publicity than what would follow if – during a pandemic – a publicly funded institution were to close a food and clothing bank with twenty-five years of service to CWU students and the community.

Sincerely,



Philip Garrison, President

cc: President Gaudino





CENTRAL WASHINGTON UNIVERSITY

12 May 2020

Dear Board of Trustees,

In January of this year, Central Washington University made the decision not to renew the lease with APOYO Food Bank at the 18th Avenue property. The Department of Theatre Arts supports the valuable and necessary contributions of the APOYO Food Bank and asks that you reconsider this decision.

The public statements made by the University concerning the decision to not renew the lease have focused on what CWU has to gain from the relationship. One administrator, quoted in the Daily Record, stated that, "It [APOYO] is a non-university program that doesn't serve students and our students aren't volunteering [there]... CWU needs to receive something in return" (Belcher 23 Jan. 2020). Our department respectfully disagrees with this statement. As instructors and advisors, we are aware that many students at our University experience food insecurity. A few of us have either sent students to APOYO or know students who have received food and assistance from them. Additionally, at least one club with a Theatre advisor has completed volunteer hours with them in the 2019-2020 school year. APOYO does serve CWU.

Furthermore, at the February 5th, 2020 Senate Faculty meeting, Patricia Garrison, Secretary and Treasurer of APOYO, responded to the allegation that students have not been volunteering. She stated that the Dean of Student Success is violating the current MOA by not recruiting students nor letting APOYO know how many volunteers they need. APOYO has been at Central since 1999, with the support of at least three presidents and countless deans. Why has the University suddenly changed its position?

Central Washington University has five core themes that are directly derived from the Mission statement; specifically, we draw your attention to core theme two, which focuses on Inclusiveness and Diversity, and core theme four, which focuses on Public Service and Community Engagement. A commitment to inclusivity and diversity means acknowledging the reality of our students, staff, and faculty. As such, APOYO "provides ethnically sensitive food and support to a diverse population in our area (APOYO, "Who we are"). By providing access to culturally specific foods, especially for those most marginalized in our society, APOYO provides respectful and validating support to our communities.

Moreover, in this current moment of stay-at-home orders and high unemployment rates due to Covid-19, more of our community needs access to food than ever. As core theme four states the University's goal of "providing benefit to external communities," we find it unethical to close one of the two food banks currently operating in our area. We look to the Washington State Constitution, Article 8 Section 7, which reads, "No county, city, town or other municipal corporation shall hereafter give any money, or property, or loan its money, or credit to or in aid of any individual, association, company or corporation, **except for the necessary support of the**

poor and infirm, or become directly or indirectly the owner of any stock in or bonds of any association, company or corporation" (emphasis added). As a University, we can support an organization that assists some of the most vulnerable in our community when so many are experiencing food insecurity, fear, and unease.

We hope you, Honored Trustees, will consider the profound impact of APOYO on the University and our community and make the ethical choice to renew their lease. Thank you.

Sincerely,

Department of Theatre Arts
Central Washington University

Theatre Arts

400 East University Way • Ellensburg, WA 98926-7460 • Office: 509-963-1750 • Fax: 509-963-1767

EEO/AA/TITLE IX INSTITUTION • TDD 509-963-2143

From: Hilda Pena-Alfaro <hildapenaalfaro@gmail.com>

Sent: Wednesday, May 13, 2020 4:42 PM

To: Linda Schactler <Linda.Schactler@cwu.edu>; Ron Erickson <Ron.Erickson@cwu.edu>; Robert Nellams <Robert.Nellams@cwu.edu>; Erin Black <Erin.Black@cwu.edu>; Ray Conner <Ray.Conner@cwu.edu>; Gary Epp <Gary.Epp@cwu.edu>; glady.gillis@cwu.edu <glady.gillis@cwu.edu>; Zabrina Jenkins <Zabrina.Jenkins@cwu.edu>; Jeffrey Hensler <Jeffrey.Hensler@cwu.edu>; CWU President <CWU.President@cwu.edu>; Joel Klucking <Joel.Klucking@cwu.edu>; Kimberly Dawson <Kimberly.Dawson@cwu.edu>

Subject: APOYO

Caution: This email originated from outside the university.

Do not click on links, open attachments, or reply unless you recognize the sender and know the content is safe. If you consider this email as phishing or spam please use the [Report Message Button](#) in Outlook to inform both the CWU Service Desk and Microsoft.

May 13, 2020

Dear CWU BOT Members:

Dear President Gaudino:

It is my understanding that the fate of APOYO's space, place, and service on the CWU campus will be further explored at the CWU Board of Trustee's meeting on May 14, 2020. As a member of the community, I would like to express my thoughts about the issue.

I am writing this letter because in the almost three years I have living in Ellensburg, I have established deep connections with the Hispanic community. **I know first-hand how this important community struggle socially and economically in our town. APOYO is one of the few places that mitigate this issue.**

Many people of the Hispanic Community are not working right now because of the pandemic. I know cases where some of the business' owners have advised them to ask for unemployment benefits, but because of the fact that they are undocumented they cannot access it. **Many of those workers and their families rely on APOYO for survival.**

For over twenty years, APOYO has provide food sustenance (along with clothing, housewares, and furniture) to the families of Kittitas County, the region, CWU students and their families, and immigrant workers who help sustain our local economy. APOYO serves between 260-270 families a month. I know for a fact that **undocumented residents benefit from APOYO and they did not feel comfortable going to FISH food bank.** For these families this is not a choice. The decision is not based on liking one food bank over the other, **the decision is based on fear of being detained and then deported.** They are afraid of the current hostile and inhumane immigration policies and actions. These valuable members of Kittitas County's community fear for their lives and they are scare to share their information because they fear to be track down by ICE. Furthermore, **some of the CWU students are undocumented and they benefit from APOYO.** FISH food bank is now located nearly two miles north of Ellensburg, an often prohibitive four mile round-trip for those with disabilities or on foot. APOYO is located on campus, as it has been for decades.

This is the time in which CWU can show solidarity with the Hispanic community, diverse students and low-income families by keeping APOYO operating and in place on the CWU campus. Shutting down APOYO will send a powerful message to the community.

If you would like me to farther explain my point of view, I am always available.

Sincerely,

Hilda Pena-Alfaro PhD

hildapenaalfaro@gmail.com

Recipient: CWU President Gaudino, The CWU Board of Trustees

Letter: Greetings,

Please save the APOYO Food Bank. We're needed now more than ever, in the middle of a pandemic and an unprecedented cut to SNAP benefits. We serve a vulnerable minority community as well as CWU students who can't afford to go to dining halls or live in dorms. It would be unfair to students to close APOYO in their absence, especially since the ASCWU and other student groups have so strongly endorsed and supported us.

Signatures

Name	Location	Date
Patricia Garrison	Ellensburg, WA	2020-04-07
Rob Fraser	Ellensburg, WA	2020-04-07
John Littel	Ellensburg, WA	2020-04-07
Alex Mandujano	Ellensburg, WA	2020-04-07
Daniel Beck	Ellensburg, WA	2020-04-07
Olivia Plis	New Buffalo, US	2020-04-07
Christine Hughes	Rocky River, US	2020-04-07
Karson Baldwin	Columbus, US	2020-04-07
Dishae Morris	Olive Branch, US	2020-04-07
Brianna Lee	Spokane, US	2020-04-07
Claudia Graves	Centre, US	2020-04-07
Amanda Zeman	Whitewater, US	2020-04-07
Chloe Benoit	Washington, US	2020-04-07
Crystal Evans	Laurel, US	2020-04-07
Taya Branze	Littleton, US	2020-04-07
Gabrielle Coleman	Andover, US	2020-04-07
Karina Suarez	Boston, US	2020-04-07
Michelle Hoffman	Elkridge, US	2020-04-07
Rocio molina	Las Vegas, US	2020-04-07
Leandra Ruiz	Pascagoula, US	2020-04-07

Name	Location	Date
Patience N	Englishtown, US	2020-04-07
Sade Miller	St Albans, US	2020-04-07
Allison Waldo	Jamaica, US	2020-04-07
Ashley Lukehart	Danville, US	2020-04-07
Ali elsaid	Fontana, US	2020-04-07
Wendy Cummings	Austin, US	2020-04-07
Mckenzie Brown	Newton Falls, US	2020-04-07
Patrice Joe	Puyallup, US	2020-04-07
Michaela O'Neill	Rutherford, US	2020-04-07
Stacy Johnson	Lithonia, US	2020-04-07
Trenady Dryden	Kansas City, US	2020-04-07
Maddison Slevin	Bloomfield, US	2020-04-07
Alex Hildebrand	Hartsville, US	2020-04-07
Sheldon Kessler	US	2020-04-07
Sophia Trevino	Milpitas, US	2020-04-07
olivia mccormack	Portsmouth, US	2020-04-07
David Cainas	Tampa, US	2020-04-07
chloe conley	Cape May, US	2020-04-07
Derek Schmidt	Lawrenceville, US	2020-04-07
Geannine Kessler	Bloomington, US	2020-04-07
Nancy Contreras	Anaheim, US	2020-04-07
Karla Tilapa	La Grange, US	2020-04-07

Name	Location	Date
Shawn Manjarres	Miami, US	2020-04-07
Kurt Caliboso	Perris, US	2020-04-07
T C	Laguna Niguel, US	2020-04-07
ronnie zackery	indpls, US	2020-04-07
Rita Hayes	Pasadena, US	2020-04-07
Charlese Brown	New Orleans, US	2020-04-07
Alissa Brown	Selma, US	2020-04-07
Laura Dunham	Charlotte, US	2020-04-07
Crina Petre	Harbor City, US	2020-04-07
Annette Ortiz	New York, US	2020-04-07
Hana Sima	Fairfax, US	2020-04-07
Carol Thompson	Ellensburg, WA	2020-04-07
Mary Janelle Foucault	Ellensburg, WA	2020-04-07
Ruthi Erdman	Ellensburg, WA	2020-04-07
Veronica Acevedo	Ellensburg, WA	2020-04-07
Kathy Bilyeu	Ellensburg, WA	2020-04-07
Molly Verhey	Ellensburg, WA	2020-04-07
Adam Kaluba	Burleson, TX	2020-04-07
Monica Halstead	Indianapolis, IN	2020-04-07
Andrea Sledge	Ellensburg, WA	2020-04-07
Stefanie Wickstrom	Ellensburg, WA	2020-04-07
Cheryl Cox	Cle Elum, WA	2020-04-07

Name	Location	Date
Lowell Murphree	Ellensburg, WA	2020-04-07
Teresa Divine	Ellensburg, WA	2020-04-07
Felipe Barajas	Kittitas, WA	2020-04-07
Jean Marie Linhart	Ellensburg, WA	2020-04-07
Rosco Tolman	Ellensburg, WA	2020-04-07
maria Corral	Kent, WA	2020-04-07
Susana Flores	Crestline, CA	2020-04-07
Uriel Peizer	Bellevue, WA	2020-04-07
Lila Harper	Eugene, OR	2020-04-07
Makenna Thuringer	Ellensburg, WA	2020-04-07
Deanna Corsilles	Ellensburg, WA	2020-04-07
Alesha McMullen	Ellensburg, WA	2020-04-07
kerrin Wilson	Las Cruces, NM	2020-04-07
Mariah Minjarez	Blaine, WA	2020-04-07
Emily Veitia	Ellensburg, WA	2020-04-07
Erin Zamzow DVM	Ellensburg, WA	2020-04-07
Dennis Young	Seattle, WA	2020-04-07
Jessica Hope Amason	Ellensburg, WA	2020-04-07
Philip Garrison	Ellensburg, WA	2020-04-07
Jacklyn Zumek	Ellensburg, WA	2020-04-07
Chloe Adkison	Ellensburg, WA	2020-04-07
Guadalupe Huitron-Lilly	Yakima, WA	2020-04-07

Name	Location	Date
Mia Reyes	Ocala, US	2020-04-07
Allison Carpenter	Ellensburg, WA	2020-04-07
Hagerenesh Takele	San Diego, US	2020-04-07
Nicholas Smith	Muncie, US	2020-04-07
Johnpaul okolie	Fresno, US	2020-04-07
kaley brody	danville, US	2020-04-07
Angela Lilly	US	2020-04-07
Brittany Jenkins	Charleston, US	2020-04-07
Millie Tran	Puyallup, US	2020-04-07
Mandi Gonzales	Palmdale, US	2020-04-07
Lyanne Fernandez	Houston, US	2020-04-07
Beatriz Prado	Katy, US	2020-04-07
Нигина Израильбекова	Лос-Анджелес, US	2020-04-07
Joanna Hunt	Ellensburg, WA	2020-04-07
Charli Fisher	Spring Hill, US	2020-04-07
Marcela Alvarado	Ridgefield, US	2020-04-07
Edwin Cordero	Central Islip, US	2020-04-07
Ronald Middleton	Ormond beach, US	2020-04-07
Rachel Thayne	Saint George, US	2020-04-07
Danielle Agnew	Chicago, US	2020-04-07
Karla aguilar	Whittier, US	2020-04-07
elena sara	Beverly Hills, US	2020-04-07

Name	Location	Date
Madelyn Batoy	Danville, US	2020-04-07
Destiny Vacchiano	Rossville, US	2020-04-07
Amber Gillette	Fort Myers, US	2020-04-07
Mariana Hernandez	Ashland, US	2020-04-07
jack le	Houston, US	2020-04-07
Alejandro Cortez	San Jose, US	2020-04-07
Jack Stewardson	San Jose, US	2020-04-07
Galina Covaliov	Brooklyn, US	2020-04-07
Samya Braddock	Ocala, US	2020-04-07
Julia Karns	Ellensburg, WA	2020-04-07
Carly Filbert	Fallston, US	2020-04-07
makayla bolton	Kalamazoo, US	2020-04-07
Steve Hartwell	Athol, US	2020-04-07
Dan Belo	Turlock, US	2020-04-07
Elizabeth Encalada	Carteret, US	2020-04-07
sherri hodes	Phoenix, US	2020-04-07
Sarah Faucher	Kingman, US	2020-04-07
Karla Elsasser	Oakland, US	2020-04-07
Salam Awad	Yakima, WA	2020-04-07
melissa quan	Far Rockaway, US	2020-04-07
Arnold Shwarz	Minneapolis, US	2020-04-07
Adi Jatta	Clinton Township, US	2020-04-07

Name	Location	Date
Ashley Kent	Blanch, US	2020-04-07
Naomi Short	Vicksburg, US	2020-04-07
Elizabeth Adorno	Augusta, US	2020-04-07
William Bettcher	Strongsville, US	2020-04-07
Maria Campoli	Vancouver, US	2020-04-07
Gabriella Brown	Chicago, US	2020-04-07
sharifa Kacarr	Hayward, US	2020-04-07
Amanda Miller	Boardman, US	2020-04-07
John Kramer	Marshfield, US	2020-04-07
Jack Wild	Provo, US	2020-04-07
lulu Lin	Flushing, US	2020-04-07
Jasmine Lewis	New Haven, US	2020-04-07
Jason Torigian	Oceanside, US	2020-04-07
Sophia DiDonato	Conshohocken, US	2020-04-07
Emma Robb	Windham, US	2020-04-07
siera pettet	Riverview, US	2020-04-07
Natalia Rodriguez	Hayward, US	2020-04-07
Amaya Knelly	Milton, US	2020-04-07
Twana Wilson	Orlando, US	2020-04-07
Owen Casey Surf	Encinitas, US	2020-04-07
Boyd Kapalamoto	Hobbs, US	2020-04-07
siera pettet	Riverview, US	2020-04-07

Name	Location	Date
Nayan Patel	Weston, US	2020-04-07
Cynthia Pittman	Tampa, US	2020-04-07
estefanie fuentes	Oxnard, US	2020-04-07
Mara Papaleo	Mentor, US	2020-04-07
Shireen Jarrar	Placentia, US	2020-04-07
Landon Latimer	Decatur, US	2020-04-07
Nancy Vazquez	Brea, US	2020-04-07
William Stenzel	SUNDERLAND, US	2020-04-07
Tiffani Redden	Denver, US	2020-04-07
Bianca Jean	Lehigh Acres, US	2020-04-07
Carlos Hernandez	Tampa, US	2020-04-07
Shamiracle Willingham	Athens, US	2020-04-07
Gary Kelsey	Ocean Shores, WA	2020-04-07
Charlotte Crowell	Austin, US	2020-04-07
Aidan Chaffin	Milledgeville, US	2020-04-07
Marina Koch	Ellensburg, WA	2020-04-07
Ceona Koch	Wrangell, AK	2020-04-07
Michaela Erickson	Oceanside, US	2020-04-07
Shane Quigley	New York, US	2020-04-07
Chelsea Chafon	Chicago, US	2020-04-07
Juliana Castillo	Durham, US	2020-04-07
Patti Goldman Deemer	Saint Petersburg, US	2020-04-07

Name	Location	Date
Abigail Horrocks	Vancouver, US	2020-04-07
Maritza Rosas	Spokane, WA	2020-04-07
Logan Lopez	San Jose, US	2020-04-07
Marsha Urizar	Rosemead, US	2020-04-07
ellie oneal	Crested Butte, US	2020-04-07
Michael Mercado	Miramar, US	2020-04-07
amber rugg	Confluence, US	2020-04-07
Emily Gunn	Malverne, US	2020-04-07
Adriana Villa	Renton, WA	2020-04-07
Brianna Sanchez	Los Angeles, US	2020-04-07
Janice Naragon	Borrego Springs, CA	2020-04-07
Bella Young	Castro Valley, US	2020-04-07
mya ronning	Pine, US	2020-04-07
Zachary Kashi	Great Neck, US	2020-04-07
Taylor Samsel	Austin, US	2020-04-07
Destiney Badillo	Manteca, US	2020-04-07
Earl Thompson	Chicago, US	2020-04-07
Mae Mitchell	Lewisville, US	2020-04-07
Maria Lara	Alhambra, US	2020-04-07
Shoukat Sanjrani	Edison, US	2020-04-07
Susie Gibson	Beckley, US	2020-04-07
Dal Dean	La Jolla, US	2020-04-07

Name	Location	Date
Keli Mcvean	Puyallup, US	2020-04-07
Lori Ramirez	Weatherford, US	2020-04-07
Tiehema Brown-Reese	US	2020-04-07
Leslie Delgadillo	Compton, US	2020-04-07
Kiara Fields	Springdale, US	2020-04-07
Paula Gelman	Las Vegas, US	2020-04-07
Jo Monahan	Ellensburg, WA	2020-04-07
Ryan Pascual	Bremerton, WA	2020-04-07
Virginia Aden	Ellensburg, WA	2020-04-07
Mickael Candelaria	Ellensburg, WA	2020-04-07
Louis Arroyo	Seattle, WA	2020-04-07
Odalys Esparza	Ellensburg, WA	2020-04-07
Fransisco hernandez barajas	Ellensburg, WA	2020-04-07
Carina Ramirez	Ellensburg, WA	2020-04-07
Jane Orleman	Ellensburg, WA	2020-04-07
Gregory Stewart	Hurricane, UT	2020-04-07
Miriam Cordova	Ellensburg, WA	2020-04-07
frank johnson	Ellensburg, WA	2020-04-07
Jennifer Hoyt	Ellensburg, WA	2020-04-07
Brenda Choi	Las Vegas, NV	2020-04-07
Mikaela Peizer	Sammamish, WA	2020-04-07
Solomon Kairu	Kent, US	2020-04-07

Name	Location	Date
Raul Santiago	Easton, WA	2020-04-07
Frank Crimp	Ellensburg, WA	2020-04-07
John Alley	Hyrum, UT	2020-04-07
Laura Espinoza	Kennewick, WA	2020-04-07
Jas Rios	Ellensburg, WA	2020-04-07
Maria Bernal	Ellensburg, WA	2020-04-07
Ivonne Solano	Morelia, Mexico	2020-04-07
Lisa Norris	Ellensburg, WA	2020-04-07
Lance Laurea	Tacoma, WA	2020-04-08
Maddi Davis	Ellensburg, WA	2020-04-08
Emily Bowen	Ellensburg, WA	2020-04-08
Dolores Gonzalez	Ellensburg, WA	2020-04-08
Jean Bishop	Seattle, WA	2020-04-08
Martin Colunga	Dallas, US	2020-04-08
Sierra Pessa	Boca Raton, US	2020-04-08
Kellee Rattray	Elmont, US	2020-04-08
Keneithia Evans	US	2020-04-08
Cinthya Juarez	Grand Island, US	2020-04-08
Liliana Magana	Portland, US	2020-04-08
Dymond Anderson	Portsmouth, US	2020-04-08
victoria brown	Phoenix, US	2020-04-08
Bob Ross	Pittsburgh, US	2020-04-08

Name	Location	Date
Mariela Martinez	Weslaco, US	2020-04-08
Tanima Alim-Pritom	Jackson Heights, US	2020-04-08
Ashlynn Boyd	Newberry, US	2020-04-08
Ashley McFadden	Bronx, US	2020-04-08
Kem Patteson	Goldendale, WA	2020-04-08
Atalaya Strom	Ellensburg, WA	2020-04-08
Maria Barrera	Ellensburg, WA	2020-04-08
Isis Sánchez	Roseburg, OR	2020-04-08
Nan Doolittle	Ellensburg, WA	2020-04-08
Sandy Dunning	Langley, WA	2020-04-08
Sandra Schnack	Riverside, CA	2020-04-08
Mayra Hernandez	Ellensburg, WA	2020-04-08
Elizabeth Maurer	Cle Elum, WA	2020-04-08
Raleigh koritz	Saint Paul, MN	2020-04-08
Laura Garrison	Renton, WA	2020-04-08
Darwin Hemmingson	Canby, OR	2020-04-08
martha sevilla	Ellensburg, WA	2020-04-08
Dale Loveland	Ellensburg, WA	2020-04-08
Sachi Wizell	Ellensburg, WA	2020-04-08
Marvely Hernandez	Caldwell, ID	2020-04-08
Mish Hall	Seattle, WA	2020-04-08
Jim bodeen	Yakima, WA	2020-04-08

Name	Location	Date
Susan Avila-Smith	Laredo, TX	2020-04-08
Pedro Bicchieri	Riyadh, Saudi Arabia	2020-04-08
Amy Loftis	Seattle, WA	2020-04-08
Emily Pulido	Seattle, WA	2020-04-08
Maria Morales	Ellensburg, WA	2020-04-08
Gared Contawe	Kent, WA	2020-04-08
Emily Jacobs	Ellensburg, WA	2020-04-08
Ana Rosa AlvarezCano	Ellensburg, WA	2020-04-08
Alma Lara	Ellensburg, WA	2020-04-08
Abby Smith	Ellensburg, WA	2020-04-08
Miguel Sánchez	Ellensburg, WA	2020-04-08
Shannon Stanfield	Jesup, GA	2020-04-08
Liz Whitaker	Ellensburg, WA	2020-04-08
Lori Chandler	Ellensburg, WA	2020-04-08
Joseph Powell	Ellensburg, WA	2020-04-08
Duane Reed	Yakim, WA	2020-04-08
Alisha Runckel	Bend, OR	2020-04-08
Kayla Moore	Neoga, US	2020-04-08
LeEtta Brumfield	Los Angeles, US	2020-04-08
Christina Jackson	Bronx, US	2020-04-08
Rebecca Sáenz	Brooklyn, US	2020-04-08
Hilda Hinojosa	Houston, US	2020-04-08

Name	Location	Date
Stephanie Sanabria	Chicopee, US	2020-04-08
Kyle Cousins	Richmond, US	2020-04-08
Isabella Vega	Riverside, US	2020-04-08
Meliza Baez	West Islip, US	2020-04-08
Wosley Madera	Tampa, US	2020-04-08
wendy kramer	Macomb, US	2020-04-08
Susan Smits	Green Bay, US	2020-04-08
Angelica Terso	Hyattsville, US	2020-04-08
chance lackey	Albemarle, US	2020-04-08
Avianna Williams	Chicago, US	2020-04-08
Cin Nunez	New York, US	2020-04-08
Mehak Mohsin	Sugar Land, US	2020-04-08
MaryAnn Marinucci	Westbury, US	2020-04-08
alyssa beale	Mebane, US	2020-04-08
Paul Markillie	Grand Blanc Township, US	2020-04-08
Katrina Cain	Hermitage, US	2020-04-08
Isaac Gres	San Antonio, US	2020-04-08
Charles Willis	Elk Grove Village, US	2020-04-08
Will Finch	Middletown, US	2020-04-08
Melissa Heithaus	Mckinney, US	2020-04-08
Melanie Johnson	Omaha, US	2020-04-08
lexi brown	Lykens, US	2020-04-08

Name	Location	Date
Angel Stevenson	Los Angeles, US	2020-04-08
Carlos Orozco	Miami, US	2020-04-08
Tadajah Jones	West Palm Beach, US	2020-04-08
M Paulette Nord-Rush	Tillamook, US	2020-04-08
Melinda Fleming	Portland, US	2020-04-08
Maizie Wilmoth	Winston-salem, US	2020-04-08
Amanda nieves	Lawrence, US	2020-04-08
Lakeisha Boyce	West Palm Beach, US	2020-04-08
Russanette Dennis	Kingston, US	2020-04-08
Donald Shaw	SYRACUSE, US	2020-04-08
rahaf Elhady	Sylvania, US	2020-04-08
Daisy Miller	New York, US	2020-04-08
Jerry Mulanax	Richland, US	2020-04-08
Michael Baez	Kissimmee, US	2020-04-08
zoe carricaburu	Miami, US	2020-04-08
Terrie Williams	Vidor, US	2020-04-08
Lori Westerlund	Kent, US	2020-04-08
Rebecca Smith	Long Valley, US	2020-04-08
Fabiola Olsson	Las Vegas, US	2020-04-08
Giuseppe Piazza	Asheville, US	2020-04-08
Michael Almoghrabi	Brooklyn, US	2020-04-08
Sitshengiso Moyo	US	2020-04-08

Name	Location	Date
Ballis Life	Briarcliff Manor, US	2020-04-08
Sara Zeleke	Woodbridge, US	2020-04-08
tomeka Stevenson	Statesville, US	2020-04-08
Ivette Rivera	Bronx, US	2020-04-08
shatasha stevens	Columbus, US	2020-04-08
Joseph Lambert	Anderson, US	2020-04-08
Kendall Kramer	Portland, OR	2020-04-08
Jackeline Yanez	Brownsville, US	2020-04-08
Rose Megyola	Naugatuck, US	2020-04-08
Mary Langley	Ellensburg, WA	2020-04-08
Clark Andelin	Stowe, US	2020-04-08
Kayla Gallentine	Ellensburg, WA	2020-04-08
Tonya Morrey	Ellensburg, WA	2020-04-08
Casey Marinkovich	Ellensburg, WA	2020-04-08
Brandon Bryant	Ellensburg, WA	2020-04-08
Ava Barabasz	Ellensburg, WA	2020-04-08
Emily Ball	Port Deposit, MD	2020-04-08
Chrysta Blechschmid	Hudson, OH	2020-04-08
Andres Pena	Piscataway, NJ	2020-04-08
Norma Testerman	Darlington, US	2020-04-08
Nereyda Chávez	Ellensburg, WA	2020-04-08
Marna Carroll	Ellensburg, WA	2020-04-08

Name	Location	Date
Raven Garcia	Ellensburg, WA	2020-04-08
Teresa Keith	Ellensburg, WA	2020-04-08
Rosa Anaya	Ellensburg, WA	2020-04-08
Aubrey Edwards	Ellensburg, WA	2020-04-08
Elizabeth Seelye	Seattle, WA	2020-04-08
Bill Tremblay	Milliken, CO	2020-04-08
Adam Hess	Ellensburg, WA	2020-04-08
Justin Cook	Ellensburg, WA	2020-04-08
Riley Weimer	Ellensburg, WA	2020-04-08
Destini Hannah	Ellensburg, WA	2020-04-08
Karma Ruder	Seattle, WA	2020-04-08
Jocelyn Aldana	Ellensburg, WA	2020-04-08
Larry Goodell	US	2020-04-08
Jamey Pitts	Ellensburg, ID	2020-04-08
Blake Johnson	Ellensburg, WA	2020-04-08
Kayleen rickle	Ellensburg, WA	2020-04-08
Irene Snavely	Covina, CA	2020-04-08
bella estey	Ellensburg, WA	2020-04-08
Orfelina Orozco	Easton, WA	2020-04-08
Kali Alvarez	wilson creek, WA	2020-04-08
Liam Schedler	Ellensburg, WA	2020-04-08
Nicole Lawson	Seattle, WA	2020-04-08

Name	Location	Date
jessica flett	ellensburg, WA	2020-04-09
luis bernal rodriguez	Spokane, WA	2020-04-09
Nazha Bouklij	Boise, ID	2020-04-09
Mike Villarreal	Bremerton, WA	2020-04-09
Sui Ioane	Pago Pago, American Samoa	2020-04-09
Christina Miller	Ellensburg, WA	2020-04-09
Jennifer Moultime	Ellensburg, WA	2020-04-09
Shawn Tilbury	Backus, MN	2020-04-09
V Magallon	San Diego, CA	2020-04-09
wayne morrow	Saint Louis, US	2020-04-09
Desiree Gonzales	Ellensburg, WA	2020-04-10
Molly Jennings	Ellensburg, WA	2020-04-10
HUGH STILLEY	San Marino, CA	2020-04-10
Laura Willcox	Rancho Santa Fe, US	2020-04-10
Seth Wettstein	Clarksville, US	2020-04-10
Kieran kenneally	Albany, US	2020-04-10
Felipe Hernandez	Pharr, US	2020-04-10
Ashley Creighton	Pittsburgh, US	2020-04-10
Sheila Joseph	Knoxville, US	2020-04-10
John Indaba	Charleston, US	2020-04-10
Rolando Ojeda	West Palm Beach, US	2020-04-10
Eli Patterson	Mount Hope, US	2020-04-10

Name	Location	Date
brent Reynolds	Rothbury, US	2020-04-10
Caitlin Palivec	Akron, US	2020-04-10
Olivia Mowrer	Yonkers, US	2020-04-10
Everett Simmons	Memphis, US	2020-04-10
Jaxon McAlees	Jupiter, US	2020-04-10
Briana Cotera	Miramar, US	2020-04-10
Jenny Moller	Los Angeles, US	2020-04-10
Kiki Lee	Flushing, US	2020-04-10
Shameka Cooper	Baton Rouge, US	2020-04-10
Austin Mcwilliams	New York, US	2020-04-10
ULONDA Hawkins	Fort Worth, US	2020-04-10
Pablo Guillen	Opa-locka, US	2020-04-10
Savannah Parson	Toledo, US	2020-04-10
Nicolas Thompson	Tallahassee, US	2020-04-10
Nelly Marrero	Saint Cloud, US	2020-04-10
Precious Ware	Las Vegas, US	2020-04-10
Sergio Sarmiento	Orange, US	2020-04-10
Prestina Wellons-Smiley	Broward, US	2020-04-10
Christian Cole	Belleville, US	2020-04-10
Carlos Moore	Hollis, US	2020-04-10
Lade Ade	Houston, US	2020-04-10
hannah king	Melbourne, US	2020-04-10

Name	Location	Date
Manindra Shrestha	Euless, US	2020-04-10
Taylor Carr	US	2020-04-10
Angeline Salvatierra	New York, US	2020-04-10
Dustin Helmondollar	Newark, US	2020-04-10
dylan weber	Macungie, US	2020-04-10
Jerry Wight	Comstock Park, US	2020-04-10
Tracey Kennedy	Rapid City, US	2020-04-10
Massiel Martinez	Yonkers, US	2020-04-10
Amaya Woodley	Orlando, US	2020-04-10
Gabriella Datil	Kissimmee, US	2020-04-10
Angelica Zywicki	US	2020-04-10
lynne negri	bonahm, US	2020-04-10
cali c	Crown Point, US	2020-04-10
Nytoria Corbett	Atlanta, US	2020-04-10
Brian Gil	Fort Lauderdale, US	2020-04-10
taylor cornish	Lithia, US	2020-04-10
cynthia register	Milton, US	2020-04-10
Kevin Dougherty	Wyndmoore, US	2020-04-10
Andrea Starling	Anaheim, US	2020-04-10
Erica Voll	Plano, US	2020-04-10
Valentina Sanchez	Fort Lauderdale, US	2020-04-10
Chris Schall	Kittanning, US	2020-04-10

Name	Location	Date
Safa Mohamed	Norcross, US	2020-04-10
Farhya Ndancky	New York, US	2020-04-10
John Keaweaeheulu	San Diego, US	2020-04-10
ryan Rodriguez	Fort Worth, US	2020-04-10
Eva Stoumbos	ELLENSBURG, WA	2020-04-10
Cecilia Lakin	Puyallup, WA	2020-04-10
Chelsey Johnson	Ellensburg, WA	2020-04-10
James Dela Cruz	Wapato, WA	2020-04-11
Bronson Moreno	Ellensburg, WA	2020-04-11
Marte Fallshore	Ellensburg, WA	2020-04-11
Natalie Riggs	Seattle, WA	2020-04-11
Lynneah Loomis	North Bonneville, US	2020-04-11
Jenni Goodridge	Walla Walla, US	2020-04-11
Agamjit Waraich	Indianapolis, US	2020-04-11
Derek Carl	Walnutport, US	2020-04-11
Ibrahim Islam	Troy, US	2020-04-11
Jorge Rios-Cifuentes	Miami, US	2020-04-11
Kathy Hedden	Keansburg, US	2020-04-11
Jessica Garten	Raleigh, US	2020-04-11
Peyton Paulson	Muskegon, US	2020-04-11
Todd Lorah	Quakertown, US	2020-04-11
Ava Berry	Tucson, US	2020-04-11

Name	Location	Date
Gabe Cook	Middleburg, US	2020-04-11
Jasper Price	Pemberville, US	2020-04-11
f t	Massillon, US	2020-04-11
Mylee Cossey	South Bend, US	2020-04-11
Gabe Youngs	Metairie, US	2020-04-11
Zainab Okunola	Indianapolis, US	2020-04-11
Chakita Jackson	Miami, US	2020-04-11
Janiya Rocquemore	Nashville, US	2020-04-11
Jame Bielecki	Rockford, US	2020-04-11
Grace Zhu	Troy, US	2020-04-11
Ashley Knox	Davison, US	2020-04-11
Yesenia Guzman	Indianapolis, US	2020-04-11
Ianis Zageris	Black Mountain, US	2020-04-11
Moe Lester	Dallas, US	2020-04-11
Saul Vivar	Houston, US	2020-04-11
Dominique Marquez	Orlando, US	2020-04-11
aiden griner	US	2020-04-11
Cornelis Delange	Howell, MI	2020-04-11
Yeeted Gaming	US	2020-04-11
Travis Rosadino	Badger, US	2020-04-11
Jacqueline Hernandez	US	2020-04-11
Sabrina Andrews	Mesa, US	2020-04-11

Name	Location	Date
Erica Herron	Conroe, US	2020-04-11
James White	Granite City, US	2020-04-11
Sukhvir Singh	Bothell, US	2020-04-11
Margarita Martinez	Las Vegas, US	2020-04-11
Rene Grisier	Grand Junction, US	2020-04-11
Eat Dude bum	Springfield, US	2020-04-11
Julie Tial	Indianapolis, US	2020-04-11
Carly Lakes	US	2020-04-11
Kaitlyn Reardon	Saint Augustine, US	2020-04-11
Caleb Elliott	Woodbridge, US	2020-04-11
Noah Moore	Knoxville, US	2020-04-11
Asiyah Muwwakkil	Orlando, US	2020-04-11
Monica Sui	Indianapolis, US	2020-04-11
Victor Jones	Orlando, US	2020-04-11
Hannah Hampton	Greenwood, US	2020-04-11
Tylor Raney	Columbus, US	2020-04-11
Labrenda Grant	Cocoa, US	2020-04-11
Dominic Perez	US	2020-04-11
Gurpreet Singh	Philadelphia, US	2020-04-11
Orlando Soto	Middletown, US	2020-04-11
Lillian Perez	Brooklyn, US	2020-04-11
Shymel Wright	Tucker, US	2020-04-11

Name	Location	Date
Nathan Alfred	Chandler, US	2020-04-11
Joseph Joestar	Minneapolis, US	2020-04-11
Sonia Jimenez	Panorama City, US	2020-04-11
Giselle Samonek	Saint Petersburg, US	2020-04-11
Boaz Ibarasa	Jersey City, US	2020-04-11
Alyssa Calvillo	Merrillville, US	2020-04-11
Iang Par	Indianapolis, US	2020-04-11
Joshua Neely	Monroe, MI	2020-04-11
Jesus Álva	Chicago, US	2020-04-11
Jacob Keen	La Porte, US	2020-04-11
faith turner	Indianapolis, US	2020-04-11
Glenn Phillips	Sheboygan, US	2020-04-11
Louis Acosta	West Palm Beach, US	2020-04-11
Zamar Martinez	Indianapolis, US	2020-04-11
Dawn Nieman	Hartland, US	2020-04-11
Kristin Comer	West Palm Beach, US	2020-04-11
Mikayli Laidig	South Bend, US	2020-04-11
Chel Camp	New York, US	2020-04-11
Amanda Spitalniak	US	2020-04-11
Amelia Suiter	Warren, US	2020-04-11
Liz Rosario	US	2020-04-11
Angel Sanchez	Boardman, US	2020-04-11

Name	Location	Date
Gregory Deverts	Pittsburgh, US	2020-04-11
Biak Kim	Indianapolis, US	2020-04-11
Lilly Fulk	Terre Haute, US	2020-04-11
Krystal Nguyen	Quincy, US	2020-04-11
Bryan Secord	Bath, US	2020-04-11
Jacob Azar	Raymond, US	2020-04-11
Averie Baird	St maries, US	2020-04-11
Julian Pray	Raleigh, US	2020-04-11
Wesley Lee Robinson	Milford, US	2020-04-11
Cynthia Fulreader	Santa Fe, US	2020-04-11
Janaa Smallwood	Edison, US	2020-04-11
Deb Ereaux	Roseville, MI	2020-04-11
Project Roza	Wellsville, US	2020-04-11
Rachel Cruz	West Bronx, US	2020-04-11
person of person	Bay Village, US	2020-04-11
Fabian Hernandez	Athens, US	2020-04-11
Dymond Bartee	Saint Petersburg, US	2020-04-11
Axel Rosales	Fresno, US	2020-04-11
Heather Rundle	Wilkes-Barre, US	2020-04-11
Denise Wood	Greenville, US	2020-04-11
Chun Wang	La Habra, US	2020-04-11
Manuel Tavarez III	Houston, US	2020-04-11

Name	Location	Date
Bob Jhon	Las Vegas, US	2020-04-11
Ryden Dang	Greenwood, US	2020-04-11
Brenda Rodriguez	Bronx, US	2020-04-11
Isaul Navarrete	South Bend, US	2020-04-11
Berenice Torres	Dallas, US	2020-04-11
Miguel Solorio	Valley Village, US	2020-04-11
Patrick Colburn	Traverse city, US	2020-04-11
Kamia Haines	South Bend, US	2020-04-11
Kirrah Sagraves	Ormond Beach, US	2020-04-11
Aiden French	Jackson, US	2020-04-11
Amelia Crawford	Madison, US	2020-04-11
Andry Paez	Manteca, US	2020-04-11
Wei Hao Chen	Kailua Kona, US	2020-04-11
Brandon Sanchez	Lakewood, US	2020-04-11
dio brando	Sacramento, US	2020-04-11
Rick S	Waterloo, US	2020-04-11
Julio Dejesus	Lancaster, US	2020-04-11
Ki'Marree Washington	Lakewood, US	2020-04-11
Bibi Johnson	Sarasota, US	2020-04-11
Jazlyn Aviles	US	2020-04-11
wulfrvm .	US	2020-04-11
Sieraa Johnson	Chicago, US	2020-04-11

Name	Location	Date
Michael LLerena	Paterson, US	2020-04-11
Diamond Johnson	Hammond, US	2020-04-11
Virginia angelone	Key Biscayne, US	2020-04-11
sean kelly	Darby, PA	2020-04-11
Aidan Hairopoulos	South Bend, US	2020-04-11
Erin Pugh	Troy, US	2020-04-11
colton williams	Cambridge, US	2020-04-11
Marilyn Smith	Chicago, US	2020-04-11
Daffanee Beeson	Orlando, US	2020-04-11
Tawana Chambliss	Xenia, US	2020-04-11
Zoe Smith	Milwaukee, US	2020-04-11
Jennifer Spurgeon	Portland, US	2020-04-11
Bob Davidovitz	Brooklyn, US	2020-04-11
Yenida Conesa	Miami, US	2020-04-11
Erin Haliburton	Ellensburg, WA	2020-04-11
Sara Ronen	Vancouver, WA	2020-04-12
vincent cherian	ronkonkoma, NY	2020-04-12
Diaz I Diaz	Ellensburg, WA	2020-04-12
Díaz I Díaz I	Ellensburg, WA	2020-04-12
Ann Miner	Roslyn, WA	2020-04-12
Melissa Chavez	Seattle, WA	2020-04-12
Karina Diaz	Seattle, WA	2020-04-12

Name	Location	Date
Katherine Gonzalez	Seattle, WA	2020-04-12
Demet Mujdeci	Canada, Canada	2020-04-12
Karina Lopez	Mattawa, WA	2020-04-13
Claudia Rivera	Cheney, WA	2020-04-13
Marisa Humphrey	Ellensburg, WA	2020-04-13
Jon Ferguson	Ellensburg, WA	2020-04-13
Sarah Guthrie	Ellensburg, WA	2020-04-13
Patrick Ferguson	University Place, WA	2020-04-14
V C	San Diego, CA	2020-04-14
Mariposa Cervantes	San Diego, CA	2020-04-14
Jan Seymour	Ellensburg, WA	2020-04-15
Elise LaRue	Ellensburg, WA	2020-04-15
Robert Fusfield	Ellensburg, WA	2020-04-16
Cynthia Mitchell	Ellensburg, WA	2020-04-16
Mandy Mittlieder	Bothell, WA	2020-04-17
jose rodriguez	Ellensburg, WA	2020-04-20
Leeandra Daguilar	Charlotte, US	2020-04-27
Allison Mulaa	bronx, US	2020-04-27
Asia Creath	Piqua, US	2020-04-27
sylvia porres	Covington, US	2020-04-27
Daniel Feeley	Las Vegas, US	2020-04-27
Teri Reigle	Orlando, US	2020-04-27

Name	Location	Date
Private Private	Decatur, US	2020-04-27
Britney Morris	Bessemer City, US	2020-04-27
Cindy Oh Oh	Springfield, US	2020-04-27
Teijahnay Roberson	Berkeley, US	2020-04-27
Frank Draper	Fairfield, US	2020-04-27
Gloria Barco	South Gate, US	2020-04-27
Jakayla Cooper	Houston, US	2020-04-27
Letecia White	Brooklyn, US	2020-04-27
Alexa Ochoa	Dayton, US	2020-04-27
Ashley Corona	Melrose Park, US	2020-04-27
Richard Veith	Ashland City, US	2020-04-27
Karen Talley	Temple Hills, US	2020-04-27
Nicholas Pierce	Shafter, US	2020-04-27
Liz G	San Leandro, US	2020-04-27
Abdi Ahmed	Fargo, US	2020-04-27
alex stone	West Orange, US	2020-04-27
Madge James	Mays Landing, US	2020-04-27
Timothy Ehrhardt	US	2020-04-27
Paul Kuzyk	Commerce City, US	2020-04-27
Breanna Smith	Charlestown, US	2020-04-27
Maxtin Invader	Norwich, US	2020-04-27
Liz LR	Altamonte Springs, US	2020-04-27

Name	Location	Date
French Bates	Louisville, US	2020-04-27
Julia Lund	Hollister, US	2020-04-27
Alex Meeker	Fitchburg, US	2020-04-27
Jackeline Gomez	Little Rock, US	2020-04-27
Christopher Bettencourt	New Bedford, US	2020-04-27
Sara Schoenbaum	Canon city, US	2020-04-27
Gabe Mariano	Garden Grove, US	2020-04-27
Evelyn Cano	Los ángeles, US	2020-04-27
Olivia Ballard	Philadelphia, US	2020-04-27
Alyssa Rico	San Antonio, US	2020-04-27
Shakayla Thomas	Compton, US	2020-04-27
Katie O'Brien	Houston, US	2020-04-27
Maria Mier	Yuma, US	2020-04-27
gail plant	Plymouth, US	2020-04-27
Melissa Williams	Dublin, US	2020-04-27
sandra martinez	Fresno, US	2020-04-27
Anthony Castelar	San Antonio, US	2020-04-27
Ella Conti	Anchorage, US	2020-04-27
Isabelle Bricout	Secaucus, US	2020-04-27
jenna soko	Portage, US	2020-04-27
Jason O'Brien	Houston, US	2020-04-27
Leslie Doyle	Elgin, IL	2020-04-27

Name	Location	Date
Brian Marcum	Madison, US	2020-04-27
Guillermo Duron	Houston, US	2020-04-27
Nancy Dollard	Uniontown, US	2020-04-27
daniela aguayo	Santa Ana, US	2020-04-27
nate johnston	US	2020-04-27
Adolfo Morales	Phoenix, US	2020-04-27
Brenda Martinez	Birmingham, US	2020-04-27
Tony Navarro	Clewiston, US	2020-04-27
Tony Nguyen	Louisville, US	2020-04-27
Evelyn Velez	Bronx, US	2020-04-27
Ava Lotito	Bronx, US	2020-04-27
ALPHA BLOODSTAR CatWolfR	Phoenix, US	2020-04-27
Danny Davis	Modesto, US	2020-04-27
Larson Flanagan	Hampton, US	2020-04-27
Stephanie Nunez	New York, US	2020-04-27
Joseph Fallstrom	Ellensburg, WA	2020-04-27
Allison Hart	Bellingham, WA	2020-04-27
Ray Ball	Lawrence, KS	2020-04-27
Jay Carreira	Buffalo, US	2020-04-27
Yasha Hough	Key Largo, FL	2020-04-27
Louise LaRue	Black Diamond, WA	2020-04-27
Arc Moser	Kyle, TX	2020-04-27

Name	Location	Date
Kathleen Barlow	Ellensburg, WA	2020-04-27
Michelle Nellis	Beaverton, OR	2020-04-27
Jazmin Gonzalez	Ellensburg, WA	2020-04-28
Jazmin Gonzalez	Tacoma, WA	2020-04-28
Abigail Roberts	Worcester, MA	2020-04-28
Daniel Regan	Silver Spring, US	2020-04-28
abbas gholizadeh	tehran, US	2020-04-28
Yasser Khalifa	Brooklyn, US	2020-04-28
Hazel Castillo	Bowie, US	2020-04-28
Julie Roberts	Ashburn, US	2020-04-28
mykiah Owens	Jacksonville, US	2020-04-28
bob the builder	Los Angeles, US	2020-04-28
gianna cullen	elk grove, US	2020-04-28
Maria Sahagun	Twin Falls, US	2020-04-28
Aubrey Smith	Frisco, US	2020-04-28
Lora Meier	Forest City, US	2020-04-28
Olivia Embry	Denver, US	2020-04-28
Matthew Wilson	Sandy, US	2020-04-28
Ava Montesanti	Billerica, US	2020-04-28
jeff xu	Portland, US	2020-04-28
Gabriella Hughson	Buffalo, US	2020-04-28
Matin Fatemi	Esfahan, US	2020-04-28

Name	Location	Date
Kadefet Gayadeen	Bronx, US	2020-04-28
Daisia Slade	Greenville, US	2020-04-28
Antonio Long Wolf	US	2020-04-28
Payton Harvill	Seattle, WA	2020-04-30
Blake Runckel	Bend, OR	2020-04-30
Meghann Bunce	West Linn, OR	2020-05-01
G. C. Harv	Ellensburg, WA	2020-05-01
Martha Sevilla	Ellensburg, WA	2020-05-01
Erin Halstead	Washington, DC	2020-05-03
Marty Reza	Las Vegas,, US	2020-05-03
Erin Harris	Lawrenceville, US	2020-05-03
Donna Keith	West Point, US	2020-05-03
Corey Mattimore	Reno, US	2020-05-03
Christian Aboona	Sterling Heights, US	2020-05-03
Shani Baker	Silverthorne, US	2020-05-03
Edward Reyna	Waco, US	2020-05-03
Lorrie Cleveland	Dawson, US	2020-05-03
Rachel Revell	Van Buren, US	2020-05-03
Bethzaida Lopez	Davenport, US	2020-05-03
joneisha stroger	South Holland, US	2020-05-03
Christopher Valdez	Mcdonough, US	2020-05-03
Birsen Bloom	Alpharetta, US	2020-05-03

Name	Location	Date
Mark Vratny	Detroit, US	2020-05-03
Isaac Huber	Sacramento, US	2020-05-03
Ava Whitaker	New Hope, US	2020-05-03
Jill Mulato	Mission Viejo, US	2020-05-03
Marina Vuleta	Zagreb, US	2020-05-03
Devon Piret	Angie, US	2020-05-03
Jade McBride	Springfield, US	2020-05-03
Aurowyn Grgich	Rigby, US	2020-05-03
Armando Tumbaga	Miami, US	2020-05-03
Maddie Sakkk	Birmingham, US	2020-05-03
Donna Wiliams	San Antonio, US	2020-05-03
Brittany Ellison	Spokane, US	2020-05-03
Valerie Tweddle	Las Vegas, US	2020-05-03
Ravi Ahujah	Burbank, US	2020-05-03
Maria Coutinho	Margate, US	2020-05-03
Julie Ann Lastimosa	Hoxie, US	2020-05-03
Khan Mohammed	Elmont, US	2020-05-03
Haley Anselmo	Baton Rouge, US	2020-05-03
Jada Williams	Orlando, US	2020-05-03
Juan Soto	Fort Lauderdale, US	2020-05-03
Sarah Douglass	Smithtown, US	2020-05-03
Irmãris Ruiz	Bronx, US	2020-05-03

Name	Location	Date
Krisaundra Merchant	Vancouver, US	2020-05-03
Chung Choi	Riverside, US	2020-05-03
Ralph Chavez	Clermont, US	2020-05-03
Ms Me	Alviso, US	2020-05-03
Jennifer Crawford	Beloit, US	2020-05-03
Sukhjinder Singh	Deptford, US	2020-05-03
Bernard Lenz	US	2020-05-03
Sophia Williams	Buckhannon, US	2020-05-03
Madi Muhs	Springfield, US	2020-05-03
Peter Schellhorn	Glenview, IL	2020-05-04
Michael Smith	Reno, US	2020-05-05
Claude Vernet	Orlando, US	2020-05-05
Lamonique Allen	Harker Heights, US	2020-05-05
Vanleesa Nhim	Palmyra, US	2020-05-05
Maddie Davis	Jonesboro, US	2020-05-05
Heaven Witman	Washington, US	2020-05-05
Amari Adimu	Acworth, US	2020-05-05
Marie Pridemore	Vancouver, WA	2020-05-06
R Javate	Chicago, US	2020-05-06
Nick Caputo	Oakland, CA	2020-05-06
Helberth Quisbert	Union City, US	2020-05-06
Justice Hughes	Ypsilanti, US	2020-05-06

Name	Location	Date
Ashley Hart	Cincinnati, US	2020-05-06
Abby Shannon	US	2020-05-06
Jeyron Sepulveda	Passaic, US	2020-05-06
Isolina Miller	Marlborough, US	2020-05-06
Candice Bierdeman	Elk City, OK	2020-05-06
Shanice Dean	San Bernardino, US	2020-05-06
Jayden Daye	New York City, US	2020-05-06
rachael Glogovsky	Lake Geneva, US	2020-05-06
Tameka Davidson	Brooklyn, US	2020-05-06
Bailey Herman	Ellensburg, WA	2020-05-07
Angus Brookes	Ellensburg, WA	2020-05-08
Kateriena Conn-kirtley	Kent, US	2020-05-10
LaToria Richardson	US	2020-05-10
Daishia Eleby	Memphis, US	2020-05-10
Gretchen Sinilong	Qatar, US	2020-05-10
Jose Monroy	Paramount, US	2020-05-10
Victoria Lamptey	Hockessin, US	2020-05-11
Gracie skully	Litchfield, US	2020-05-11
Alice Peterson	Minneapolis, US	2020-05-11
John Doe	Elkridge, US	2020-05-11
Aniyah Sims	Columbia, US	2020-05-11
Brooke Caullon-Fox	Hialeah, US	2020-05-11

Name	Location	Date
Christina Willson	Tacoma, US	2020-05-11
Azalea Prior	North Charleston, US	2020-05-11
triniti hutchison	Mabank, US	2020-05-11
LaTavia Terry-McGee	Fairfax, US	2020-05-11
Kay Craig	Ellensburg, WA	2020-05-11
Maria PhillipKnight	New York, US	2020-05-11
Carla Guzman	Lake Worth, US	2020-05-11
Rosalba Cervantes	Ellensburg, WA	2020-05-11
Alicia Bryant	Woodbridge, US	2020-05-11
Angelina Amastal	Brooklyn, US	2020-05-11
Patricia Meek	Powderly, US	2020-05-11
Brandy McClain	Branson, US	2020-05-11
Zariyah Smith	Fort Worht, US	2020-05-11
Wesley Jardim	Rockland, US	2020-05-11
Nobie Stokes	Ranger, US	2020-05-11
Maggie Neumann	Cincinnati, US	2020-05-11
Samantha Hooker	Pontotoc, US	2020-05-12
Khambia Clarkson	Marshalltown, US	2020-05-12
Travis Jones	Houston, US	2020-05-12
April Greer	Conyers, US	2020-05-12
Carla Rogers	Conyers, US	2020-05-12
Isabel Rhee	Ridgewood, US	2020-05-12

Name	Location	Date
Brittany Snow	Selma, US	2020-05-12
Lashae Braxton	San Diego, US	2020-05-12
Ana Rae Miller	Seattle, WA	2020-05-12
Roemello Simon	Atlanta, US	2020-05-12
Tearial Frierson	Silver Spring, US	2020-05-12
Erica Streeter	Dallas, US	2020-05-12
Shantel Bonner	Marion, US	2020-05-12
Steven Seifert	South Bend, US	2020-05-12
Ibara Saegusa	Easton, US	2020-05-12
Jada Dahl	Chitina, US	2020-05-12
Isha Sehgal	Redmond, US	2020-05-12
Ava Schilling	Schofield, US	2020-05-13
Shameka Holley-Mills	Raleigh, NC	2020-05-13
Fred Padjen	Ellensburg, WA	2020-05-14
Rosa Yoxtheimer	Bonney Lake, WA	2020-05-14
Linda Dezotelle	Ridley Park, US	2020-05-14
Samia Register	Lakewood, US	2020-05-14
Breanna Jackson	Humble, US	2020-05-14
Dena Bush	Georgetown, US	2020-05-14
Hanna Fredeen	Ellensburg, WA	2020-05-14
Julee Trudeau	Ellensburg, WA	2020-05-14
Gloria Bugni	Ellensburg, WA	2020-05-14

Name	Location	Date
Pizza Slice	Milwaukee, US	2020-05-14
Ben Starks	Omaha, NE	2020-05-14
Declan Patton	Virginia Beach, US	2020-05-14
Jasmine Booker	Decatur, US	2020-05-14
Ramya Rajendra	Chicago, US	2020-05-14
lynette Schwertfeger	Quartz hill, US	2020-05-14
Viviana Cisneros	Ellensburg, WA	2020-05-14
Kristy Ehrman	Ellensburg, WA	2020-05-14
Deanna Bangs	Ellensburg, WA	2020-05-14
Allyson Rogan-Klyve	Ellensburg, WA	2020-05-14
Tina Buchholz	Ellensburg, WA	2020-05-14
Holly Jones	Yakima, WA	2020-05-14
Tina Greene	Ellensburg, WA	2020-05-14
Peter Cookson	Ellensburg, WA	2020-05-14
Soliel Grandison	Midlothian, US	2020-05-14
Marcial Soto	Los Angeles, US	2020-05-14
Nigga Racer	Houston, US	2020-05-14
Anna Nelson	Ellensburg, WA	2020-05-14
Christina Emerick	Ellensburg, WA	2020-05-14
Vicky Regis	Midlothian, US	2020-05-14
Ayanna Mackins	Washington, US	2020-05-14
Jabir Phillips	Laurelton, US	2020-05-14

Name	Location	Date
Amber Hendershot	Ellensburg, WA	2020-05-14
Dena Albinio	Waimanalo, US	2020-05-14
De'Attre Culp	Chicago, US	2020-05-14
amanda gerber	Washington, US	2020-05-14
ANTHony MCDOWELL	Baltimore, US	2020-05-14
Carol Dormady	Ellensburg, WA	2020-05-14
Koushik Ghosh	Seattle, WA	2020-05-14
Deborah Williams	Ellensburg, WA	2020-05-14
Teresa Francois	Ellensburg, WA	2020-05-14
Stuart Boersma	Ellensburg, WA	2020-05-14
Kearsten Weeks	Ellensburg, WA	2020-05-15
Evelyn Guzman	Porterville, US	2020-05-15
Myles Wesley Kent	Vista, US	2020-05-15
Alonzo Lewis	Oakland, US	2020-05-15
BRANDON MCCOLLOUGH	LUBBOCK, US	2020-05-15
Leonardo Oliveira	Warren, US	2020-05-15
Alec Nixon	Cloverdale, US	2020-05-15
Kaylee Anderson	Huntington Beach, US	2020-05-15
Nikolas Paz	Miami, US	2020-05-15
JAHMEE HARRIS	Poquoson, US	2020-05-15
Leslie Rivera	Easley, US	2020-05-15
Deidrea Lee	Brooklyn, US	2020-05-15

Name	Location	Date
Eladia Santos	Brooklyn, US	2020-05-15
Katie Purcell	Ellensburg, US	2020-05-15
Deidre LINK	Ellensburg, WA	2020-05-15
Eva Frink	Ellensburg, WA	2020-05-15
Lisa Tweed	Ellensburg, WA	2020-05-15
Kari Shelley	Ellensburg, WA	2020-05-15
Cheryl Brenton	US	2020-05-15
heidi faken	Everett, WA	2020-05-15
Tiffany McCoy	Cle Elum, WA	2020-05-15
Rachel DiLorenzo	Ellensburg, WA	2020-05-15
Yecenia Cendejas	Ellensburg, WA	2020-05-15
Tristan White	Sarasota, US	2020-05-15
Suetyim Leung	Boca Raton, US	2020-05-15
Jamie Macke	Ellensburg, WA	2020-05-15
Jason Harless	Yakima, WA	2020-05-15
Daniel Torres	Tampa, US	2020-05-15
Natalie B	Palmdale, US	2020-05-15
Kyoko Cleveland	Ellensburg, WA	2020-05-15
Melisa Hernande	Mission Viejo, US	2020-05-15
Maria Gomez	Ellensburg, WA	2020-05-15
Nicole Linares	Ellensburg, WA	2020-05-15
Ever Portillo	Dallas, US	2020-05-15

Name	Location	Date
Hannah Tower	Ellensburg, WA	2020-05-15
Suzanne Noble	Ellensburg, WA	2020-05-15
Sophia Marquez	US	2020-05-15
Sydnee Sterkel	Ellensburg, WA	2020-05-15
Heather Smith	Plainfield, US	2020-05-15
Angel Deleon	Elk Grove, US	2020-05-15
Jeremy Hernandez	Round Lake, US	2020-05-15
Jordan Escobar	Buda, US	2020-05-15
Christopher Guzman	North Hollywood, US	2020-05-15
Loraine Young	Ellensburg, WA	2020-05-15
Mary martinez	Ellensburg, WA	2020-05-15
Kimberly Watson	Seattle, WA	2020-05-15
Jessica Murillo	East Wenatchee, WA	2020-05-15
Averie Bogart	Wichita, US	2020-05-15
Jeri Green	Columbia, US	2020-05-15
Corinne Grieve	Ellensburg, WA	2020-05-15
Diana SalahAli	Justice, US	2020-05-15
Maureen Dougherty	Sharpsville, IN	2020-05-15
Michelle Bibich	Ellensburg, WA	2020-05-15
Jana Contreras	Ellensburg, WA	2020-05-15
Lisa Hall	Everett, WA	2020-05-15
Kimber Badertscher	Ellensburg, WA	2020-05-15

Name	Location	Date
Marti Bradley	College Place, WA	2020-05-15
Jeanette Pacha	Ellensburg, CA	2020-05-15
Heather Hazlett	Ellensburg, WA	2020-05-15
Gabrielle McNeillie	Ellensburg, WA	2020-05-15
Somayeh Tamadon	US	2020-05-15
Doch gurvil Gurrea	Corona, US	2020-05-15
Sarah Phillips	Garden Grove, US	2020-05-15
Lindsey Ruiz	Burbank, US	2020-05-15
Tina Long	Santa Ana, US	2020-05-15
Judah Drabin	US	2020-05-15
Cherish Honesty Harris	Kennesaw, US	2020-05-15
Lateea Williams	Kansas City, US	2020-05-15
David Brennan	Oakland, US	2020-05-15
Betty McKinney	Ellensburg, WA	2020-05-15
brian mattson	Novato, US	2020-05-15
Gabrielle Melheim	Ellensburg, WA	2020-05-15
Debby Willette	Greencastle, US	2020-05-15
Celeste Morales	Fort Worth, US	2020-05-15
Nathan Dinnall	Lynn, US	2020-05-15
Olivia Hughes	Richardson, US	2020-05-15
Sheniel Brownlee	Chicago, US	2020-05-15
Marcy Short	Ellensburg, WA	2020-05-15

From: Kem Patteson <pattekg1@gmail.com>
Sent: Sunday, May 17, 2020 8:24 AM
To: Linda Schactler <Linda.Schactler@cwu.edu>
Subject: APOYO decision

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To the CWU Board of Trustees:

As a child, growing up in Ellensburg, my mother struggled and, for a time, needed food assistance. I was fortunate enough to get that assistance and later attend CWU. I now have earned a PhD in Biochemistry and worked (among other places) for the National Institutes of Health conducting Biomedical research to help others. None of which would have been possible if there had been no one to help my family through tough times.

While attending Central, administration made a very large deal of their charitable contributions and partnerships with the community...and still do every time they ask me, as an alumni, now to support them financially. Are these nothing but empty words now?

I am forced now to wonder, with this decision, how many disadvantaged children will lose *their* chance to make a difference and achieve their dreams?

I have watched how tirelessly the APOYO food bank has served the community since the day it started. I have watched as CWU administrator after administrator has forced them to jump through hoop after hoop in order to justify their existence (which they have done) only to be told now that they are no longer worthy enough to "partner" with CWU.

To say that CWU values its partnerships and its charitable work has obviously become meaningless now, since APOYO seemed to be one of the few programs that was actually effective, and requires a minimum amount of actual support from CWU.

So I am forced to wonder, what is the real reason for this decision?

APOYO have consistently demonstrated student participation, helped disadvantaged members of the community, some who had later become Central students.... it seems that APOYO has, perhaps, given CWU more than APOYO got from CWU...so what is the reason to dissolve the partnership now, when more and more families are in desperate need of help?

I'm forced to wonder if this more about *who* APOYO helps than anything else...I hope CWU will reverse this horrible decision and do the right thing... and I will encourage all alumni to

withdraw their support from this school if their words continue to say: "We care about helping our community", but their actions say something entirely different.

Kem Patteson, PhD
CWU alumni

July 14, 2020

Board of Trustees
Central Washington University
Ellensburg, WA

Dear Members of the Board,

While we are aware that the Board of Trustees ruled in May that the contract with APOYO (Allied People Offering Year-Round Outreach) is an administration decision, we feel it is important to inform you that we are requesting an extension of APOYO's contract to allow time to open the dialogue among CWU administration, students, faculty, APOYO and other stakeholders about how the CWU-APOYO partnership can be preserved. We feel this is a win-win situation that benefits everyone. The discussions up to this point have mostly been between CWU administration and APOYO, and faculty and student voices need a chance to be heard. Provost DenBeste supports the faculty request for an extension of APOYO's lease so that we can open the dialogue among CWU and APOYO stakeholders on how the partnership can be preserved. **We request the BOT's support in extending the contract to allow time for these conversations.**

As you know, there is widespread support amongst students, faculty and our community to maintain an on-campus presence of APOYO. Numerous letters of concern have been sent from students, faculty, and even department chairs about this issue, including a January 2020 ASCWU resolution demanding adequate space for APOYO. On June 26, 2020, President Gaudino responded to recent student and faculty letters of concern about the pending termination of CWU's contract with APOYO, stating that the decision to not renew the MOU with APOYO is related solely to the current physical space, and recommended that we address our concerns with Provost DenBeste to discuss how we can keep APOYO at the center of teaching and learning. The opportunity provided by President Gaudino to have faculty and student voices heard by Provost DenBeste was welcomed.

Faculty had a productive meeting with Provost DenBeste on July 9, 2020, during which faculty requested that CWU postpone canceling APOYO's lease for on campus operations to allow time for student and faculty voices to be heard, and to work to maintain an on-campus presence of APOYO at CWU. Provost DenBeste requested that we submit a proposal of how the CWU-APOYO partnership can be strengthened. Attached is this proposal.

While all parties agree that the building in which APOYO is currently housed is in poor condition, the building can continue to house APOYO while these needed conversations are held, including investigating a donor funded option for a renovated or new space for APOYO. We are also aware that the BOT and administration have explored the resources offered by the FISH food bank in the case that APOYO is no longer able to operate. While FISH does an excellent job serving our community, FISH does not have the trusted relationship with the clients that APOYO serves, and does not provide the cultural or learning opportunities for our students that APOYO does. Additionally, APOYO provides several tons of food each month to the community through Northwest Harvest. The FISH Food Bank does not receive food through Northwest Harvest, so that food would no longer be distributed in our area if APOYO no longer does it.

By terminating APOYO's contract this summer, CWU loses a unique and valuable resource that supports CWU's mission, and service and experiential learning opportunities that are valued by CWU students

and faculty. Additionally, the timing could not be worse due to the heightened needs that COVID has created for disadvantaged members of our community and the instability in race relations at this time. Thank you for your support.

Sincerely,

A handwritten signature in cursive script that reads "Susan Kaspari".

Dr. Susan Kaspari, Professor
Department of Geological Sciences
Central Washington University
kaspari@geology.cwu.edu

A handwritten signature in cursive script that reads "Daniel D. Beck".

Daniel D. Beck, Professor
Department of Biological Sciences
Director, El Centro Latinx for Latino and Latin American Studies
Central Washington University
beckd@cwu.edu

The CWU-APOYO Community Partnership: A Map for the Future

We write this document on behalf of CWU students, faculty, staff and administration to open channels of communication that will create a more productive, positive long term community partnership between CWU and Allied People Offering Year-Round Outreach ("APOYO"). The on-campus community partnership between CWU and APOYO is over 20 years old and is unique in serving a largely immigrant population, building bonds of trust with our community, and providing a wide range of opportunities to CWU students. **In requesting that CWU postpone canceling APOYO's lease for on-campus operations, we provide this document, which outlines how our relationship can be improved. CWU recognizes the value of this partnership and realizes that we have everything to gain and nothing to lose by taking time now to listen to student and faculty voices who are asking to be heard.** This document presents a scaffold for issues we will address in the coming months to help create a clearer, more sustainable relationship between CWU and APOYO. Specifically, we outline three categories, with specific actions, that will be addressed in upcoming discussions.

- 1) A description of infrastructure and procedural components of the community partnership between APOYO and CWU.
- 2) Academic, teaching, and service learning activities that can be done by CWU students, faculty with support by staff at APOYO.
- 3) Development steps for supplemental funding and sustainability.

I. Infrastructure and Procedural Components of the community partnership between APOYO and CWU

The current APOYO governing board includes:

Philip Garrison	President
Veronica Acevedo	Vice Pres
Patricia Garrison	Sec/Treas.
Evelyn Heflen	Advisor
Leo Acevedo	Advisor
Stefanie Wickstrom	Advisor
Julia Karns	Advisor
Alex Mandujano	Advisor
Moises Rosas	Advisor
Tomasa Pearson	Advisor

Recent Facility Use Agreements between Central Washington University and APOYO addresses CWU's Obligations related to student engagement, stating:

"CWU, through its Dean of Student Success (or designee), will coordinate with APOYO to arrange opportunities for CWU students to participate in APOYO's activities as volunteers, student

interns, or otherwise in furtherance of CWU's interests in promoting student leadership skills, service learning, and community involvement."

APOYO's obligation is similarly stated as:

"APOYO, through its authorized representatives, will coordinate with CWU's Dean of Student Success (or designee) to arrange opportunities for CWU students to participate in APOYO's activities as volunteers, student interns, or otherwise in furtherance of CWU's interests in promoting student leadership skills, service learning, and community involvement."

A key objective here is to develop a stronger management and communication infrastructure for our CWU-APOYO community partnership. From a faculty perspective, the recent structure of CWU-APOYO agreements has not harnessed the full potential for APOYO as a resource for student learning. Moreover, our new partnership should more clearly outline responsibilities of both parties (CWU and APOYO). Both CWU and APOYO must identify individuals within leadership who are responsible for communication and following through on commitments. For example, CWU faculty could be appointed as liaisons to the APOYO governing board, increasing opportunities for involvement of the CWU community as described below, and improving communication between CWU and APOYO. In addition, CWU's expertise could be harnessed with faculty and students through the Central Communication Agency under the guidance of communications professor Dr. Cesar Garcia and through CWU's new sustainability certificate program under the guidance of professor Dr. Susan Kaspari (see below).

II. Strengthening CWU-APOYO Academic, Teaching and Service Learning Opportunities

A. Service, Experiential Learning and Research Opportunities for CWU Students through APOYO

These activities build on previous teaching, learning and service projects that have comprised CWU's partnership with APOYO for the past 20 years. APOYO serves as a core partner to CWU's Latino and Latin American Studies program. CWU students have benefited from internship and independent study opportunities with APOYO over many years 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 the 4 levels of 1) Teaching and Learning, 2) Inclusiveness and Diversity, 3) Scholarship and Creative Expression, and 4) Public Service and Community Engagement.

Below is a preliminary survey of past and future opportunities for CWU students to work with APOYO, that includes all four CWU colleges:

- **College of Arts and Humanities**

- World Languages and Cultures Drs. Andrea Herrera-Dulcet, Stella Moreno, Nathalie Kasselis Spanish Heritage Language Courses examine Latinx and Spanish resources on campus, and having APOYO on campus is a tremendous resource. Students are able to volunteer at APOYO, interview APOYO founders and its members, and help with Spanish brochures. Past students have translated videos about APOYO from Spanish to English. Many Spanish majors plan to teach, and they could help those people who need help with the English language by giving English courses.
- History Dr. Jason Dormady. Independent study oral history project, History 481 Senior Thesis. Potential for student to conduct oral history project of APOYO, which could be

funded through the C. Farrell Scholarship, which provides full tuition, \$200 towards books, + research costs.

- Communication Dr. César García. Non-profit and PR students can do internships with APOYO, and learn about working for a non-profit organization that does community building. A personal relations team through the Central Communication Agency could work with APOYO for community promotion, fundraising, and assistance with APOYO's website and social media.
- **College of Education and Professional Studies**
 - Education, Development, Teaching and Learning Dr. Teri Walker. Education students through the Elementary Education program includes a community agency field experience: ELEM392 Lab II Culture and Society. This course emphasizes community resources, and the APOYO partnership supports learner outcomes including engagement in community-based learning opportunities, and exploration of social service agencies that serve families. Additionally, CWU's application for the Carnegie Classification for Community Engagement identified APOYO as a partner, noting that: APOYO has helped recruit over 25 food bank clients and/or their children as CWU students; APOYO has served CWU students in need of assistance; APOYO provides ethnically sensitive food and support to a diverse population in the region, and is available to all; and APOYO provides volunteer opportunities for students to help distribute food and communicate with families in Spanish.
 - Dr. Susana Flores, advisor of MEChA, student internships and volunteer hours
- **College of Business**
 - Economics Dr. Toni Sipic. Previously students in management and human resources have collected food for APOYO, and students in the Association of Latino Professionals For America (ALPFA) want volunteer opportunities with APOYO to continue in the future.
- **College of the Sciences**
 - Anthropology and Museum Studies Drs. Hope Amason and Rodrigo Renteria-Valencia – Each year, CWU museum studies students volunteer at APOYO and benefit from relationships with community members and students they meet at APOYO. Non-Spanish speakers in the Anthropology department use APOYO as an opportunity to practice Spanish. Anthropology's relationship with APOYO informs the development of museum programs and exhibits (e.g. *the Miracles of Mexican Fold Art: Retablos y Ex Votos* exhibit, 2016).
 - Law and Justice Dr. Veronica Cano and others. Current independent study projects focusing on the Latinx community in the northwest can be expanded into research projects on immigrants' rights, the importance of culturally responsive practices in integration strategies, and acculturation strategies among Latinx youth. Law and justice majors with interest in community service benefit from working directly with Latinx families through internships. Work can be done with APOYO through LAJ210 Latinos, Law and Justice.
 - Political Science Dr. Stefanie Wickstrom directs student assignments and projects.
 - Sociology Dr. Pam McMullin-Messier. APOYO provides valuable opportunities for students in the Social Services majors who are required to complete an internship, allowing these students to apply their knowledge to learn how to serve a vulnerable community.
 - Sustainability Certificate Dr. Susan Kaspari. CWU's Sustainability Certificate prepares students for entry into public or private sector jobs related to organizational or environmental sustainability. By working with APOYO, CWU students can address the United Nations Sustainable Development goals.
 - CWU's NSF sponsored SOBRE Mexico Program Dr. Daniel Beck. APOYO provides valuable opportunities for participants to connect with local Latinx community before and after research and service learning internships in Mexico.

CWU's partnership with APOYO supports CWU in fulfilling its academic objectives. Better communication from CWU programs and faculty with APOYO about academic objectives and activities with APOYO will help to facilitate CWU in achieving its objectives.

III. Development ideas for supplemental funding and sustainability

APOYO is a unique resource on CWU's campus that would make CWU competitive in obtaining funding. APOYO has financial resources and potential additional grant money that could help CWU support some of its costs related to providing space for APOYO on campus. APOYO has received considerable offers of support for its operations, resources that could be used in its partnership with CWU. As CWU continues its relationship with APOYO, there are additional funding opportunities that CWU faculty and students could pursue that would support student learning related to APOYO. Delaying evicting APOYO from the CWU campus will give time for us to explore these opportunities, and to work with staff from the CWU foundation, Office of Research and Sponsored Programs, and College development officers in identifying additional funding sources.

Subject: RE: concern over CWU's aviation department

Date: Wednesday, June 24, 2020 at 8:22:20 PM Pacific Daylight Time

From: Aaron Childs

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June 23, 2020

President and Board of Trustees

Central Washington University

Ellensburg, Washington

Dear Mr. Gaudino and CWU Board of Trustees (and to whom it matters):

This letter is to address my concern over Michelle DenBeste's letter written to the CWU aviation students per the CWU aviation [website](#) dated on June 16th. Furthermore, I am even more concerned and dismayed over the letter written by the aviation department dated on June 22nd in response to DenBeste's letter.

My son is completing his 1st year at CWU's aviation program. Granted, it was very challenging for him to be accepted into the program initially due to its popularity and the limited number of positions that CWU can allow each year. I am so very thankful for, first, my son being at and attending CWU and, second, for him being in the aviation program. He has worked very hard to get where he is.

DenBeste's letter to the aviation students is disappointing and disheartening. When I first heard the news of this letter, I had mixed emotions but yet was somewhat understanding. However, after reading the aviation's letter in response to DeBeste's letter, I am gravely concerned that DeBeste's letter and the information contained within it is greatly flawed, erroneous, and misleading! How could the senior staff of the University **not** consult with the aviation department **before** sending a letter like that to the students, parents, and general public? Making a decision like this before communicating with the aviation department seems very mindless and one-sided. This action alone is very disturbing. I am not alone in thinking that your communication and connectedness with all departments, not just aviation, is essential and a standard practice.

The aviation department at CWU has been in place for ~45 years, which is amazing. Additionally, its aviation program is boasted to be in the top-10 in the United States from what I understand which is very impressive, indeed. Unfortunately, if you end this program, you will severely diminish the value of the degree for any aviation student that will graduate from CWU!

My request to you and the board is to re-evaluate your decision to end the aviation program at CWU. Please work directly and closely with the aviation department to make this program work. Money is one of the biggest issues to keep this program alive. Please turn to the experts in the aviation department to help solve most of these cost issues. This is important, not only for my son, but for all aviation students and their families. Please consider the legacy that this program has and don't end its tradition.

Lastly, the world needs pilots as there's a huge demand for pilots. This demand will only grow in the next 10-20 years and beyond. Please consider this for a moment. Wouldn't you desire CWU to be the place where future aviation students come to learn how to fly? I urge you to make this program work.

Thank you for your kind consideration and unbiased opinion.

Sincerely,

Aaron B. Childs

Jodi L. Childs

Subject: CWU Aviation Program is a unique asset and will help strengthen the economy of Washington state
Date: Tuesday, June 23, 2020 at 9:35:42 AM Pacific Daylight Time
From: ELIZABETH AKINA
To: CWU President
CC: Linda Schactler, Joel Klucking, Kimberly Dawson, Ron Erickson, Robert Nellams, Erin Black, Ray Conner, Alex Harrington, Gladys Gillis, Zabrina Jenkins, Jeffrey Hensler

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Dear President Guadino and CWU Board of Trustees:

Please recall President Guadino's comments to *The Daily Record*, January 25-26, 2018:

CWU President Jim Gaudino said the aviation program at Central has always been a unique asset for the university, and now with the aviation industry experiencing a pilot shortage, it's more important than ever to provide training.

"Pilots are aging out of the cockpit at an alarming rate," Gaudino said. "At the same time, the aviation industry is just exploding in size ... (the statistics) tell you why Central not only has to maintain its aviation program, but this program has to grow as we have plans for it to grow."

Gaudino said he sees the CWU aviation program not just serving its current or future students, but hopefully providing enough pilots to the industry at large to avoid airlines from canceling routes to smaller markets like Yakima or the Tri-Cities.

"That will degrade the economic viability of those airports and those airports will begin to close," he said. "This is really an effort that goes well beyond just the aviation industry. It really is part of the Central Washington University effort to strengthen the economy of the state."

Please take action to preserve and enhance this unique CWU asset so it can continue to improve the economy of Washington state and continue to fulfill dreams and aspirations of current and future generations of Washington state students.

The June 16 CWU Student letter had many "inaccuracies". The post-Covid-19 industry will necessitate more new pilots, not fewer. Based on industry conditions over the next few years, the CWU Aviation program applications will

increase, not decrease. My husband is a 21-year pilot at Hawaiian Airlines. His perspective on the commercial aviation industry and professional pilot career is this: There is, has been, and will continue to be a pilot shortage. Covid-19 may temporarily slow down the industry; however, it will also exponentially exacerbate the pilot shortage by increasing retirements industry-wide. The pilot and airport traffic controller shortage will be even greater than if Covid-19 had not occurred. Going forward, I hope the University will be more thorough in its research, more careful of its information analysis, and more transparent in its communication. Additionally, I hope the University will welcome and involve the Aviation faculty, as well as student, parent and graduate Professional Pilot stakeholders and their input in the "review" mentioned in the June 16 letter, as well as is in its current and future Dept. planning and potential growth opportunities.

Although my son was waitlisted for Fall 2019, he signed a letter of intent, and committed to attending CWU. He has spent his freshman year staying in touch with the Aviation Dept., maintaining good academic standing, and taking CWU Aviation and general education classes. In effort to prove his commitment and dedication to CWU Aviation, he embarked on earning his private pilot license starting 6/1. He soloed 6/19 and will be working his butt off this summer finishing his private pilot license so he may finally gain official approval and official entry into CWU Aviation program. He has had HOLDS put on his CWU academic account since Winter 2020 because he came to CWU with Running Start credits and has not been allowed to declare Professional Pilot major because of the spring quarter slowdown and now the June 16 letter implications. He hopes to be allowed to declare his CWU Professional Pilot major and finally finish his fall 2020 CWU class registration ASAP. Although we have not wanted to do so, CWU has forced us to explore other academic options to fulfill his Aviation and college aspirations. We would really like CWU to honor its commit to us as we have honored our commitment to CWU.

Please, mean what you say: Support the CWU Aviation program, your Aviation faculty, and past, current, and incoming CWU Aviation students.

Thank you for your time and consideration.

Sincerely,
Elizabeth Akina

Hope to be Parent of CWU Aviation Student 2023, might be Parent of former CWU student

betsyakina@comcast.net

(206)579-7873

Subject: Central Washington University Aviation Program

Date: Wednesday, June 24, 2020 at 1:12:27 PM Pacific Daylight Time

From: Serene Cook

To: CWU President

CC: Linda Schactler, Ron Erickson, Robert Nellams, Erin Black, Ray Conner, Alex Harrington, Gladys Gillis, Zabrina Jenkins, Jeffrey Hensler, Joel Klucking, Kimberly Dawson

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Greetings,

First and foremost, thank you for your leadership at the college during these trying times. I can only imagine how difficult it must be.

Second, my husband and I are deeply frustrated with the letter put out by the college regarding the aviation program.

Our daughter is in her second year and has had nothing but the best most professional experience with the program and all associated with it. Our decision to send our daughter to Central was well thought out and planned based on the reputation and airline partnerships they have developed and maintained over the years.

The letter sent out by the college was reckless. Students, faculty, and staff are in enough uncertainty and the added stress is not fair. Quite frankly it appeared to be a political chess move. Shame on the University.

Our family has several pilots in the family, and we know the industry well. What I am certain of, baby boomers will be retiring, people will start to fly again, and the demand for pilots will be astronomical.

Please consider the fallout from actions taken during these trying times. Please listen to stakeholders and listen first. A culture of feedback and trust builds a foundation that can last.

Sincerely,
Serene Cook

Subject: Aviation Debacle

Date: Wednesday, June 24, 2020 at 1:44:47 PM Pacific Daylight Time

From: Chad - Teresa Stoddard

To: Erin Black, Ray Conner, Alex Harrington, Gladys Gillis, Zabrina Jenkins, Jeffrey Hensler, Joel Klucking, Kimberly Dawson

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Frustrated and angry does not begin to explain how we felt upon receiving the letter from the Provost/Interim Dean on 6/16/2020. Our son is a freshman and just completed his Stage 3 check ride last week. He has only his EOC and final FAA flight before he receives his Private Pilot License, about 5-10 days. Our son's freshman year has been nothing but spectacular when he looks at his flight instructor Ryan Hamilton and all those who have helped with his flying. We live in Boise and had options when we chose CWU. We thought of CWU's reputation and the program's longevity. To receive that letter from the Provost/Interim Dean was truly shocking. Doing nothing didn't seem like an option since the letter stated, "University leadership also announced that they are considering a proposal to modify or discontinue CWU's professional pilot program." So, our son applied at USU (Utah State University) the next day. He was accepted the following day into their program (he has all A's on his CWU transcript). At least we have an option if the CWU program implodes. I wonder how many other aviation students are doing the same? I wonder how this will further contribute to CWU's financial crises?

Thankfully, the CWU Aviation Faculty produced a follow up letter 6/22/2020 that helped explain the disjointed letter (with few critical details) received from the Provost/Interim Dean. Lack of communication between these two areas is obvious and should not have played out in this way. Someone needs to step in and mediate for the benefit of the aviation students and parents. Paying \$18,000 this year alone for flight training plus the WUE tuition plus room/board should not make us nervous and uncertain of our son's college future. As educated people at an accredited academic institution, you should be better than this.

As of today, our son plans to continue with the CWU aviation program, should the program continue. I do think the letter from the Provost/Interim Dean probably did further damage to the finances of the aviation department. I hope with both parties working together there is a way to bring back into harmony this program. Right now it looks like the right hand isn't talking to the left!

Teresa Stoddard

Teresa & Chad Stoddard

stodsutah@msn.com

Subject: CWU Aviation Program

Date: Thursday, June 25, 2020 at 1:48:23 PM Pacific Daylight Time

From: Tami Coffman

To: Erin Black, Ray Conner, Alex Harrington, Gladys Gillis, Zabrina Jenkins, Jeffrey Hensler, Joel Klucking, Kimberly Dawson

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June 23, 2020

Dear CWU Board Members and Staff,

As a parent of a current aviation student who has been working hard in the aviation program and is now a junior at CWU, I am deeply concerned about the changes that CWU has made and is considering making to the CWU Aviation program.

The Central Washington University Aviation Program has been in operation for 45 years, and CWU has been the regional leader in professional aviation education. It is the only fully accredited public university aviation program in the Pacific Northwest.

It would be a shame to take this program out of service, for a Coronavirus that has only been in circulation for four months and will likely have a vaccine in the next year. While the virus has caused a minimal setback for current students in making progress, it is something all students are dealing with across the globe. We are not alone in this struggle, and a certain amount of sacrifice is worth the continuing of this program, and the chance for our students to eventually complete their flight degrees. For families, and even for universities and society, college is an investment. We invest money in order for our students to make a better life, and to be able to contribute to society. Current students are CWU's future flight instructors.

The CWU Aviation program creates pilots who are some of the best in the industry. As you know, it is a fully accredited university program, where students receive a BS in Aviation. Not only has my student put in an incredible amount of work and time into this program, but we have done so at a great expense- over \$100,000 in three years, with much more to come. On a teacher's salary as a single parent, this is a sacrifice, but one I am more than willing to make. I have trusted CWU to educate and work with my son so that he could earn his Commercial Pilot Degree and become a Flight Officer. I would hate to see this program come to an end, because of the mismanagement of tuition and flight expenses.

We all know that there are issues that need to be resolved with the CWU Aviation Program including;

- Structure of flight lab fees/hourly fees
- Hangar issue (lease extended to 2031)
- Airline industry (Temporary Setback due to Coronavirus- Although Horizon Air still offering to hire current students)
- Airport Issues (\$80,000 state commerce grant)

These are issues to resolve with those that have the knowledge and understanding of how they work. The staff and students of this program are dedicated, driven professionals who need a chance to solve some problems within the program. They should be allowed to do that. To make quick decisions without the input of aviation staff, students and parents is unfair, and inappropriate. As a teacher myself, I understand how hard it can be to organize learning and follow a budget. I also know that it can be done. It seems to me that with the many strengths of the CWU aviation program, the incredible interest and dedication of so many students, and the fact that this is the only accredited flight program in this area it would be worth the effort to resolve the problems, rather than cancel the program.

I also want you to know that you have the financial and physical support of aviation parents and students. We care about this program, and we are willing to do what we can to help. The hard work and expense are worth it to make that happen. Thank you for your time and consideration.

Sincerely,

Tami Coffman

Subject: Good morning - CWU Aviation Program

Date: Thursday, June 25, 2020 at 11:59:25 AM Pacific Daylight Time

From: Bret and Rachael Pyle

To: CWU President, Linda Schactler, Ron Erickson, Robert Nellams, Erin Black, Ray Conner, Alex Harrington, Gladys Gillis, Zabrina Jenkins, Jeffrey Hensler, Joel Klucking, Kimberly Dawson

CC: Bret and Rachael Pyle

Priority: High

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June 25, 2020
CWU President and Board of Trustees

Dear President Gaudino and CWU Board of Trustees,

We are writing to express serious concern over the email that was sent by Provost DenBeste to the aviation students on June 16th. We are saddened that the Provost sent the email without first consulting with the aviation department leadership. Not only should she have consulted with them, she should also be working hand-in-hand with the aviation department leadership to solve for any current challenges within the program. While Provost DenBeste or others outside of the aviation department may have asked for or sought out outside input from aviation experts, it is clear that input was not sought from her own team, the CWU aviation department. From our perspective, the actions taken by DenBeste show a profound lack of respect for the aviation department leadership and a lack of respect for the students currently invested in this program, including future students.

Our son is a senior in the aviation program, and while each year has had its challenges, things have improved each year, particularly since Dr. Dittmer (aviation dept. chair) was appointed his role. To announce that the program may be closed without any partnership whatsoever with the aviation department is irresponsible. We understand that the university is experiencing financial difficulties as a result of the COVID-19 crisis, but, sending this email, stating that the goal was to protect current students (allowing the university to focus its resources on current students) is not the entire picture. If DenBeste would have consulted with the aviation department leadership she would have discovered that most students will likely be caught up by the beginning of the fall semester, so not accepting new students makes no logical sense. It is clear that the intention of rescinding future students was to prevent more students from entering the program so that the program could be closed sooner rather than later. The individual(s) within the aviation department that sent a follow-up email on June 22nd should be commended, not condoned for standing up to support the students that have invested so much in the program. As difficult as it may be to understand, they are bravely fighting to save something important to them and many others. CWU leadership owes an apology to the aviation faculty, students, as well as the incoming students that had their acceptance rescinded. Please reconsider accepting flight students for Fall of 2020. CWU made a commitment to them and they to you... please ensure you follow through on that commitment.

Our son has been preparing to become a commercial pilot and to attend CWU Aviation since he was 13 years old. His degree would be significantly diminished by CWU shutting down the aviation program after all his hard work, not to mention the significant amount of money that we paid for his tuition and flight lab fees. If the program were to be closed, that would not be fair to him or any of the other current or past aviation students and it would be a negligent act on behalf of CWU administration.

We can fully appreciate how much effort it takes to run this program, along with the financial implications involved, but given that running flight operations is new to the university, we ask that you do not give up on it now. As has

been suggested, many times by aviation leadership, the university should raise the tuition and fees for the aviation program. We and others would have gladly paid more money to ensure the success of the program. The cost of CWU's aviation program is far less than other top aviation programs in the nation. CWU has a chance to be the leader in this industry. Please do not give up on the students and instructors, and most importantly, the legacy that this program has built. While the aviation industry has hit a bump, it is just a small bump. Aviation experts expect the industry will fully rebound within 18-24 months, and as you know, the program at CWU takes 3-4 years to complete. By that time, there will be an overwhelming need for pilots. We encourage the university to think long term, as this program is not something CWU should be shutting down.

We expect more from this university, and we implore you to rise to the occasion and see that this program will continue for another 50+ years.

Sincerely,

Bret and Rachael Pyle
Lake Stevens, WA
425 516-5316
bretandrach@msn.com

Subject: Letter re: aviation program

Date: Thursday, June 25, 2020 at 11:29:01 AM Pacific Daylight Time

From: Michelle Smith

To: Kimberly Dawson

Caution: This email originated from outside the university.

Do not click on links, open attachments, or reply unless you recognize the sender and know the content is safe. If you consider this email as phishing or spam please use the [Report Message Button](#) in Outlook to inform both the CWU Service Desk and Microsoft.

June 25, 2020

President Gaudino and CWU Board of Trustees

Central Washington University

Ellensburg, WA

Dear Dr. Gaudino and CWU Board of Trustees,

This letter is to address our concerns over the letter Michelle DenBeste wrote to aviation students on June 16, 2020 and the current state of the aviation department. Our son is finishing up his first year in the aviation program. We are concerned about the investment we are making in CWU at this time.

In our son's search for an aviation program, we considered many universities/programs. In the end, he applied and was accepted into three aviation programs, all of which were top aviation programs in the U.S. He chose CWU for many reasons. We have been pleased with his private pilot progress, despite the lack of flying during the initial stoppage due to COVID-19, the quality of his education, and the support and diligence of the aviation faculty. This new information about possible revisions concerns us greatly, as his hopes and our hopes were that he would be completing his aviation degree at CWU. I cannot imagine having to apply and change universities mid-degree. It could prove quite challenging to find a program that will accept students in this capacity.

The aviation department has been answering parent and student questions regarding their current state of affairs as compared to what DenBeste stated in her letter. It appears that there are some disparities. It is disconcerting as a parent to see these differences, which leads us to believe there is a lack of communication between the department and administration. It seems to us that the university administration is determined to dismantle a program that has been in existence for 45 years, a program that has helped meet the demand for pilots and fulfill dreams of aviation students. With the increased demand for pilots due to mandatory retirements, it is even more crucial to continue to meet this demand.

Our request to you and the board is to communicate with the aviation faculty/administrators to work together to problem solve this situation such that the program can continue and thrive. The airlines continue to need our future pilots. We need you to continue for the sake of our son's future as an aviator, as well as all of the other families in this same situation.

In closing, we would like to reiterate our concerns over the DenBeste letter and information the aviation department has shared with students and families. Please consider the legacy that the CWU aviation programs boasts. We urge you to consider your current aviation students and their hopes and dreams to finish their academic career at CWU and enter into careers as Professional Pilots. We encourage you to collaborate with the aviation faculty. In 25 years, we would like our son to be able to brag that the CWU aviation program continues to be one of the best in the U.S. and encourage prospective aviators to consider this university.

Thank you for your consideration and unbiased opinion.

Sincerely,

Wayne Smith

Michelle Smith

Subject: CWU Aviation Concerns
Date: Friday, June 26, 2020 at 10:32:36 AM Pacific Daylight Time
From: Lowell LAST_NAME
To: CWU President, Linda Schactler, Ron Erickson, Robert Nellams, Erin Black, Ray Conner, Alex Harrington, Gladys Gillis, Zabrina Jenkins, Jeffrey Hensler, Joel Klucking, Kimberly Dawson
CC: Michelle DenBeste, Heidi Henschel Pellett, Peter Dittmer
Attachments: 6-22 Letter to Students.pdf

Caution: This email originated from outside the university.

Do not click on links, open attachments, or reply unless you recognize the sender and know the content is safe. If you consider this email as phishing or spam please use the [Report Message Button](#) in Outlook to inform both the CWU Service Desk and Microsoft.

Dear President Gaudino and CWU Board of Trustees,

I am contacting you regarding the recent correspondence to CWU aviation students from Provost DenBeste and the response from CWU aviation faculty. The Provost's letter is posted on the CWU Aviation website as was the faculty response, until the Provost directed that it be removed. I can only guess that the Provost was embarrassed, since the faculty's well-written response refuted each and every statement in her letter. It is filled with so many inaccuracies and false assumptions, the Provost's letter should be removed from the website immediately, to maintain the integrity of communications with prospective and continuing students, to paraphrase her words.

I am gravely concerned about CWU's current course of action, which is short-sighted, based on false information and assumptions and apparently taken without any consultation with CWU aviation faculty. CWU hired a department chair with experience to lead an aviation program in a 4-year public university. Why isn't the university listening to his recommendations, particularly regarding flight lab fees, which are insufficient to cover actual expenses? In a recent email, your Chief of Staff stated that CWU reached out to Embry-Riddle and aviation programs in Britain for input. This makes absolutely no sense. It would be more appropriate to consult similarly-situated schools. If my daughter wanted to attend a program like Embry-Riddle, she would have gone there - she was accepted and offered a generous scholarship. She also applied to several other aviation schools. After careful deliberation, she ultimately selected CWU because of the program's reputation and the administration's stated commitment to its students and to the future of its aviation program. What happened to that commitment?

Also, why were offers of acceptance rescinded from incoming freshmen? The Provost claims that this decision was made due to the impact of COVID-19. This statement appears to be false. Aviation faculty report that current aviation students are on track to finish their flights this summer and that there is room for incoming freshmen. CWU's decision to make this announcement at such a late date has had a devastating impact on incoming students and their families. It is nearly impossible to find another 4-year aviation program that is still

accepting students. Offering these students an aviation management degree as an alternative is unacceptable to a student whose passion is to fly. Additionally, if CWU aviation has a budget deficit, the decision to suspend new students into the program only exacerbates the financial situation. CWU has planes that need to be filled with student pilots paying flight lab fees.

I would also like to know why the most recent agreement from Horizon Air to hire CWU aviation students has been sitting in the President's office since May. This is completely unacceptable. CWU doesn't have many airline affiliations and cannot afford to defer signing an agreement with one of their only connections. Why is CWU jeopardizing the future careers of its current students?

My daughter is still waiting to receive the Provost's letter to stakeholders in the aviation program at CWU. She is a stakeholder who has invested a great deal of time and money in the program. Her voice, as well as that of CWU faculty, should be heard. CWU's aviation program has been around for 45 years. If it is suspended, modified or discontinued, the value of an aviation degree from CWU will be immeasurably diminished. Who wants a degree from a program that is obsolete? CWU is currently one of the top 10 aviation programs in the country. If asked, I will do my part to ensure its future - will you?

Sincerely,

Lowell Williams

MEMO

To: **CWU Board of Trustees**

Cc: James Gaudino (President); Michelle DenBeste (incoming Provost); Lynn Franken (outgoing Provost); deans Englund, Lubas, Stinson, Hernandez, Ballard; Eric Cheney (ADCO chair); Gary Bartlett (UFC President); Walter Szeliga (Senate Chair),

From: Robert Hickey, Professor, CWU

RE: CWU moving forward in these uncertain times.

Date: 11 May, 2020

I have become very concerned for the future of CWU after watching the reactions of the BOT and various administrators to the current coronavirus crisis. This formal communication to the BOT attempts to express my concerns and some potential solutions.

Let us start with Central's strengths. In my opinion, what we do well is transform the lives of many of our students. Our students are often under-prepared for university work – but due to the mostly 1-on-1 efforts of our faculty, they come out of CWU ready for the next step in their lives. The importance of faculty cannot be understated - and comes through even at national-level surveys. Please note this Gallup survey and the “Big Six Collegiate Experiences”:
<https://news.gallup.com/opinion/gallup/226934/career-relevant-education-linked-student.aspx> . These are all things CWU does well. In addition to faculty, academic and student services staff make considerable impacts. It is this personal experience which distinguishes CWU from other universities.

Which brings us to the current budget crunch. All units across campus are being asked to plan for cuts. I will note that across the board cuts are a very bad idea for two primary reasons. First, all parts of the university are not equally important – neither to the financial bottom line nor our primary mission, which is educating students. Second, all parts of the university have not been supported equally under either our current or prior president. Some parts of the university have fat which can be cut; other parts are very lean.

Because the mission of CWU is to educate students, academics should take priority in any sort of budget cut (or increase). However, CWU's administration has placed academics as its lowest priority. This can be demonstrated two ways. First is our budgeting method (responsibility centered management/activity based budgeting [RCM/ABB]) – academics only receive funding AFTER the rest of the university. Departments then have the privilege of fighting for the remaining funds based solely on the number of students served. The second way the faculty are disadvantaged is in hiring. Current tenure/tenure track (TT) faculty numbers are 10% fewer than they were in FY2002 when we had 70% of the current student numbers. These increasing workloads have been managed with efficiency measures and the hiring of temporary workers (non-tenure track faculty [NTT]). However, even with the NTT backfill, the advising, research, grant, and service loads of the TT faculty have risen considerably with the increased student numbers. Data and charts to back up these assertions can be found in Appendix A.

Unlike academics, there are parts of the university which do not generate any income which have grown considerably over the past 20 years. I will highlight three:

The first that is worthy of mention is our administration. This group, primarily, consists of exempt employees. Since FY 2002 (approximately the start of President McIntyre's reign), we had 157; when she retired in 2009, there were 225 – a 43% increase to correspond to a 19% increase in students. Under President Gaudino, that number almost doubled to 415 (while student numbers increased by another 19%). We now have many more exempt employees than T/TT faculty. I highly encourage you to look at the data and charts in Appendix A, especially the students to exempt and students to T/TT faculty charts.

If we look at only Senior Administration (defined as president, chief of staff, any provost, any vice president, any dean, and executive directors), this subset of university employees is also growing at a rate far greater than the faculty, staff, or students. In 2000, CWU had 23 of these positions. By 2009 it had grown to 27; it is now at 43. In short, the number of senior administrators has almost doubled in the past 20 years, most of it coming in the past 10 years. Appendix B documents the rise of the senior administrator at CWU.

It is important to note that very few of these administrators recruit or teach students – they generate no income for the institution. What they generate is bureaucracy. Every senior administrator seems to try to grow their section – and to justify it, generate more work for everyone. Which then justifies more growth. We all understand bureaucracies and their downsides. This is a perfect opportunity to cut it – and rebuild policies and procedures which minimize rather than maximize the time and effort required to get things done. While the 20% salary cuts the Cabinet has taken for spring quarter are a great start, much more can be done.

Could you imagine a CWU where our administration's efficiency mirrored that of our faculty? There would be no budget issues.

The second area which has shown considerable growth at CWU over the past 10 years or so is athletics. Both the number of sports and the money spent have increased. Like our administration, they too do not bring in any money – especially if we use NCAA guidelines (see page 6, revenue definitions: https://www.ncaa.org/sites/default/files/2017RES_D1-RevExp_Entire_2017_Final_20180123.pdf). Western Washington University cut their football program a few years ago with no lasting damage to the institution. Eastern Washington University is currently involved in some drama surrounding the level of support their athletics department receives: <https://www.spokesman.com/stories/2020/feb/17/eastern-washington-university-faculty-members-prop/>. I would suggest that CWU athletics be re-evaluated and reduced, with cuts being prioritized based on the following criteria:

- Net cost to the institution
- National ranking of the team
- Division (yes, we have Division I teams)
- Academics (as examples, graduation rates, GPA, and retention rates)

The third area which has been massively financially supported by CWU under our last two presidents is Student Affairs. Personally, I have mixed feelings here. This part of CWU does

some amazing things to support our students. They are also, in my opinion, doing too many things – and those funds could be repurposed for other things. This division could use a serious re-evaluation and their efforts better focused. We cannot afford to be everything for everyone.

One other issue that has come up in both BOT and campus meetings that needs to be addressed is the push to move classes online. In my opinion, this is a very bad idea (beyond this quarter and summer). Primarily, this is because it eliminates our top strength – the mentoring of students up to the next level. That simply doesn't happen online. We should be focusing on our strengths (undergraduate research, residential campus experience, smaller classes, personal attention) and not the exact opposite – which is an online campus. This quarter has been an excellent education for us; we now know for a fact that most students do not want to be online, and that online is not why they chose CWU. We have made significant capital investments in areas that require hands-on training in the last 25 years (STEM, Music, Science Education, etc) – we should focus on that as a strength, because it is a true strength of CWU. Further, the more we go online, the more we compete with campuses around the world. Central's online offerings, as a whole, are at best mediocre (if inexpensive). The reason is simple: we do not invest in online classes in any significant way. Top universities are spending up to \$100k/course to build high quality, content rich, and engaging classes. Central sometimes offers \$1k/course incentives. You get what you pay for, and we neither can, nor should, try to make these investments.

To make an analogy, Central's online offerings compete as well nationally as our football team would if it had to play, say, Alabama.

In summary, I am asking the BOT to consider CWU's mission and strengths while planning our future. Let's not cut the important things, especially those that are already lean. Let's focus on supporting and building on our strengths – and creating an environment which minimizes bureaucracy. This could be an opportunity to build a better institution.

Thank you for your time and consideration. I would be happy to talk further on any of these issues or ideas on how to move forward.

Sincerely,



Dr. Robert Hickey
rhipkey@cwu.edu
509-963-2178

PS – a little about me.

My academic career started in 1994. I've taught on 3 continents in 3 disciplines at 4 universities. I've been at CWU since 2000, rising to the rank of full professor. While here, I've been involved in nearly every aspect of the university: faculty union president (6 years), CBA

negotiating team member and lead, member of strategic planning and budget committees, and member of faculty senate. I regularly read reports and documents from almost every part of the institution. I'm a faculty mentor in Brother 2 Brother and have testified before the State legislature. At this point, I have exceptionally deep and broad institutional knowledge and experience. Please seriously consider these suggestions.

<http://www.onlinegeographer.com>

Appendix A

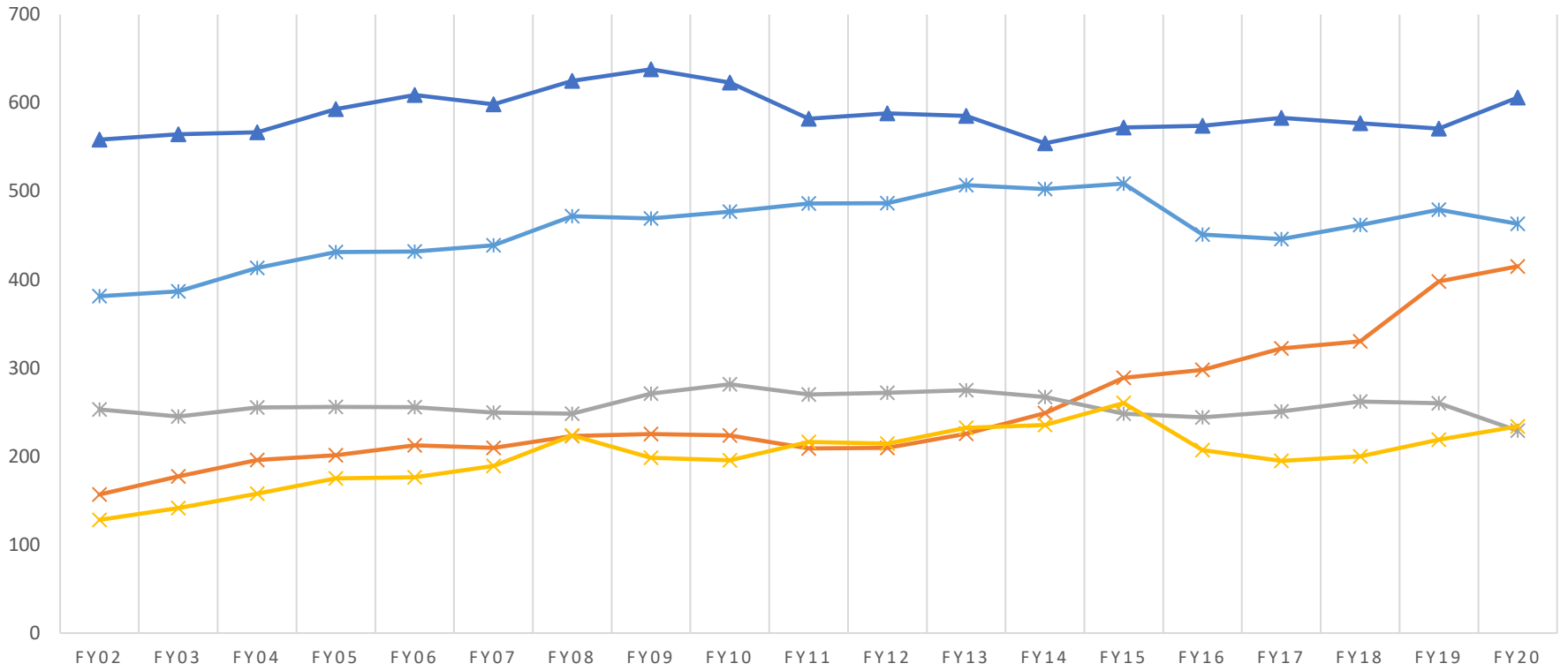
The following charts and tables show the change in faculty, staff, student, and exempt numbers (as 12 month FTE) since FY2002. They are also normalized relative to student numbers, as one would expect an increased need at all levels to serve increasing numbers of students.

I must also offer a disclaimer that is based on things communicated to me by Institutional Effectiveness as part of the Freedom of Information Act requests under which I received this data. CWU has completely changed their data warehouse at least twice during this time. Categories of data collected have changed over time, so absolutely consistent data is not possible to collect. Also, much of the past data is no longer accessible, so even if the will was there, it is impossible to go back and generate consistent data. Thus, while the data below is as consistent as possible (and may represent the only set that still exists), it is not perfect. Consider trends, not absolute numbers, as the truth being represented.

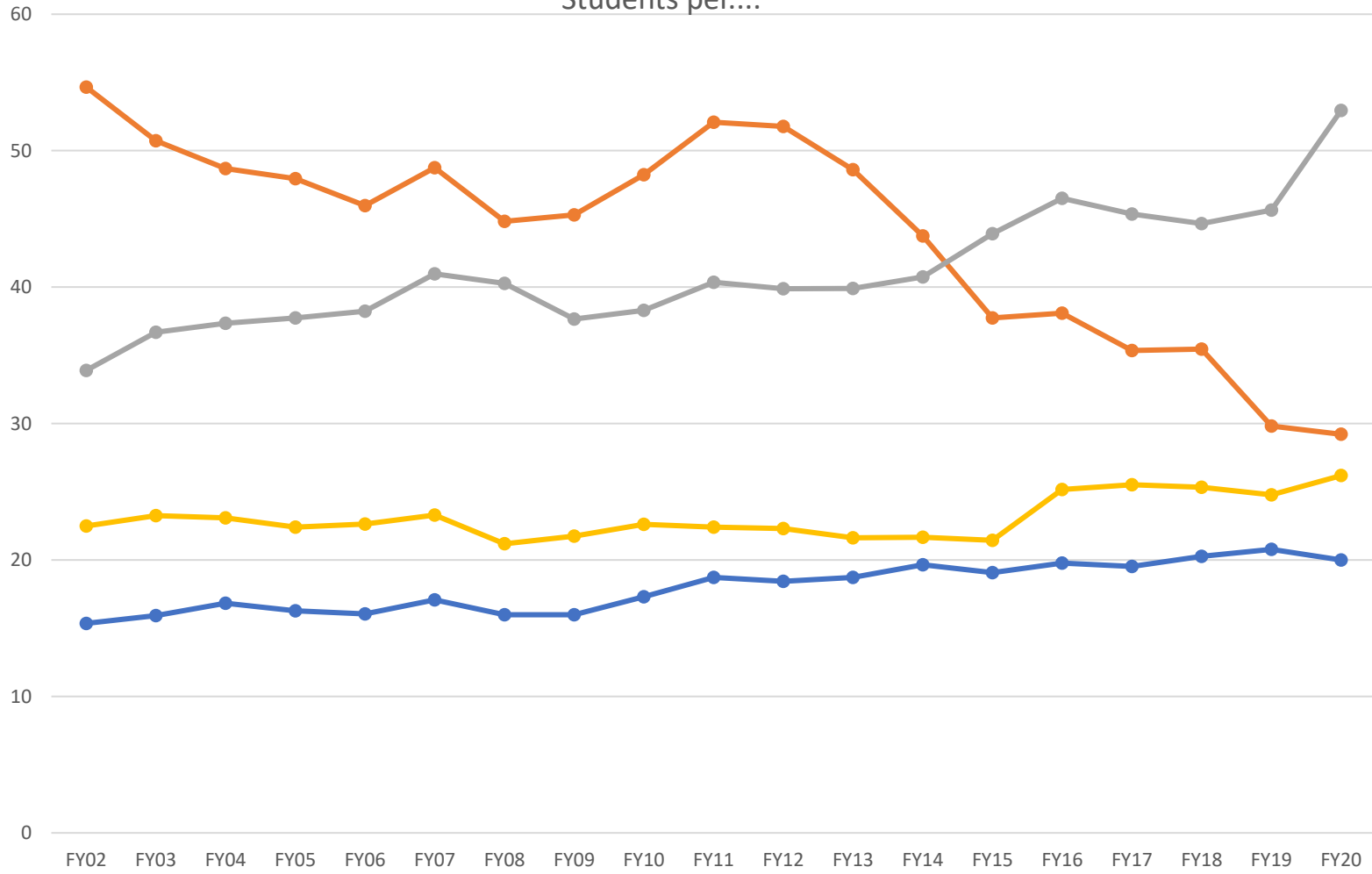
I will also note here that the charts include the FY 2016 onward data that I received last month. Earlier data was from a 2016 request which was limited to data from FY2002 forward.

NUMBER OF FTE EMPLOYEES

staff exempt T/TT faculty NTT faculty total_faculty

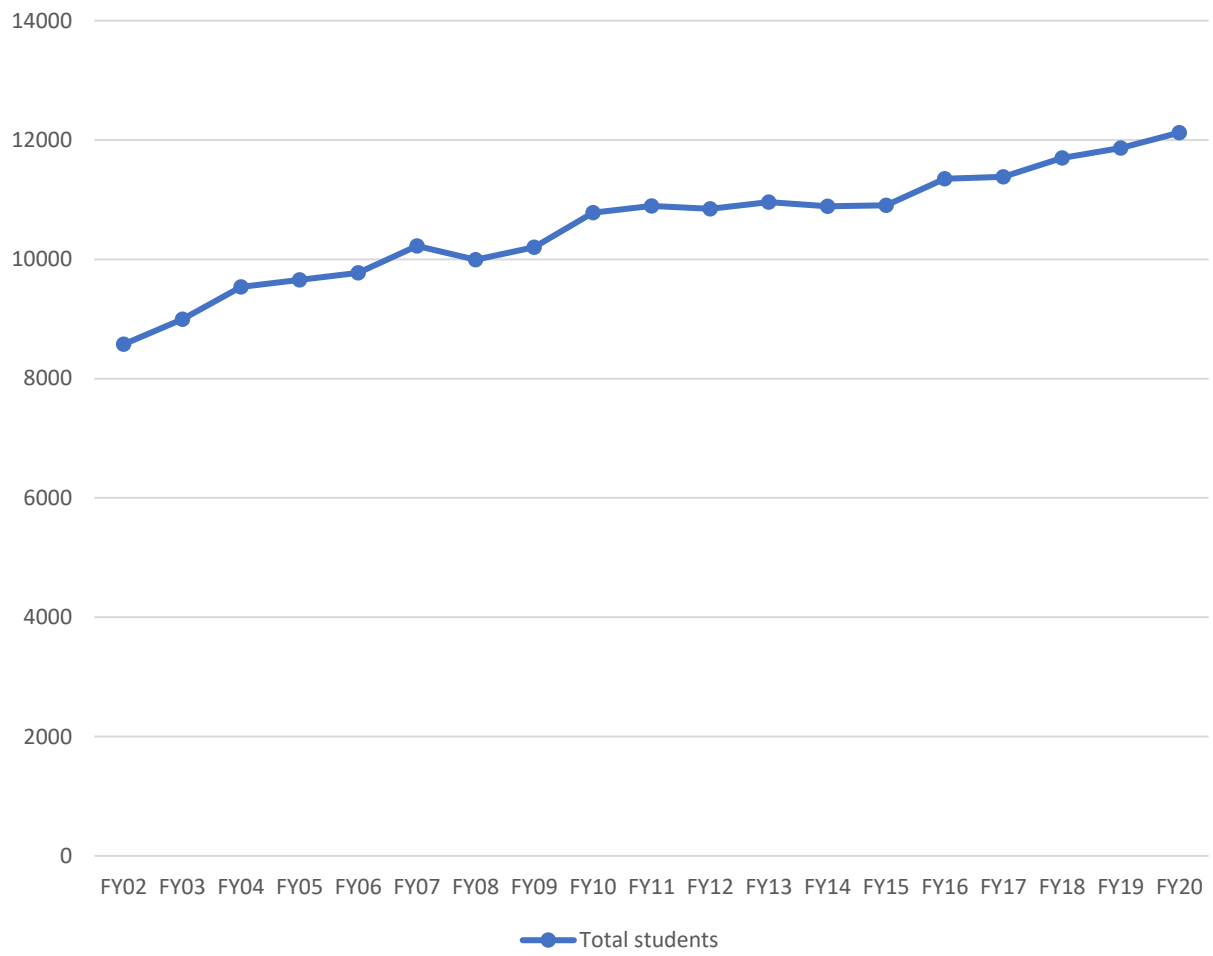


Students per...



● students/staff ● students/exemp ● students/t/tt fac ● students/all fac

Students (FTE)



	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20
staff	559	565	567	593	609	599	625	638	623	582	588	585	554	572	574	583	577	571	606
exempt	157	177	196	201	213	210	223	225	224	209	210	225	249	289	298	322	330	398	415
T/TT faculty	253	245	255	256	256	249	248	271	282	270	272	275	267	248	244	251	262	260	229
NTT faculty	128	142	158	175	176	189	224	198	195	216	215	232	235	260	207	195	200	219	234
total_faculty	381	387	413	431	432	439	472	469	477	486	487	507	503	509	451	446	462	479	463
Total students	8576	8994	9539	9656	9774	10223	9995	10204	10784	10893	10847	10960	10888	10906	11349	11383	11699	11865	12124
students/staff	15	16	17	16	16	17	16	16	17	19	18	19	20	19	20	20	20	21	20
students/exemp	55	51	49	48	46	49	45	45	48	52	52	49	44	38	38	35	35	30	29
students/tt fac	34	37	37	38	38	41	40	38	38	40	40	40	41	44	47	45	45	46	53
students/all fac	22	23	23	22	23	23	21	22	23	22	22	22	22	21	25	26	25	25	26

Appendix B

Again, based on a Freedom of Information Act request, I requested a lists of non-student CWU employees and their titles. From personal knowledge (and our website), the lists provided were often incomplete. Where I knew of individuals with titles, I added them to this list. Therefore, my assumption of this data is that the numbers are, if anything, lower than reality.

Senior administration when President McIntyre arrived (2000), President Gaudino arrived (2009), and May 2020.

<u>May 2020 titles</u>	<u>FY 2009 Titles</u>	<u>FY 2000 titles</u>
Assc Dean Arts & Humanities	Assoc Dean Arts & Humanities	Assoc Dean Arts & Humanities
Assc Dean COB	Assoc Dean COB	Assoc Dean COB
Assc Dean Coll Ed & Prof Stud	Assoc Dean Coll Ed & Prof Stud	Assoc Dean Coll Ed & Prof Stud
Assc Dean College of Sciences	Assoc Dean College of Sciences	Assoc Dean College of Sciences
Assc Dean College of Sciences	Assoc Dean Grad Studies	Assoc Dean Grad Stud/Res
Assc Dean for Stdnt Living	Assoc Vp Academic Affairs	Assoc Vp Academic Affairs
Assc Dean Health & Wellness	Assoc VP Enroll Mgnt	Assoc Vp Bus & Fin Affairs
Assc Dean Library	Assoc VP Student Affairs	Assoc VP Enroll Mgnt
Assc Dean Stdnt Dev & Achieve	Asst VP Development	Assoc VP Student Affairs
Assc Provost Accred Acad Plan	Asst VP Faculty Relations	Asst VP Student Affairs
Assc Provost Ext Lrng&Outreach (interim)	Asst VP for Assess/Strat Plng	Dean Arts & Humanities
Assc Provost UG/Faculty Affair	Asst VP for Facilities	Dean College Ed/Prof Studies
Assc VP Admissions & Enrollmnt	Asst VP for Human Resources	Dean College of the Sciences
Assc VP Campus Plng & Fac Mgt	Asst VP for ITS	Dean Grad Stud & Research
AVP - CIO	Ass't VP, Bus Aux & Pub Safety	Dean Library Services
Chief of Staff	Asst VP-Fin Affairs	Dean, College of Business
Dean College Arts & Humanities	Dean Arts & Humanities	President
Dean College Ed & Prof Studies	Dean College Ed/Prof Studies	Provost/Vp Acad Affairs
Dean College of Business	Dean College of the Sciences	Vice Provost
Dean College of the Sciences	Dean Grad Studies&Research	Vp Business Affairs
Dean Grad Studies & Research	Dean Library Services	Vp Enrollment Mgt & Marketing
Dean of Libraries	Dean, College of Business	VP Student Affairs
Dean of Student Success	Executive Director, OISP	VP University Relations
Exec Dir Auxiliary Enterprises	President	
Exec Dir CWU Foundation (interim)	Provost/Senior Vp Acad Affairs	<i>23 positions</i>
Exec Dir DHC	Vp Business Affairs	
Exec Dir Extended Learning	VP Student Affairs & Enrollmnt	
Exec Dir Finance		
Exec Dir Game On	<i>27 positions</i>	
Exec Dir Housing & Res Life		
Exec Dir Human Resources		

Exec Dir Inter Inst & InnovDel		
Exec Dir OISP		
Exec Dir Stdnt Rghts		
Exec Dir Student Involvement		
President		
Provost/VP for academic and student life (interim)		
VP Business & Financial Affairs		
VP Enrollment Management		
VP Inclusivity & Diversity		
VP Operations		
VP Public Affairs		
VP University Advancement (interim)		
<i>43 positions</i>		



Central Washington University
Board of Trustees
July 23, 2020

ACTION ITEM – Fall 2020 Reopening Plan

CWU began discussing plans to open campus almost as soon as it was closed last spring. Under the leadership of President Gaudino and Interim Provost, Lynn Franken, and with the remarkable project-management skills of James Jankowski, the newly minted director of the Project Management Office, CWU has now created a comprehensive plan to welcome students and employees to campus this fall.

Planning has been carefully coordinated with state and local plans and directives and local health care professionals. It considers the evolving recommendations of the Centers for Disease Control and is also informed by the latest science available, thanks to the contributions of CWU faculty—microbiologist Holly Pinkart, epidemiologist, Amie Wojtnya, and Kittitas County’s public health officer, Dr. Mark Larson.

The creation of the Fall 2020 Reopen Plan engaged front-line workers in every division, from custodians and groundskeepers, to residence hall staff and advisors; from CWU mental health professionals and information technology experts, to faculty and students. The plan represents one of the most complex and comprehensive strategic plans ever constructed by CWU. The goal of the plan is singular, in every sense of the word: to provide a residential campus environment that resists the spread of novel coronavirus to the greatest extent possible.

Despite our best efforts, it is possible—even probable—that COVID-19 infections will occur. Therefore, mitigation strategies and plans for compliance are accompanied by diagnosis, care, and recovery plans for those who fall ill and for those with whom they have had close contact.

The reopen plan includes the following key features:

- Requires masking of all individuals on university property
- Requires physical distancing of all individuals on university property
- Enhances the cleaning and disinfecting of tools and facilities
- Impresses upon employees, students, and visitors the importance of accepting personal responsibility for their health and the health of others
- Provides protocols for identifying and managing COVID-19 when it occurs.

The successful implementation of the plan will involve every employee and every student. It must be sustained for a period of time that cannot yet be known. The challenge is unprecedented and cannot succeed without the support of the entire university community, in particular, the support of the university’s governing board.

The president and the President's Cabinet, therefore recommend the following motion:

The Board of Trustees of Central Washington University endorses the strategies and actions contained in the Fall 2020 Reopening Plan.

Submitted:



Lynn Franken
Special Assistant to the President

Approved for Submittal to the Board:



James L. Gaudino, President



CWU FALL 2020 REOPEN PLAN



June 29, 2020

Draft Plan for COVID readiness.

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DRAFT

FOREWORD

On March 11, 2020, a diverse group of individuals gathered around the massive mahogany work table in Room 412 of Barge Hall. By turns public venue and private sanctuary, this storied space is home to meetings of the Central Washington University Faculty Senate, its Board of Trustees, and the President's Cabinet. Today, however, was different. Some of those present had been summoned from across the campus, while others had been invited from the City of Ellensburg and Kittitas County. This was a town/gown meeting, hosted by President Gaudino for the purpose of sharing information about a novel coronavirus and COVID-19, the disease caused by the virus.

By the end of the meeting, we had heard comments from Dr. Mark Larson, Kittitas County Public Health Director; Tristen Lamb, M.S., Public Health Administrator, Kittitas County Public Health Department; Dr. Holly Pinkart, Professor of Biology; Dr. Amie Wojtyna, Lecturer in Public Health and Epidemiology, and Dr. Shawnte Elbert, Associate Dean of Health and Wellness, among others. We had learned that frequent hand washing and a new concept termed "social distancing" might help to thwart the spread of the virus and that some large events in town and on the campus might need to be cancelled. If anyone noticed that we ourselves were quite visibly *not* social distancing, this incongruity went unmentioned. There was no talk of masks.

The then-provost remembers asking the health practitioners present what actions the university should take to protect health and safety when students returned to the campus for spring quarter. It was the un-answerability of that question, to be asked over and over again in various ways by colleges and universities everywhere that brokered our decision to move the entire curriculum online for spring quarter, and ultimately for summer as well.

To respond to that stubbornly vexing question for fall 2020 was the next item on the agenda of those who care about Central and all that it represents for its students, employees, supporters, and neighbors from across the street and across the state. This time, though, the answer would be even more difficult because we had decided to return to as much of the in-person teaching and learning preferred by our faculty and students and integral to our identity as would be consistent with the health and safety of the campus and the wider community.

To accomplish this task, President Gaudino called for the organization of a planning group to be led by Project Director James Jankowski that would be broadly representative of the ideas and expertise of faculty and staff and also specifically informed by the sciences of immunology, epidemiology, and emergency medicine. The resulting Fall 2020 Planning Group includes representatives from 33 departments and all five divisions of the university, as well as Dr. Larson, Walter Szeliga, Ph.D., former chair of the CWU Faculty Senate, and Gary Bartlett, Ph.D., President, United Faculty of Central, all of whom sit on an advisory council tasked with review of area plans for fall re-opening.

The following plans were submitted: Teaching and Learning; Library; Housing; Auxiliary Services (dining, child care center, Wildcat Store); Police & Public Safety; Facilities; Administrative Spaces (offices, meeting rooms); Service Centers (cashier windows); Athletics; Programming (campus events); Socialization (dissemination of and compliance with health and safety protocols); and Managing COVID-19 (testing, tracing, treatment, recovery).

Since mid-April, each of these sub-groups has met at least weekly to review research and craft plans. As each plan has earned approval from the advisory council, it has come forward to an executive group tasked not only with a final review of individual plans but with the coordination of all plans to create a master document to guide the university through a welcoming, safe, and vibrant fall opening.

In addition to those responsible for formal planning activities, the university has benefitted from the commitment and cooperation of all constituencies within our community, including the faculty at large and faculty governance, our unions and their campus representatives, and our board of trustees. These collaborations have been noteworthy for the extent to which the interests of the whole have been identified and honored.

DRAFT

FIRST PRINCIPLES: A MESSAGE FROM THE PRESIDENT

Dear Friends,

Following the decision last March to move all instruction online for spring quarter, I wrote to the CWU family to convey the gratitude I felt for the professionalism, courage, resilience, and kindness so fully in evidence throughout the university in response to the challenges posed by COVID-19. I was then and remain today tremendously proud of the ways in which our students and their families, faculty members, staff, alumni, trustees, and friends have found their personal best means of demonstrating commitment to one another, to the institution, and to the educational calling we share and cherish.

In the face of pestilence, there will always be suffering and sacrifice, and these harms will be unequally and unfairly borne, often by those least able to resist, or find treatment, or flee. As a university, dedicated to a shared search for truth and wisdom, our judgments and actions must be scrutinized for their ethics as deeply for their efficacies and for what they require of individuals as rigorously as for what they offer institutionally.

As, together, we have made our way through this period of uncertainty and labored to develop a process for preserving all that we value most dearly, three first principles have informed our decisions and our actions: safeguarding our community; protecting the continuity and quality of the educational experience of our students; and participating in the international effort to curb the spread of COVID-19.

I believe that we have been successful in honoring these principles and that you will see that success reflected in the content of this report on our plan for the opening of Central Washington University in the fall of 2020.

I extend my heartfelt thanks to all who have participated in the process of developing this plan and also to those numerous additional individuals who are already implementing many of the protocols and procedures that will be applied in full as we welcome students to our university and to our campus in September.

Sincerely,



James L. Gaudino
President

UNIVERSITY GUIDANCE: AN OVERVIEW

THE SITUATION IS DYNAMIC

Even as we plan, we must be willing and able to adjust to a situation full of unknowns. The course of the pandemic is dynamic, information changes continuously, and we must be flexible, resilient, and courageous in response to changing conditions. Our own planning has been carefully coordinated with state and local plans and directives, and this collaborative approach will continue to be observed.

THE CHALLENGE IS UNPRECEDENTED

In the face of unparalleled challenge, we must lean toward our strengths. As our newest hashtag, #CWUTogether, bears witness, a sense of common cause, shared goals, and mutual regard has characterized our institution since its founding. In this perilous moment, our spirit of community will help each of us to think and act in the interests of others and of the whole of the institution. Indeed, our new understanding of the value of facial covering is that it protects others from us, rather than us from others. In this way, facial covering serves as a symbol of the very essence of community—others before self.

SERIOUS COMMITMENT IS REQUIRED

Every Wildcat, students included, must formally and thoughtfully commit to acting in concert for the good of the whole, including family and friends off-campus, and the wider community of Ellensburg and Kittitas County. We do not agree with the assumption voiced by some that students cannot or will not follow appropriate guidelines. We strongly believe that our students are as capable of commitment to the common good as are faculty and staff, and, as a teaching and learning organization, we accept the responsibility of reasoning through any difficulties together with our students.

SUCCESSFUL IMPLEMENTATION WILL NOT BE EASY

While *planning* is essential, arduous, and time-consuming, *doing* is by far the more difficult. Implementing our plan will involve every faculty member, every staff member, and every student, and must be sustained for a period of time we cannot yet predict. Nothing about our fall 2020 reopening will be easy, although it certainly promises to bring the joy of reunion, of seeing one another in person, even if only occasionally and at a distance. This pleasure will be hard-won, involving as it must a significant reorganization of instructional schedules and modalities, gaining dexterity with unfamiliar technologies and comfort with onerous health and safety protocols, and welcoming students to an experience that feels inviting and vibrant even though it will inevitably differ from all previous fall quarters at CWU. Let us begin now to thank one another for all the work and all the sacrifice and sustain that state of mind for the duration.

HEALTH AND SAFETY, FIRST AND FOREMOST

Health and safety protocols are being developed and their efficacies verified in a collaborative effort involving community medical personnel and on-campus experts in epidemiology, immunology, and emergency medical response. Across the campus, facilities are being modified, supplies are being ordered, and operations in all areas are being freshly scrutinized to achieve our goal of a safe and sound reopening in the fall.

It has been remarked that the physical and organizational structures we have built over the years to enhance our sense of togetherness and community have, in the time of coronavirus, made university campuses into petri dishes. Now, to keep safe, we need to keep apart. Accordingly, faculty and staff who are able to work and meet remotely will do so. Those who must come to campus regularly will observe staggered reporting and departure times. A larger percentage of online classes will reduce the number of students on campus, and pedestrian traffic across campus and to and from classrooms will be managed through signage.

ILLNESS MAY OCCUR

Despite our best efforts as individuals and as an institution, it is possible, even probable, that COVID-19 infections will occur. Our mitigation strategies and plans for compliance will be accompanied by diagnosis, care, and recovery plans for those who fall ill and for those with whom they have had close contact.

ACHIEVING A VIBRANT CAMPUS LIFE IN NEW WAYS

All aspects of campus life are being considered, including residential housing and dining, athletics, co-curricular programming, cultural activities, internships, and student teaching. Large-scale campus events, including orientation, family visits, and alumni activities will also be re-envisioned.

TEACHING AND LEARNING

In planning for teaching and learning, we have chosen to offer a variety of options. The instructional modalities available to students will fall into three primary categories: in-person, hybrid, and online. The hybrid courses, partly in-person and partly online, are themselves available in several varieties. Faculty members and students alike have choices, and no one is compelled to participate in an in-person situation. Overall, there will be many more online courses this fall than was the case last fall, and students wanting more in-person classes may be disappointed. We are confident that the result—an open and active campus that is also less densely populated than usual—will meet our essential instructional goals with maximum safety for all concerned.

PLANNING FOR NOW—AND LATER

Planning for reopening in the context of a novel coronavirus will take tremendous resolve and consume time, attention, and resources in the service of a situation that will surely prove temporary, as has every similar event in the history of the world. Thus, we will be ever-mindful of the longer-term, attuning our vision not only to the fall but also to remainder of the coming academic and fiscal years and to the sustainability of our university far into the future.

DRAFT

IMPLEMENTATION

I. PREPARING FOR RE-ENTRY

For students, faculty, and staff, the fall has a specific resonance. Beyond turning leaves and cooling temperatures, it is the season of renewal—of fresh starts, clean slates, and the allure of all that has been imagined but not yet experienced. While preparing for the new school year has always been part of the ritual, this season’s preparation will be a bit different.

Attestation: All members of the university community will prepare for fall opening by gaining familiarity with the procedures and protocols that will be in place for fall quarter and by subsequently attesting that they understand the requirements and agree to comply with them.

Self-Screening: All members of the CWU community must be free of symptoms related to COVID-19 in order to participate in a healthy and safe return to campus. A self-screening tool is in development that will facilitate daily attention to physical well-being by each individual.

Student Readiness: Student preparation for fall 2020 at CWU will be orchestrated such that students will arrive on campus (or seat themselves before their home computers) already aware of the changes they are about to confront and of the opportunities and responsibilities that lie ahead. All continuing and new students will receive an online preparation packet including videos and print materials. Instructions and visuals related to facial coverings, entering and exiting classrooms, social distancing, advising, club participation, physical fitness, managing stress, and other matters will be included in the packet.

Faculty and Staff Readiness: Faculty and staff members will participate in position-appropriate versions of preparing for the 2020 fall reopening and will also attest to their willingness to abide by the risk-mitigation directives of the university. Many staff and faculty members will be preparing to continue working from home, while others will prepare to return to campus on a daily or rotating basis and to observe university-wide masking, distancing, and hygienic protocols along with the students.

Campus Readiness: Physical spaces across the campus, from restrooms to classrooms, from offices to residence halls will be professionally cleaned and disinfected regularly, with all necessary supplies having been received and stored in advance. Information technology experts and advisors will be ready to assist students, faculty, and staff who may be wrestling with newer technologies or using technology to meet new demands and will have spare technology available for student borrowing. Throughout the campus, for both exterior and interior spaces, authorized pedestrian travel routes have been mapped to create optimal traffic patterns to reduce density while preserving access and flow.

II. MAINTAINING INSTRUCTIONAL EXCELLENCE

Excellence in teaching and learning is the heart of our mission, the overarching goal that guides everything we do. This determination to excel is comprehensive, including student advising and mentoring, as well as tutorial support of various kinds. We are all asked, as we are able, to focus our time and energy on contributing to student success. Such a commitment might entail deferment of less immediately essential activities to later in the year.

An Early Start: The academic calendar for fall 2020 has been modified to allow for beginning classes on September 9 and concluding them on November 20, before Thanksgiving. By minimizing student travel to and from campus and ending on-campus activities earlier than usual, this adjustment should decrease opportunities for infection.

The Academic Schedule—Plans A, B, & C: Toward the end of winter quarter 2020, we moved final examinations online and quickly realized that the spring quarter would need to be fully online. Through herculean faculty effort, supported by build-while-flying training through CWU's Multimodal Learning Center, the lift was accomplished, and students and faculty settled in to their first fully online experience, destined to be repeated for all summer courses.

Meanwhile, as the coronavirus advanced, fall quarter academic planning led by our provosts, college deans, and student life and library deans unfolded as a scenario with three options: Plan A, was considered for an environment in which the risk of COVID-19 infection was very low. This would allow for a more typical fall quarter schedule, featuring 80% of all courses taught in-person and 20% online, complemented by an array of co-curricular events—academic, artistic, social and athletic—to enrich the experience of an anticipated 4000 students in residence. Plan C was developed for an environment of very high risk of COVID-19 infection. Such conditions would mandate continuing the practices of this past spring quarter, with teaching and learning, along with advising and mentoring, fully online and with most students studying from home.

Plan B was developed, and ultimately adopted, for a moderate and manageable level of risk for COVID-19 infection. It would allow for faculty and student choices among four options: in-person, hybrid, real-time hybrid, and online and for a residential population of between 2500 and 3000 students.

In addition to providing student and faculty choices of instructional modality, Plan B invites but does not require students to be in residence; reduces population density on campus; and favors first-year students and laboratory, studio, and performance classes for in-person slots. Moreover, with the tenets of plans A and C thoroughly discussed and vetted, the university is prepared to pivot in either direction or to treat the ABC scenario as a continuum of options to be selected from depending upon the course of the virus, the efficacy of mitigations, and progress toward development of a vaccine.

Experiential learning in the form of service learning, internships, student teaching, student research projects, and field and studio experiences will continue this fall to distinguish our educational practice. These experiences are listed as ‘hybrid’ in the course schedule and may have special health and safety protocols in place.

Plans for faculty office hours and additional mentoring, advising, tutoring, and other academic supports for students are likewise hybrid in nature, with urgent or complex in-person events possible by appointment, while routine events will remain remote.

Classrooms and Laboratories: Because Central is known for its low student/faculty ratio and engaged learning, large lecture spaces are comparatively rare. The requirement for six feet of social distancing within classrooms generated a campus-wide quest for our largest spaces, both traditional classrooms and other spaces that could be adapted as classrooms. Acceptable spaces also had to meet standards for air quality and circulation. Those with responsibility for auditorium, recreational, and specialized meeting spaces were quick to volunteer these areas for teaching and learning, even as realization dawned that portable technologies including microphones, web cams, and hot spots would be needed to transform a ballroom into a classroom. All spaces in which teaching and learning occurs will be configured to allow for social distancing. Diagrams will be posted in all spaces as guides to maintaining distancing standards throughout the quarter.

Brooks Library: The exceptional service that the library has always provided will be maintained and in some ways enhanced for 20/21. Spaces, furnishings, and technology are being reconfigured to accommodate safe and hygienic personal visits to pursue research and to borrow materials. Virtual visits are also welcomed, featuring expanded online chat assistance for general library questions and research. All loaned materials will be quarantined for three days before shelving, and library staff will wear gloves when checking materials in and out. In many cases, print library resources, including textbooks and journal articles, can be made available electronically, and electronic access for research has been expanded.

University Centers and Instructional Sites: University centers will adhere to their respective county’s and host college’s health and safety protocols. It seems likely that most instruction will be online, with the exception of some labs. CWU-Sammamish will follow protocols established by the Ellensburg campus and will receive the assistance needed to do so.

Study Abroad and International Students: All education abroad programming arranged through CWU has been cancelled for fall quarter. The U.S. Department of State continues to process passports on a limited basis. While some countries have begun easing internal lockdown restrictions, many are not processing visa applications and many borders remain closed to foreign travelers.

CWU hosts more than 400 international students at our campuses, all of whom are required by the Department of Homeland Security to take some portion of their coursework in the face-to-face format. The national pivot to mostly-online modalities, along with the closure of embassies and consulates, has caused difficulties for current and prospective international students. We are poised to assist our international students in securing in-person instruction sufficient to comply with immigration regulations.

Faculty Development: We are thankful to and proud of our faculty and our students for a successful fully on-line spring quarter, culminating for our graduating seniors in a remote—and joyful—commencement on June 14, 2020. Looking ahead, we are committed to significant improvement in our online delivery for fall quarter and beyond. To this end, the Multimodal Learning Center is offering a comprehensive and conveniently accessible tutorial in online course design and delivery. The tutorial includes basic, intermediate, and mastery level guidance. The provost has set aside funds to compensate participating faculty.

III. THE STUDENT EXPERIENCE

Dining: In-person dining will occur only under conditions favorable for social distancing and pristine cleanliness. Seating capacities will be reduced overall and at individual tables. Barriers will be installed at all service touchpoints, and no-touch technologies, including remote ordering, are scheduled for implementation. Most self-service areas (salad bars/buffets) will be eliminated, utensils and containers will be single-use, and take-out, catering, and delivery will play an enhanced role in dining options. Daily wellness checks will be in place for staff members, who also will complete three advanced health-and-safety trainings.

Housing: We anticipate that 2500 to 3000 students will be housed in our residence halls or apartments for fall quarter. Campus arrival dates and move-in times will be scheduled and staggered to support a safe and orderly move-in process.

Most residence hall accommodations are double occupancy, with twin beds spaced six-feet apart, two desks, and two closets. Facial coverings and social distancing in rooms will not be mandated by the university. However, these measures will be required in hallways and in all common areas, whether within or outside of residential spaces. Consideration is being given to limiting the number of students who may be inside community bathrooms at a given time, and intensive cleaning protocols will be observed in these areas.

Students will be advised not to share personal items and will be provided with essential cleaning supplies. In these and other ways, students will be encouraged to take ownership of their personal and shared spaces and of the overall environment in which they will be living and working.

Non-residents will not be allowed access into any residential facility unless they are there to provide an essential service, such as moving in or providing needed supplies or assistance. Gatherings of limited size and duration may occur in common spaces so long as facial covering and social distancing are observed. Seating in common areas will be reconfigured and allowable occupancies will be developed, posted, and monitored.

Athletics: The CWU Department of Athletics has worked with Kittitas County Public Health Director, Dr. Mark Larson, and university personnel to develop two plans. The first is the Summer Voluntary Student-Athlete Workout Plan, which outlines the protocols and safeguards to allow CWU student-athletes to use athletic facilities for voluntary summer workouts. This plan was approved and workouts began on July 6. The second is the Return-to-Play plan, which identifies the policies and protocols to bring our fall-sport student-athletes back to campus in August in the safest manner possible. In addition, this plan details policies and protocols regarding all ancillary athletic functions, e.g., ticketing, parking, and concessions. The Return-to-Play Plan is under consideration for approval.

Co-Curricular Programming: Washington State Phase 3 regulations allow for gatherings of up to fifty people. Occupancy of indoor spaces is limited to 50% of capacity, and adherence to health and safety protocols is required of all attendees. The university is committed to exerting every effort to support in-person and virtual programming that will engage and inform our students and provide them common experiences and recreational outlets. Permitted types of in-person programs include movies, speakers/lecturers, gaming tournaments, open mic events, club meetings, and physical fitness activities both indoors and out of doors, provided that health and safety requirements can be met. In-person events will conform to university-wide tracing requirements, which will necessitate some means of recording the names of attendees. Options for this process are under consideration, with contactless technology the preferred option for ticketing and for any concessions or merchandizing, as well as for recording attendance. Privacy concerns are integral to these discussions.

Mental Health: Unsurprisingly, reports from colleges and universities across the country indicate that more students are suffering from anxiety and depression in the COVID-19 environment. CWU's Mental Health Clinic is preparing to address this need as it manifests among our students. Individual counseling, group sessions, workshops, and presentations are available in areas including stress management, depression and sadness, anxiety, grief/loss, and attentional and focus difficulties. All of these symptoms could see increased expression due to COVID-19 impacts. Assistance will be available to students through tele-counseling and by individual appointment.

Communication and Participation: The success of the fall on-campus experience for all students depends importantly upon willing and eager student participation and peer-to-peer communication. Our student government leadership has helped us to design and produce videos and other messaging with high student appeal. As we build out and provide training for our students who will serve as "safe-campus" ambassadors, we will continue to explore opportunities for student engagement.

IV. HEALTH AND SAFETY

The Hygiene Trio: Social distancing, facial covering, and hand washing--these are the big three personal risk-mitigation factors. Consistent compliance will require both individual commitment and institutional structures and guidance.

The ideal configuration for *social distancing* is a 6-foot bubble of separation among individuals in any gathering, in any setting. Classrooms will be furnished to this standard. Outdoor malls and quads, and indoor hallways and open spaces (e.g., the SURC) will be taped, roped, or otherwise demarcated to guide all of us through our on-campus lives efficiently, confidently, and with maximum safety.

All students and all faculty and staff members will be required to wear *facial coverings* at all times, except in private offices, semi-private offices with appropriate social distancing, and residence hall rooms or apartments. Washable cloth facial coverings will be provided free of charge. Upon request, faculty members who are teaching in-person classes will also receive a facial shield. Students will receive 2 masks, one of which will be a Wildcat-branded mask.

Hand hygiene will be supported by campus-wide availability of hand sanitizer and hand soap, as well as by continuous multi-media reminders to wash and sanitize hands frequently.

Testing and Contact Tracing: The university is developing plans for testing students who are symptomatic or who have had close contact with an individual who has tested positive for COVID-19. Testing will be managed through Student Health Services and will occur on campus or through partnership with local community health providers.

A process for contact tracing is being developed in conjunction with the Kittitas County Public Health Department. The process will allow contact tracers to connect with individuals who test positive and to identify and notify persons with whom the test-positive individual has had recent close contact (defined as within 6 feet for more than 15 minutes within 48 hours prior to the onset of symptoms).

Isolation and Quarantine: Quarantine is required of those whose proximity to an infected individual indicates exposure to COVID-19. Quarantine helps to prevent the spread of the disease by persons who may feel well, evincing no symptoms of the disease. Isolation is required of those who test positive for COVID-19. Isolation affords protection from infection to others and an appropriate environment for treatment and recovery to those who are ill.

The university has identified and reserved on-campus accommodations for students who require quarantine or isolation and would prefer remaining on campus to going home. Students in quarantine or isolation will have their meals prepared and delivered. Medical attention will be provided as needed, either on campus or at another facility. With attention to HIPAA compliance, faculty members will be notified of student absences due to medical reasons, and, in many cases, class participation will be able to continue online or by other remote means.

Managing COVID-19: A task force charged with preparing for potential campus outbreaks of COVID-19 and managing them should they occur has been identified and is in frequent contact with federal, state, and local government and public health agencies. The task force is paying particular attention to guidelines and recommendations pertaining to colleges and universities. In addition to a summary report providing testing, tracing, illness, and recovery details for the CWU community, the task force is preparing an operating manual for use by medical and emergency personnel on and off campus.

Pedestrian Traffic Circulation: Throughout the campus, for both exterior and interior spaces, pedestrian travel routes have been mapped to create one-way traffic patterns. Exterior routes will be indicated by directional signage and reinforced by student safe-campus ambassadors. Academic buildings and free-standing multiple-use space traffic will be unidirectional, with hand sanitizing stations at entry points and with floor markings, stanchions, and other directional signals in place. Weather permitting, exterior doors will be anchored in the open position to reduce touching of hard surfaces, and outdoor venues will be used for a variety of activities. Individuals will queue to enter buildings and interior spaces and exiting will occur in a systematic fashion. Elevator, stair, and restroom traffic will be managed through directional signage and capacity limitations.

Cleaning, Sanitizing, Disinfecting: Facilities Custodial Services has prioritized the following high-traffic areas for up-graded cleaning, sanitizing (reduces bacteria), and disinfecting (destroys bacteria): classrooms and laboratories; corridors; lobbies; entryways; stairs and elevators; restrooms and locker rooms. Classrooms will be cleaned and sanitized twice per week with physical wipe downs and disinfected daily with an electrostatic sprayer. Restrooms will be cleaned and sanitized daily with physical wipe downs and also disinfected daily with an electrostatic sprayer. High-touch areas such as door handles, light switches, and flat surfaces will be disinfected daily.

Cleaning and sanitizing materials will be provided upon request for additional, non-custodial, cleaning of high-touch electronics (keyboards, microphones), surface areas (desks), and protective gear (face shields). All custodial staff will practice social distancing and wear appropriate Personal Protective Equipment (PPE), including gloves and face covering at all times.

Procurement and distribution of hygienic and protective materials, equipment, and solutions will be handled centrally, by facilities management. A web interface form that will allow requests and materials tracking through the work-order system is being developed.

Air Circulation and Ventilation: A CWU maintenance team campus-wide analysis of air circulation and ventilation in instructional spaces determined whether the air exchange rate in a given space could be increased by adjustments to the mechanical system and whether the volume of clean outside air could be increased by adjusting air dampers. As a result of this analysis, Lind Hall will not be used for instructional activities during fall quarter. Ventilation in all other spaces will be adjusted to maximize air exchange and the inflow of fresh air. National recommendations on protections against airborne viral transmission indicate that in addition to air circulation modifications, attention to occupational density, facial covering, and cleaning/disinfecting can effectively limit the concentration of coronavirus in aerosols.

Police and Public Safety: While the Department of Police and Public Safety will continue its full range of protective services, its primary focus for the fall quarter will be on promoting a safe and successful reopening. To this end, routine service to the campus will be remote. Emergency situations will be handled expeditiously by personnel in PPE, for the protection of officers and those they serve. Social contacts and other prolonged, non-emergency interactions will be avoided. Departmental officers and other staff will observe the full range of health and safety protocols prescribed for the university.

Socialization: COVID-related signage, floor decals and tapes, and other directional and behavioral materials have been prepared by Public Affairs. Explanatory and promotional videos are in production. Student safe-campus ambassadors are being identified and will complete training before fall opening. An ambassador t-shirt is under consideration. Communication with students, parents, and other external audiences regarding the principles, policies, and practices for fall re-opening have begun already and will continue with updates and enhanced frequency up to and throughout the fall quarter. The CWU website posts and continuously updates a COVID-19 section. In addition, a taskforce on socialization is working across campus areas and disciplines, inclusive of student and faculty leadership, to review the literature on student motivation and recommend initiatives. Securing the active involvement of student leaders and drawing upon multiple sources of motivation, including ethical considerations, offers the best opportunity for success.

AFTERWORD

In the most positive scenario that seems reasonable to entertain at this time, our county, city, and university will be in Washington State's Phase 4 by January 1, 2021. At that point, gatherings larger than 50 will be permitted, possibly allowing for concerts, art exhibitions, and theatrical performances, and employees may resume working on campus. In addition, depending upon student and faculty interest, we may be able to add more in-person classes. According to current Phase 4 guidelines, however, social distancing and facial covering must continue to be observed, along with hygienic practices.

Given the reductions in state appropriations to public Washington State institutions of higher education dictated by COVID-19, CWU will be operating under stringent financial guidelines for at least the next two years. In the aftermath of the epidemic, we will need to focus relentlessly on our mission, implementing all appropriate frugalities and tapping scarce resources only to enhance our value proposition for students and ensure institutional sustainability, including student, faculty, and staff retention.

The favored term of reference for the aftermath of the pandemic, the “new normal,” suggests that waning of the virus will not signal a return to things as they were. Indeed, we are already glimpsing ways in which the higher education landscape is likely to change. For example, an enhanced role for remote teaching and learning seems all but inevitable. User expertise in online instruction will have improved dramatically for both professors and students. More instruction is likely to be blended to some extent, with more instances of information transfer handled primarily online, while discussion, problem-solving, and laboratory, studio, musical and other hands-on experiences occur in person. Overall, forecasters suggest, digital and in-person learning will be seen as complementary—equally valid and equally valued.

Academic calendars and course scheduling are likely to become more fluid, more various, and more accommodating to student needs and interests. Universities might remain more fully open year-round, featuring a fourth quarter or third semester rather than (or perhaps in addition to) the traditional summer session. Course scheduling could occupy more hours of each day and more days of the week to lower on-campus density in classrooms and other facilities and to accommodate an enhanced completion agenda. Innovative forms of scheduling—such as block scheduling (one class at time) and cohort scheduling (2 to 3 shared classes per cohort) for first-year students—might be adopted by more institutions. Enhanced flexibility could open educational opportunities for more students at various stages in their lives and careers. Certificate programs, already supporting adult students, lifetime learning, and career pivots, seem poised to flourish.

Overall, higher education’s future may include less differentiation between online and in-person students and between traditional and non-traditional learners, as well as more intensive collaboration among main and satellite campuses.

Without question, the risks and rigors associated with COVID-19 will continue to test our institutional mettle as well as our reserves of energy, creativity, adaptability, and resilience. With planning in place and the good will of all abundantly apparent, we are resolved to persevere, for the year to come and for the decades beyond.

Central Washington University

Fiscal 2021 Budget Report

July 2020



*Joel Klucking, Chief Financial Officer / Vice President
Division of Business & Financial Affairs*



LEARN. DO. LIVE.

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Introduction

This purpose of this document is to report on the results of operations for FY20 and to mark the end of the development of the FY21 university budget. It represents countless hours of work by many CWU employees, including Vice President of Enrollment Management, Josh Hibbard, who partnered closely on this report. The budget report is a tribute to the sophistication of our systems, processes, and, most important, to our people. This is the third annual budget report, and, by design, builds on much of the information provided in prior reports. The initial report went into great detail on how we are organized and what funds are required by the state. That information, and all annual reports are posted at www.cwu.edu/budget.

We continue to leverage the great work done over the past several years to improve our ability to budget, forecast, and report on financial data. It deserves repeating, that with respect to budgeting, forecasting and reporting, CWU is as capable as the most sophisticated for-profit and not-for-profit entities.

In 2018, CWU moved academic units away from incremental budgeting to Activity Based Budgeting (ABB) within the Responsibility Center Management (RCM) philosophy. Self-supporting (not state-subsidized) areas of the university represent about 43 percent of our annual operating budget and embraced a commercial-style budgeting methodology many years ago.

The financial impacts of COVID-19 have presented significant challenges to the budgeting process. Revenues of all types have been traditionally fairly easy to predict within a percentage point or two, but the uncertainty surrounding instructional modality and the willingness and capacity of students to participate in our programs makes enrollment and on-campus programming difficult to predict at this point in the current year. As a result, the development of our six-year forecast has been deferred until later this fall, once we have a clearer picture of current year and future revenue streams.

Executive Summary – FY 2020 Recap and FY 2021 Overview

As March 2020 began, our Finance team was preparing the “8+4” forecast, looking to finish up a typical CWU fiscal year. Revenues were slightly down from the prior projection, but so was spending and it was all going to work out close to plan. Three weeks later, COVID-19 lockdowns were in full swing and our students were asked not to return to campus after spring break—a situation previously unthinkable. Despite the chaos that ensued, an opportunity developed to demonstrate our ability to quickly project the financial impacts of an unforeseen crisis. In a matter of days, we were able to conclude that, with emergency cost-saving strategies in place, FY20 would come close to break even, and our focus turned to building a driver-based model that demonstrated the financial outcomes of a variety of potential FY21 scenarios.

FY20 did in fact end up at essentially breakeven, and importantly, we met the requirements of our bond covenants. Our early response systems kept us in the vanguard. We were early to implement an executive-pay reduction and broad cost-cutting measures, and first in the US to declare financial exigency. There are currently only two others, however the *Chronicle of Higher Education* predicts many more declarations are coming).

Looking forward to FY21, there will likely be significant challenges both financially and operationally. With the state economy forecasting a \$8.8 billion deficit, we were told to expect at least a 15-percent budget cut. Despite thorough plans to mitigate the impacts of COVID-19, instructional modality will play a big role in enrollment and residence life. The budget we have prepared reflects the best information that exists at this time; we expect many budget assumptions to change. However, we have demonstrated the ability to respond quickly to a rapidly changing environment while keeping intact our commitment to CWU mission and values.

State/Tuition and Local General Funds. Although we did not achieve budgeted fall enrollment (+63 actual vs. +150 budgeted), the increase in non-resident undergraduate students, who pay higher tuition, and a slight decrease in the amount of tuition we waive helped to partially mitigate the shortfall in total student headcount. As a result, gross tuition revenue came in \$486,000 lower than target. The 2020 summer session appears to be coming in as planned, providing much-needed income to the four academic colleges. Official first-year retention will not be known until the tenth day of the quarter. Prior to spring quarter, mid-year persistence rates were indicating another percentage increase in first-year retention, however we now expect it to be slightly lower than last year. The allowance for bad debt continues to rise. Overall student receivables are growing as expected due to the financial difficulties experienced by students and their families.

In the year ahead, the enrollment picture is fuzzy. We anticipate 500 fewer students than fall '19, with 75-percent occupancy in the residence halls. Instructional modality may have significant impacts on both total enrollment and participation in residential occupancy. We

anticipate a reasonably strong summer session in 2021, and very different operating conditions compared to FY20 overall.

Lower enrollment projections coupled with the anticipated cut in state support has left a projected \$13 million deficit in the State/Tuition fund. The university has taken dramatic actions to close this deficit, including furloughs, temporary FTE reductions, spending reductions, a hiring freeze, and the elimination of cost-of-living wage increases for faculty and exempt staff. These actions will reduce the deficit to about \$2 million. We anticipate having to use FY20 carryforward to close the gap. These cuts are mostly one-time, so there will need to be additional reductions with longer-term impact in order to realize a balanced budget for the next two biennia. This work has commenced and will be reported at the fall meeting of the trustees.

The Enterprise Fund Group, specifically Housing and Dining, experienced solid financial performance up to the end of winter quarter—and then a local public health directive asked students not return to campus in the spring. This resulted in a massive loss of housing, dining and bookstore revenues—more than \$17 million. Prior to the impacts of COVID-19 this fund group was anticipating at least \$3 million in surplus funds, which had already been earmarked for facility renovations. By the time spring quarter was over, the impact of lost revenues net of spending reductions was more than a \$3 million **deficit**. The institutional portion of the federal CARES act was deployed to cover this deficit, ensuring that we would meet our bond covenants for FY20.

Looking forward to FY20, there is extreme uncertainty regarding student participation in the residential services. The budget presented here anticipates 75 percent of normal occupancy in the residence halls, and a corresponding decline in meal plans, culminating in an estimated \$5 million deficit. There is upside potential, as the 75-percent reduction is arbitrarily determined; our first-year class currently looks to be down from last year, but nowhere near 25 percent down. It is entirely within the realm of possibility that residence hall occupancy is down only 10 percent. It simply depends on instructional modality and the willingness of students and their parents to participate in the residential experience. Downside potential includes a repeat of spring quarter, online instruction with minimal residential students. This portends a catastrophic outcome for the enterprise funds and would effectively eliminate all reserves; all facility improvement projects would be deferred indefinitely.

The Student Activities Fund group was less impacted by spring quarter events in FY20, as the fees associated with this area are related, in large part, to the debt service of the facilities and cannot be waived. There was a small surplus due to cost-cutting measures. The FY21 budget will be similar to FY20, although a large drop in enrollment would reduce fee revenues, and the absence of on-campus activities may eliminate some operating costs.

Capital Development in FY20 saw the start of construction of the Health Sciences facility, a major renovation of the Stephens-Whitney residence hall, and the completion of exterior upgrades to Brooklane Village.

1. Destination 2025 - Strategic Enrollment Management Planning

Universities use strategic enrollment management (SEM) to develop frameworks for improving student and university outcomes through cross-divisional student success efforts and comprehensive enrollment planning. In the spring of 2019, the Board of Trustees endorsed the university's SEM plan. The plan identified the mission-critical goals for enrollment, focusing on new student recruitment, diversity and inclusion, and retention, persistence and degree completion.

In the fall of 2019, Enrollment Management Vice President Josh Hibbard convened an SEM Advisory Council. Using the proven principles of project management planning and development, the council partnered with the institution's project management office to launch the multi-year project, branded *Destination 2025*. Year-one implementation of *Destination 2025* resulted in more than 100 projects, activities, and initiatives that support the project goals to be completed between October 2019 and October 2020.

Seventy-five percent of initiatives will be completed on time; more than 45 projects are complete and 60 will be completed within the next three months. About 10 percent of the year-one initiatives will be delayed, mostly due to challenges associated with the pandemic. In April 2020, the SEM Advisory council undertook a re-planning effort to identify and prioritize projects and activities in response to the COVID outbreak and online spring and summer quarters.

The power of strategic enrollment management is not only the tracking, resourcing, and measuring the project, but in the planning process. Year-two planning has commenced, and the cross-divisional workgroups have already identified 116 projects and activities to be completed between October 2020 and October 2021 in support of the SEM goals. Year-two planning will be finalized by September 15, and a project plan will be launched through the project management office.

The Enrollment Management Division is modernizing recruitment systems and procedures, launching the first phase of a comprehensive contact center that will support incoming calls, text messages, and emails. The contact center will support the management of outgoing calling and texting campaigns that support activities within student financial services and admissions. In addition, a dedicated Spanish-speaking text-messaging line will be developed and staffed.

Accurate and consistent enrollment projections are essential to the planning, budgeting, and operations of the university. The Enrollment Management Division has partnered with the newly formed Business Intelligence (BI) department within our Operations Division to develop forecasting models. Recently, the BI department delivered a comprehensive forecasting model that combines market-share modeling with the Holt-Winters time series forecasting model. Holt-Winters is a model of time series behavior. Forecasting always requires a model, and Holt-Winters is a way to model three aspects of the time series: a typical value (average), a slope (trend) over time, and a cyclical repeating pattern (seasonality). The result of is a robust projection model for new residential students. Next, the BI department will begin developing

forecasting model for continuing students. Soon, Central will have a comprehensive projection model to support accurate and consistent enrollment projections.

The Enrollment Management (EM) Division continues to recruit students into our fall 2020 class, although most operations have been moved online. Campus tours were transformed into a virtual environment and are offered daily. Admissions counselors offer individualized counseling appointments via video, as well as participating in virtual college fairs. This year EM launched a survey to more than 8,000 admitted students with a 52-percent response rate, allowing admissions counselors to connect with undecided students. Student financial services has launched the first phase of a virtual financial aid resource center. The Game On! Program converted elements of their curriculum and programming into online activities and distributed among partner institutions.

Fall 2020 Early Outlook

Institutions nationally are projecting as much as a 20-percent decline in overall fall enrollment. However, these projections do not take into account the multitude of external factors associated with a global pandemic. There is, therefore, much uncertainty in our fall 2020 projections. There is consensus that the pandemic will have a negative impact on enrollment, but the extent is unknown. A review of the last four quarters provides some indication of the impact. Overall, undergraduate enrollment experienced a slight increase in fall 2019 (+1 percent) and in winter 2020 (.2 percent) quarters, before experiencing a decline at the beginning of the pandemic: a 1-percent decrease in spring 2020 and a more significant decline in summer 2020 (5 percent).

Traditional admissions indicators suggest CWU was on track to welcome a record-breaking student cohort, as evidenced by a 20-percent increase in first-year admitted students. However, these increases did not translate into student confirmations, with a 5 percent year-over-year decline in overall first-year students. Of note, there is an even distribution of our year-over-year declines for both domestic non-resident first-year students (6 percent) and traditionally under-represented students (5 percent). New transfer-student confirmations are experiencing a more significant decline at 15 percent for Ellensburg and 36 percent for University Center/online transfer students.

Undergraduate, continuing student registrations are lagging prior year registrations by 11 percent. Registrations for fall are monitored weekly for new and continuing students. Outreach to students who have not yet registered will use multiple channels: email, mail, text message, phone call. The university's response to the pandemic has changed many key variables that impact year-over-year comparisons, such as the early start of fall term and registration processes.

As we near the start of the fall term, the following provides examples of risks that could impact CWU's enrollment position:

- **Students choosing community colleges.** Four-year institutions are bracing for the possibility of recent high school graduates choosing to take classes close to home at community colleges. In addition, community colleges continue to expand, market, and recruit students into their bachelor of applied science degree programs.
- **Lag in financial aid paperwork.** Due to the early start of the fall term, the timeline to complete financial aid paperwork will be a challenge. This is especially true for students who have been selected for federal verification. Federal verification is a process that requires institutions to verify the accuracy of the information provided on a student's FAFSA in an effort to ensure that federal aid is distributed to those who are eligible. Currently, more than 2700 students have not submitted required paperwork. To compound this issue, the IRS response time is unreliable, at best.
- **Decreased family resources.** The trickle-down effect of the unemployment increases in Washington will contribute to expanding the need gap for many college-going students. Families that contribute to their students' costs of tuition may be unable to offer the same level of financial support, having an impact on ability to enroll.
- **Student persistence.** National data indicates that online students persist at a lower rate than their on-campus counterparts. As we head into our third consecutive quarter of online courses, we will experience the risk a decline in student persistence.

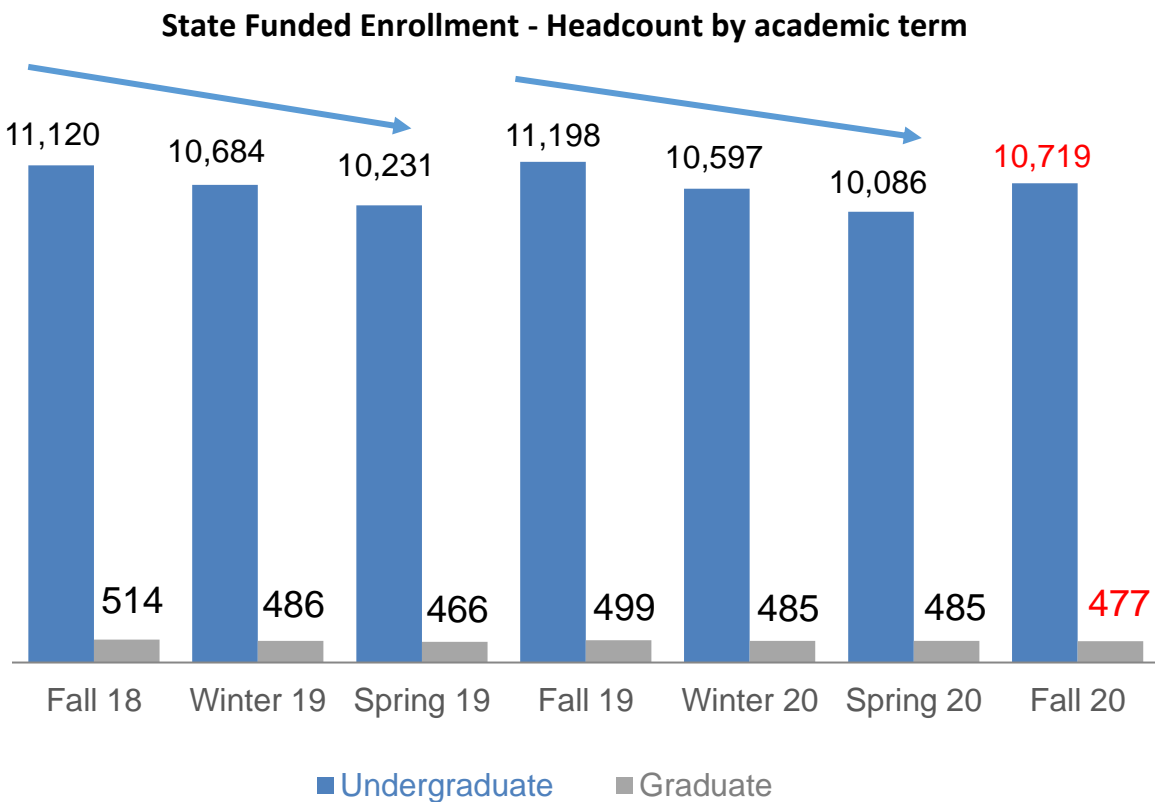
Based on our understanding of the pandemic's impact on spring and summer enrollments, and considering the current registration trends and risks, it is reasonable to plan for a 5- to 10-percent decline in overall enrollment for fall 2020.

2. Budget Drivers – Revenue

The most significant revenue driver for the university is clearly enrollment, both individual students (“headcount”) and full-time equivalent (FTE) students, which for this purpose is total credits divided by 15 (for a quarter).

Headcount is most relevant for services that are not dependent upon credits taken. These services include housing, dining, parking, and bookstore revenues. Other revenue elements, such as tuition and most mandatory fees, are charged per-credit taken and therefore FTE is the main driver. Budget development begins with fall headcount estimates, as it is quite easy to derive quarterly headcount, as well as FTE using established historical patterns from the fall headcount baseline.

On the chart below, note the repeating pattern of higher enrollment in the fall, with a consistent drop each quarter of the academic year. This drop is typically 4 or 5 percent each quarter and comes from a combination of student persistence issues, graduation, and/or transfer to another institution.



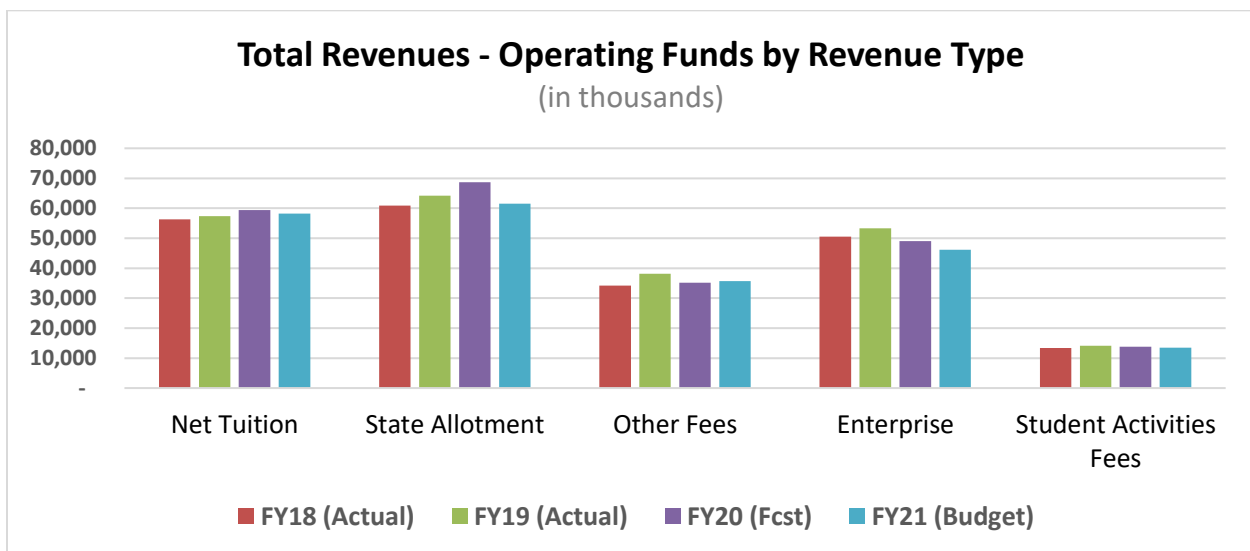
Once estimates of quarterly student headcount and FTE are established, these data are used as revenue drivers for most of our operating fund groups.

Total Revenues – Operating Funds

Total operating revenues have increased over time as enrollment has grown and rates have increased to keep up with inflationary pressures. FY 21 operating revenue growth is anticipated and budgeted to decline sharply due to state budget cuts and lower-than-expected enrollment and residential occupancy.

Total Revenues – Operating Funds (In thousands)		
Fiscal Year	Total Revenues	Change From Prior Year
Fiscal 2019 (actual)	\$227,078	\$11,712 (+5.4 percent)
Fiscal 2020 (forecast)	\$226,104	(\$944) (-.4 percent)
Fiscal 2021 (budget)	\$215,156	(\$10,948) (-4.8 percent)

In the chart below, operating revenues are segregated by type of revenues for the past three years, as well as the budget for FY 2020. Note the decline in the state allotment in FY21, due to the anticipated 15 percent cut (\$9.9 million), likely the minimum outcome. Currently no legislative actions are anticipated until session convenes in January 2021. Enterprise Fund revenues are also expected to decrease due to a decline in residential occupancy, currently budgeted at 75 percent of normal. Student Activities, which is mostly fee driven, should be negatively impacted by lower overall Ellensburg headcount.



Tuition

Tuition accounts for almost half of the revenues needed to cover core activities in the State and Tuition Fund. Over the years, tuition policy at the state level has varied widely. During the Great Recession the Legislature expected universities to cover major cuts to the state operating allotment with increases to tuition, resulting in four consecutive years of 14-percent tuition increases. Then the legislature froze tuition for two years because tuition had increased to the point that it became politically uncomfortable. In 2015, the legislature rewrote tuition policy in order to reset the balance between state and tuition funding. The new policy reduced tuition at regional institutions by 20 percent over the biennium, and provided a corresponding “backfill” of the lost tuition revenue. All future tuition increases were restricted to a rate no more than the 14-year average of wage inflation in Washington state, which has been between 2.2 percent and 2.5 percent.

The following shows some history on tuition changes. In those years where there were zero percent changes, there was no additional state funding provided to cover inflationary pressures; they were absorbed by the university.

CWU	2014	2015	2016	2017	2018	2019	2020	2021*
Resident Undergrad	0.0%	0.0%	-4.8%	-14.8%	2.2%	2.2%	2.4%	2.5%
Non-Resident Undergrad	0.0%	5.0%	0.0%	0.0%	2.2%	5.0%	4.0%	2.5%
Resident Graduate	0.0%	5.0%	0.0%	0.0%	2.2%	5.0%	4.0%	2.5%
Non-Resident Graduate	0.0%	5.0%	0.0%	0.0%	2.2%	5.0%	4.0%	2.5%

* Proposed Increase

Another consideration is how Central compares to the other five public, four-year institutions in Washington. Below is a summary of the estimated FY 2021 tuition rates for each of the institutions and CWU’s relative rank (1 is highest tuition, 6 is lowest). Despite attempts to “catch up” to other institutions, our increases have been matched by most of theirs, and so our relative position remains the same.

Student Type	CWU	Rank	EWU	WWU	TESC	UW	WSU
Resident Undergraduate	6,476	5 of 6	5,982	6,705	6,511	10,629	10,202
Non-resident Undergraduate	22,551	6 of 6	23,967	23,463	26,701	37,998	25,145
Resident Graduate	9,822	6 of 6	11,330	10,389	10,708	16,278	11,781
Non-resident Graduate	23,007	5 of 6	27,217	22,302	24,937	29,178	25,879

Note: Tuition includes operating and building fee only - no other fees

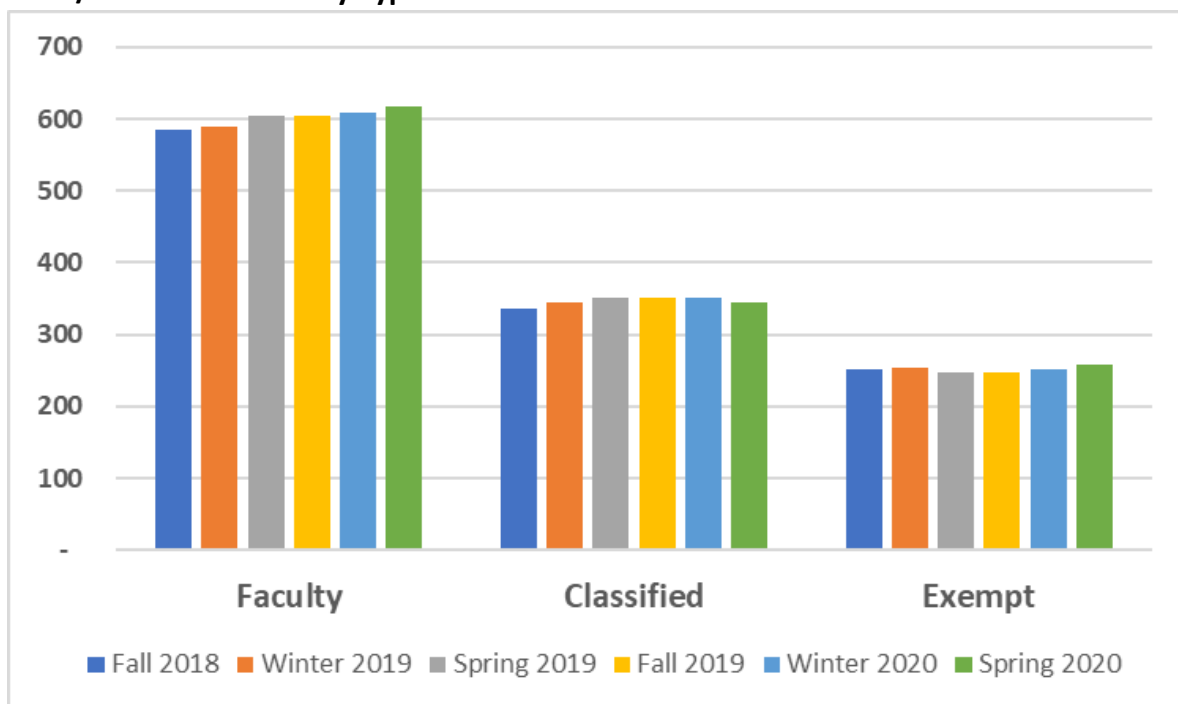
Action Item – Tuition

Given the current law regarding resident undergraduate tuition increases allowed as well as our positioning relative to other institutions in the other three categories, the full 2.5 percent increase for resident undergraduate tuition is recommended along with a 2.5 percent increase in all other categories.

3. Budget Drivers – Operating Expenses

The budget drivers that have the most significant influence on operating expenses are total employee FTE and annual increases in wages and benefits. Both elements imply future obligations, as most personnel have expectations of continued employment, and CWU does not have a history of enacting across-the-board salary reductions. The chart below shows FTE by employee type for the past few years. Note that increases or decreases may not necessarily mean new positions were added; there is also fluctuation due to vacancies in existing positions and additional workload (“overload”) assigned to faculty when needed.

State/Tuition Fund FTE by Type – Last Six Terms



Wage and benefit increases also have a significant impact on the university’s budget. The different employee types tend to experience varying across-the-board, cost-of-living increases. During a period of several years after the Great Recession no wage increases were possible, due both to lack of funding and a state-mandated wage freeze. Since 2013, however, classified staff have experienced annual wage increases of between 1.8 percent and 3.0 percent, along with increases associated with the state pay schedule for classified employees. Administrative staff have generally seen increases around 2.0 percent, and faculty have received 3 to 5 percent, not including merit and promotional raises, as applicable.

Benefits have been increasing at much higher rates, mostly due to health insurance cost increases. While CWU benefits from the state's large employee pool, the rates have been fairly unpredictable recently. On average, the health insurance rates passed on to CWU by the state have averaged 6-percent annual growth.

As stated before, these wage-and-benefit increases place an implicit lien on future revenues. There is some relief in FY21 due to no cost-of-living increases for faculty and exempt staff.

4. The FY 2020 Operating Budget

Taking into consideration the drivers discussed earlier, along with the anticipated state allotment, below is the FY 2021 Budget compared to the preceding three years (FY18 and FY19 are actuals, FY20 is forecasted, FY21 is Budget). This data represents all operating fund groups and is portrayed as revenues and functional expenses.

FY 2020 Budget - Operating Funds					% Change		
	FY18	FY19	FY20 (F)	FY21 (B)	FY19	FY20 (F)	FY21 (B)
Revenues	215,312	227,078	226,104	215,156	5.5%	-0.4%	-4.8%
Wages	107,233	115,022	118,813	117,258	7.3%	3.3%	-1.3%
Benefits	34,663	36,396	38,531	38,816	5.0%	5.9%	0.7%
Goods & Services	69,181	69,675	65,741	66,657	0.7%	-5.6%	1.4%
Total Expenses	211,077	221,092	223,085	222,732	4.7%	0.9%	-0.2%
Net Margin	4,235	5,986	3,019	(7,576)	41.3%	-49.6%	-351.0%

One takeaway from this data is that we are budgeting a modest decrease in total expenses over FY20, due to revenue shortfalls and COVID-19 spending restrictions. Each year we experience vacancies in positions, as it takes time to recruit replacements; sometimes positions are held open for a period of time at the discretion of the appointing authority. However, with the removal of vacant and newly planned positions we will experience less savings in FY21 than usual.

Another way to portray the operating funds is by fund group. The following chart shows the preliminary results for FY 2020 compared to budget, as well as the FY 2021 budget compared to FY 2020 actual preliminary results. Both FY20 and FY21 have been impacted by revenue shortfalls due to COVID-19, as well as corresponding decreases in spending due to cost control measures.

OPERATING FUNDS	FY 2020 Preliminary				2021 Budget	
	Budget	Actual	% Budget	Variance	Budget	2020 vs. 2021
Revenues						
State & Tuition	132,578	131,831	99.4%	(747)	123,788	(8,043)
Local General	35,510	32,434	91.3%	(3,076)	31,698	(736)
Enterprise	59,203	48,547	82.0%	(10,656)	46,170	(2,377)
Student Activities	14,044	13,292	94.6%	(752)	13,500	208
Total Operating Revenues	241,335	226,104	93.7%	(15,231)	215,156	(10,948)
Expenses						
State & Tuition	132,578	130,696	98.6%	1,882	125,929	(4,767)
Local General	36,012	31,462	87.4%	4,550	34,740	3,278
Enterprise	56,298	48,001	85.3%	8,297	49,092	1,091
Student Activities	14,269	12,777	89.5%	1,492	12,971	194
Total Operating Expenses	239,157	222,936	93.2%	16,221	222,732	(204)
Revenue Less Expense	2,178	3,168		990	(7,576)	(10,744)

State and Tuition Fund - The State and Tuition Fund represents 57 percent of the total operating budget. Because it is where most of the core instruction and administrative support occurs, it is the most often-discussed group of funds on campus. As discussed already, the main revenue sources are net tuition revenue and the state allotment, which are nearly equal in size. Of course, wages and benefits account for 70 percent of all operating expenses, and so employee FTE and wage-and-benefit increases have the greatest impact on total expenses.

State Allotment - State funding had certainly stabilized since the dramatic swings following the Great Recession and with advent of the new tuition law, dubbed the “College Affordability Program (CAP).” The new policy reduced tuition by 20 percent in FY 2016 and FY 2017, but backfilled most of the lost revenue. In FY21 we expect over \$12M in backfilled tuition from the state, representing almost 20 percent of the total state allotment.

For 2021 however, the state allotment remains difficult to predict, as it is the result of the legislative process and the state has many competing funding priorities, particularly in light of the anticipated significant revenue shortfall statewide. This is exacerbated by the state’s failure to fully fund the compensation increases authorized in the FY17-19 biennium. The state funded half of the increase lawmakers approved from the state general fund and directed universities to cover the balance with tuition—which by law cannot increase fast enough to cover state-approved wage increases. Tuition is capped at the rate of historic wage inflation (currently 2.5 percent) and wages and benefits have been increasing at 3-4 percent until FY21. The university has had to manage cost increases and grow to overcome the deficit created by the legislature.

The most recent biennial budget (FY19-21) did provide additional foundational support, which made up for a portion of the wage and benefit funding shortfall, but CWU is still about \$1.2

million short, at least from pre-FY15/17 funding levels. This additional funding was the result of an increase in Business & Occupations taxes, which have been negatively impacted by COVID-19, so this funding may not be available going forward.

Following is a chart showing historical state funding, and the proportionate share of total revenue over time.

State Allotment (Operating Funds)

(000's)	FY16	FY17	FY18	FY19	FY20	FY21
Net Tuition	64,257	54,252	56,250	57,402	59,358	58,205
State Allotment	47,707	58,565	60,845	64,220	68,718	61,554
Total	111,964	112,817	117,095	121,622	128,076	119,759
<i>% of Total Revenue</i>	<i>42.6%</i>	<i>51.9%</i>	<i>52.0%</i>	<i>52.8%</i>	<i>53.7%</i>	<i>51.4%</i>
State Allotment per Capita	4,397	5,163	5,255	5,520	5,875	5,497

Net Tuition Revenue - Net tuition revenue (gross tuition less tuition waivers, or “discounts”) is a significant driver for core instructional operations. Again, Washington law limits the amount that CWU is allowed to increase resident undergraduate tuition, but there is no limit to increases on other types of tuition (non-resident undergraduate, resident & non-resident graduate).

State law allows the university broad authority to waive tuition to achieve university goals. CWU uses tuition waivers for many purposes, including recruiting resident and non-resident first-year and transfer students, attracting students with specialized skills (e.g., performance in the arts or athletics), and to supplement federal and state need grants. Over the past few years, CWU’s discount rate and enrollment had grown quite significantly, however have stabilized recently, which includes the state-funded tuition backfill for an accurate comparison:

Net Tuition Revenue

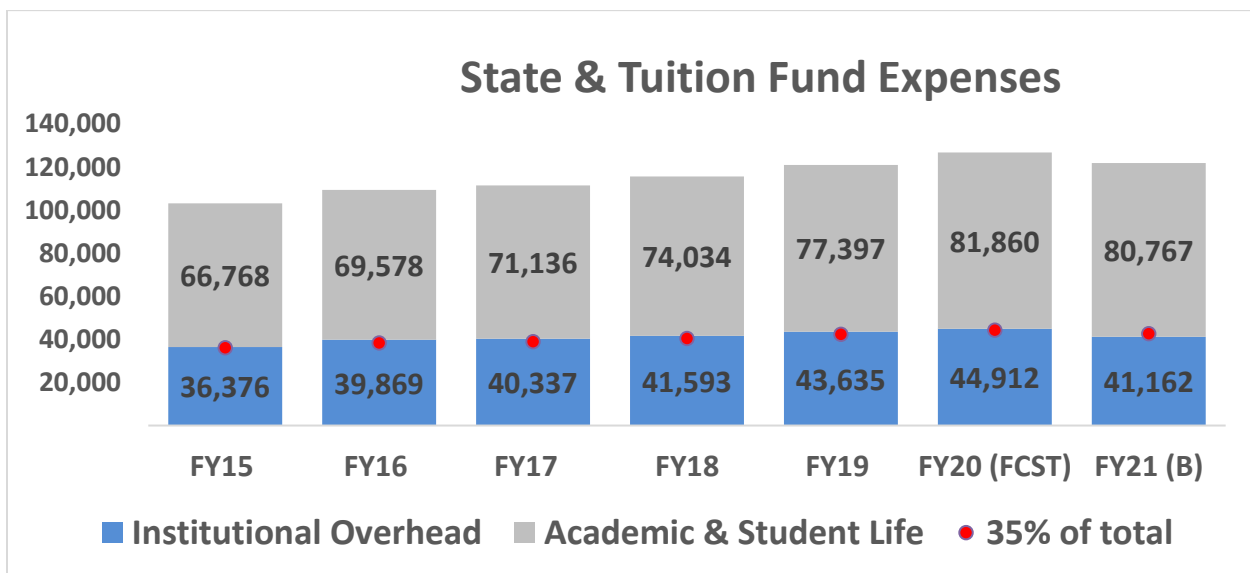
(000's)	FY16	FY17	FY18	FY19	FY20	FY21
Gross Tuition	77,221	68,639	71,374	74,470	76,623	74,507
State Backfill	2,739	10,826	11,104	11,572	11,803	12,063
Tuition Waivers	(12,964)	(14,387)	(15,124)	(17,068)	(17,264)	(16,302)
Net Tuition	66,996	65,078	67,354	68,973	71,161	70,268
<i>Discount Rate</i>	<i>16.2%</i>	<i>18.1%</i>	<i>18.3%</i>	<i>19.8%</i>	<i>19.5%</i>	<i>18.8%</i>
Net Tuition per Capita	6,175	5,737	5,817	5,929	6,084	6,276

Expenditures – State and Tuition Fund

Within the context of the RCM/ABB paradigm is the goal to minimize the impact of spending on institutional support in order to push resources to teaching and learning, our core functions.

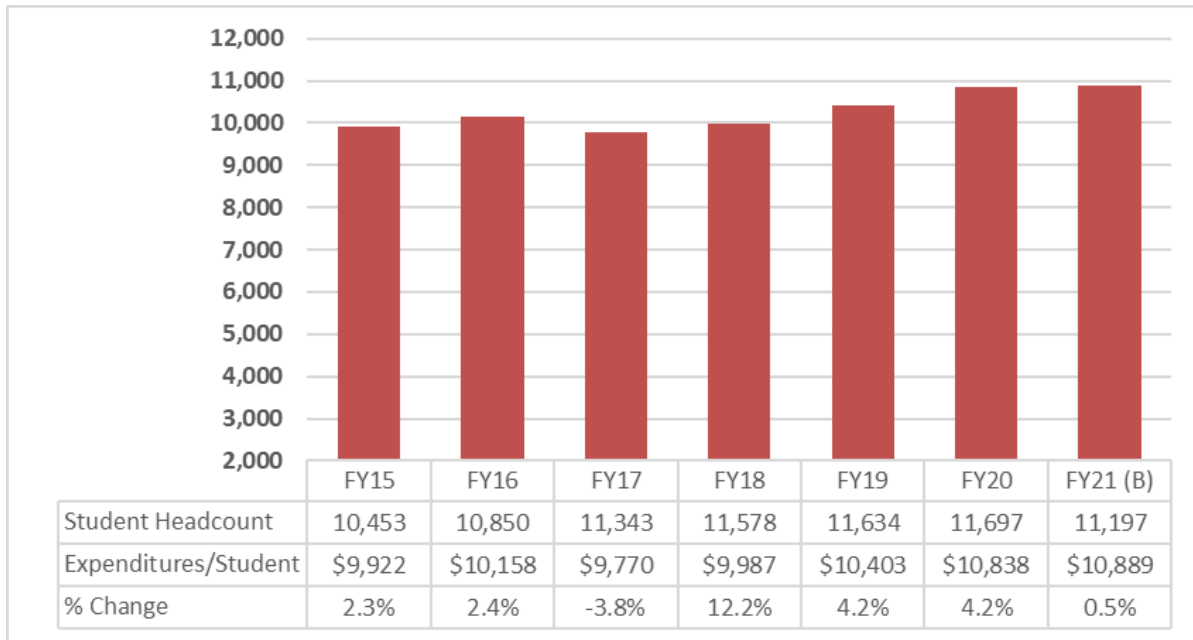
While there is no “overhead rate” stated or implied, one can see in the graphic below that institutional support has hovered very close to 35 percent of all spending since at least FY 2002, indicating that this ratio has served the university well over time.

Of course, even without any additional new discretionary funding, expenses will continue to grow due to across-the-board, wage-and-benefit increases. But there have also been cuts, particularly in the support functions. These cuts effectively slow the rate of increase and allow additional funding to go to the colleges. There was a cut of about three percent to all divisions in FY16 and then again to all support areas of two percent in FY18. As we enter 2021 with significant budget cuts, the majority of those cuts have come from the support areas. That’s why funding for institutional support is showing a steep decline in FY21. The budget for FY21 includes across-the-board wage increases for only classified staff, with no increases for faculty and exempt staff budgeted.



Another way to measure effectiveness of resource management is to spread expenditures over the fall student headcount, and evaluate the changes over time. The following chart shows the expenditures per student headcount, which undulates as enrollment drops in the early years and then picks up after FY17. In the past two completed years, the rate of expense growth per student has risen higher than the rate of inflation, due to larger wage and benefit increases than in the past, as well as state-mandated wage increases and programs and only nominal growth in student headcount. FY21 shows the impact of spending reduction strategies including the removal of cost-of-living increases for faculty and exempt employees. It is also worth pointing out that in FY21 the budget assumes that all resources will be spent, which contrary to prior years is likely to happen due to the de-funding of all vacant and newly planned positions – the usual “wobble-room” or slack in budgets has been removed.

Total State/Tuition Expenses per Student



FY21 New Funding Decisions – State/Tuition Fund

New funding requests are subject to the review of the university community under CWU’s “shared governance” framework. The review starts with requests of divisional vice presidents, with review and recommendations by the Budget Allocations Sub-Committee (BASC), the President’s Budget Advisory Committee (PBAC), and finally the decisions made by the president and/or provost. Of the requests that went through this process, in light of the financial issues created by COVID-19, the only budget increases approved by the president were unavoidable costs associated with software license fee increases and hazardous waste disposal totaling \$140,000.

Local General Funds - The local general fund group is where most of the student fees are recognized, as well as the expenditures related to those fees. There is a very diverse population of fee types, but most of them are student fees to support particular student services. About one third of the activity is related to summer instruction (approx. \$10 million), most of the net margin related to summer instruction supplements the college operating budgets and also has the fewest restrictions on its use.

Mandatory fees are also a large contributor to the activity of this fund group. These fees support athletics, student medical and health counseling, technology, and the Wellness Center. These fees support the areas specified in the fee charters.

Course-specific fees in this fund group are required to be used to pay either for consumable materials (e.g. clay in a pottery class), expenses specific to a course (fuel for travel to a geology field trip), or specialized lab fees (isolated servers for the cybersecurity lab, flight training fees). These fees are, of course, restricted to the related course and are closely monitored. Continuing education, multi-modal learning, running start and a variety of partnership agreements make up the rest of the activity in this fund.

Spending in this fund group can be erratic, as resources are accumulated over several years in anticipation of asset reinvestment (multi-modal technology upgrades, for example). This is also where we experience start-up costs for new ventures like the Sammamish instructional site or enhancements to the aviation program. The following chart shows that right now we are in an investment phase that has lasted a couple of years. However, with spending restrictions in place for FY20, this phase has ended. Other than Aviation and Sammamish, there are few, if any, areas that are experiencing structural deficits, and if they were, we would be proposing fee increases to resolve those issues. The projected deficit in FY21 is significantly impacted by salary and benefit savings, particularly in the colleges and, if history is a guide, this deficit will be trimmed substantially before the year is completed. This fund group will have over \$14 million in accumulated reserves at the end of FY 2020.

Local General Fund Operations

('000s)	FY16	FY17	FY18	FY19 (F)	FY20 (B)	FY21 (B)
Revenues	\$26,607	\$26,835	\$30,022	\$34,179	\$32,414	\$31,696
Expenses						
Wages & Benefits - Faculty	7,197	7,747	6,051	5,428	5,512	4,305
Wages & Benefits - Staff/Student	5,047	5,443	6,367	7,451	7,712	7,573
Benefits	3,275	3,625	3,526	3,458	3,979	3,829
Goods & Services	7,605	7,921	12,715	14,664	11,086	13,675
Travel	1,934	2,019	2,071	2,081	1,449	3,301
Equipment	1,749	2,804	3,337	2,099	1,735	2,057
Total Expenses	26,807	29,559	34,067	35,181	31,474	34,740
Net Margin	(\$200)	(\$2,724)	(\$4,045)	(\$1,002)	\$941	(\$3,043)
<i>Excludes depreciation</i>						

Enterprise Funds - The Enterprise Fund group consist of Housing and Dining, parking, and the Wildcat Shop (bookstore). Although many universities contract for these functions, they are self-operated at CWU, and must generate enough revenue to cover their operating expenses and debt service, plus set aside funds for asset re-investment. When combined with the

student activities funds, this is the “CWU System,” an entity that holds and has pledged to repay the university’s revenue bonds.

Generally speaking, the Enterprise Funds derive their revenues from student fees, so enrollment is critical to the financial viability of these operations. In the case of Housing and Dining, first-year Ellensburg students are the main driver of revenues as CWU requires first-year students to live on campus. As enrollment in this category has been very strong since FY 2016, the enterprise funds have performed very well, and have been operating near capacity. When Dugmore Hall and the associated dining facility opened in fall 2019, much-needed residential capacity came online, which allowed the ability to take Stephens-Whitney hall offline for a major remodel. It also brought additional operating costs and about \$2.3 million in additional bond payments.

Expenses are mainly driven by staff FTE, wage rates, and inflationary pressures on operating expenses, including cost of goods sold. CWU is fortunate to have seasoned operators in these areas responsible for the day-to-day operations and financial management. Below are operating results since FY 2016. The FY21 budget anticipates a significant decrease in occupancy (down 25 percent) and related variable cost decreases. This is an area of great uncertainty due to the impacts of COVID-19, and we will have to respond to any very likely variances in planned occupancy.

Enterprise Fund Operations

(’000s)	FY16	FY17	FY18	FY19	FY20 (F)	FY21 (B)
Revenues	\$44,163	\$47,165	\$50,530	\$53,538	\$48,541	\$46,170
Expenses						
Wages & Benefits	12,562	13,728	14,869	16,473	17,775	16,780
Goods & Services	11,115	12,097	12,305	12,375	11,497	12,229
Cost of Goods Sold	11,643	12,027	11,989	12,970	10,060	11,301
Debt Service	3,790	4,325	6,010	8,045	8,723	8,782
Total Expenses	39,110	42,177	45,173	\$49,863	48,054	49,092
Net Margin	\$5,053	\$4,988	\$5,357	\$3,675	\$486	(\$2,921)
<i>Excludes depreciation</i>						

Student Activities Funds - Student activities funds are generated by three kinds of fees: the Services and Activities fee, Student Union and Recreation Center (SURC) fee, and Recreation Center fee. The student activities funds carry debt as part of the CWU System, and much of the revenues are derived from student fees intended to service the debt related to the construction of the SURC. A portion of the Services and Activities fee, which is a component of tuition, goes to service the SURC debt, but the majority funds student-centered programming.

Expense drivers for the student activities funds include staff FTE, wage rates, and a considerable number of student employees. The expansion of recreation facilities now open has put some additional pressure on expenses going forward. There are no fee increases planned for FY21 and these fees must be collected as required by our bond covenants regardless of mode of instruction.

Following is a summary of the operating results for the student activities funds, and the budget for FY21, noting that the typical salary and benefit savings will likely be lower than in the past due to the removal of vacant positions.

Student Activities Funds Operations

('000s)	FY16	FY17	FY18	FY19	FY20 (F)	FY21 (B)
Revenues	\$12,909	\$13,331	\$13,400	\$14,129	\$13,292	\$13,500
Expenses						
Wages & Benefits	6,228	6,529	6,759	7,077	6,980	7,083
Goods & Services	3,895	3,824	3,939	3,637	3,388	3,407
Debt Service	2,342	2,342	2,575	2,340	2,339	2,481
Total Expenses	12,466	12,695	13,273	13,054	12,707	12,971
Net Margin	\$443	\$636	\$127	\$1,074	\$585	\$529
<i>Excludes depreciation</i>						

5. The FY 2020 Non-Operating Budget

The non-operating fund groups are a diverse collection of funds that typically work on an expense reimbursement model. For instance, capital and grants are funds that receive spending authority from the state and federal governments; we spend the money on the required purposes and then seek reimbursement. This group also includes the internal service funds that exist to provide services to the university, generally at cost plus a small markup for asset replacement (such as the motor pool and print shop). Also included in here are the Trust, Loan, and agency funds, for which CWU acts as an agent for resources that are not technically ours (such as student scholarships that come with the students from outside the university).

There are annual anomalies due mostly to our fiscal-year cycle not coinciding with the granting authority fiscal cycle. However, these funds should operate at break-even over time. Below is a comparison of the FY20 budget to actual results, and the proposed budget for FY21. Note that the final results for FY20 will likely improve as capitalization entries are still pending, and the final construction repayment from the State is received.

NON-OPERATING FUNDS	Budget	FY 2020 Preliminary			2021 Budget	
		Actual	% Budget	Variance	Budget	2020 vs. 2021
Revenues						
Capital Funds	42,263	22,093	52.3%	(20,170)	47,260	25,167
Grants & Contracts	48,293	55,613	115.2%	7,320	49,868	(5,745)
Internal Service	10,766	9,476	88.0%	(1,290)	8,500	(976)
Trust, Agency & Loan	6,023	6,906	114.7%	883	6,881	(25)
Total Non-Operating Revenues	107,345	94,088	87.7%	(13,257)	112,509	18,421
Expenses						
Capital Funds	41,851	28,823	68.9%	13,028	49,169	20,346
Grants & Contracts	48,347	55,466	114.7%	(7,119)	49,868	(5,598)
Internal Service	9,689	9,926	102.4%	(237)	9,209	(717)
Trust, Agency & Loan	5,056	5,097	100.8%	(41)	5,746	649
Total Non-Operating Expenses	104,943	99,312	94.6%	5,631	113,992	14,680
Revenue Less Expense	2,402	(5,224)		(7,626)	(1,483)	3,741



BOARD OF TRUSTEES

CWU QUARTERLY BOARD MEETING AGENDA

July 24, 2020

Virtual Meeting 9:00-11:00 AM

Business Meeting – 9:00 AM

Presidential Search Discussion & Update

- Trustee Search Advisory Committee, Interim Report
- Search Status
- Presidential Housing

Board Business

- Board Self Assessment
- Board Elections

Action Agenda

- 2020-2021 Trustees Meeting Schedule
- Consent Agenda
- FY21 Budget
- Tuition Increase
- Differential Tuition
- Athletics Budget
- Faculty Code Amendments



BOARD OF TRUSTEES

CWU Board of Trustees
July 24, 2020

INTERIM REPORT

of the
Trustee Search Advisory Committee

On May 15, 2020, the Board of Trustees established the Trustee Search Advisory Committee to inform the search for President Gaudino's successor. The charge to the committee was to reach out to university stakeholders to learn what they perceive to be the greatest opportunities and challenges facing the university, and to discuss what qualities are desired in presidential candidates. At the Board's special meeting on June 29, 2020, the Board voted to expand the responsibilities of the Trustee Search Advisory Committee (TSAC) to include working directly with the search consultant to recommend semi-finalists in the search after a preliminary screening of candidates.

Trustee Erin Black chairs the committee; Trustees Robert Nellams and Jeff Hensler are co-chairs. Following lists the membership of the full committee, which was amended at the Board's June 29 special meeting to include the Faculty Senate Chair for 2020-2021, Elvin Delgado (Motion 20-35):

1. Trustee Erin Black, Chair
2. Trustee Robert Nellams, Co-Chair
3. Trustee Jeff Hensler, Co-Chair
4. Andrew Mork, Alumni Board, President-elect
5. Carolyn Thurston, Exempt Employees Council, Chair
6. Ediz Kaykayoglu, Assoc. Provost for Extended Learning and Outreach; Executive Director of the Office of International Studies and Programs
7. Elvin Delgado, 2020-21 Faculty Senate Chair
8. Mickael Candelaria, Associated Students of CWU, 2020-21 President
9. Kande Cleary, Vice President of Inclusivity and Diversity
10. Lidia Anderson, Classified Staff Employee Council, Chair
11. Ralph Conner, CWU Foundation Board, Vice Chair
12. Sathy Rajendran, Chair, Dept. of Engineering Technologies, Safety, & Construction
13. Walter Szeliga, 2019-20 Faculty Senate Chair

This is the second of three reports on listening sessions that the TSAC will submit to the full Board of Trustees. A final report will be submitted to the Board at the end of September. Reports summarize themes that arise out of conversations with stakeholders and are intended to help to inform the work of the search committee to find candidates with the experience and qualities needed to be successful at CWU. Individual meeting summaries are located at cwu.edu/presidential-search/listening-sessions.

This report summarizes meetings conducted between June 15, 2020 and July 10, 2020.

	GROUP	MEETING DATE
1	Exempt Employee Association	6/19/20
2	Classified Employees	6/19/20
3	CWU Alumni	6/23/20
4	CWU Foundation	6/23/20
5	Academic College Advisory Boards	6/25/20
6	Ellensburg Community Leaders	7/6/20
7	Wildcat Club Board and Athletics Stakeholders	7/7/20
8	Student Orgs	7/7/20

Findings of Listening Sessions (June 15-July 10, 2020)

The preliminary round of listening session drew findings from a series of one-hour meetings conducted between May 15 and June 11: three with faculty, one with each of CWU’s three unions, leadership councils of exempt and classified employees, the Faculty Senate Executive Committee, the Provost’s Council, employees of color, incoming and out-going officers of the Associated Students of CWU, employees of University Centers and instructional sites, and the Academic Department Chairs Organization. Participants said Central Washington University’s next president should be committed to diversity and shared governance and be able to create a post COVID-vision for the university, including a robust plan for CWU’s eight satellite locations.

Similar themes arose from the interim round of sessions. The following lists the themes in common with the preliminary findings, and discusses new perspectives on those themes.

1. Challenges and Opportunities

Preliminary themes:

1. COVID-19 Short- and Long-Term Change
2. Decentralized Decision-Making
3. Development of University Centers and Teaching Sites
4. Diversity and Inclusion
5. Resource Development

Interim meetings echoed three of these themes and expanded perspectives on each.

COVID-19 short- and long-term impacts of COVID-19.

Adaptations to COVID-19 should not erode CWU’s brand, which centers on face-to-face, hands-on education. Exempt and classified employee groups stressed that short- and long-term changes should be prioritized by functions necessary to create an optimal educational experience—e.g. advising, grounds,

mental health services, and financial services as well as classroom instruction—and not show bias for one employee group over another.

Alumni stressed that the university experience is about more than just education: “most of what you learn doesn’t happen in the classroom.” The residential university experience enables students to develop life skills and learn how to handle situations. Students need a safe place to make mistakes and should come away from the university with lasting wonderful memories.

□ Diversity and Inclusion

Promoting authentic diversity and inclusion will include understanding what students and employees need, believe, and support. It’s not enough simply to allow demographic change to push more students our way. We must adapt and change to serve them well. Diversity and inclusiveness are top-of-mind for employers and should be for our next president. Central’s diversity positions us to present CWU as the cornerstone on which to build the next generation of grads to help companies become more inclusive and diverse.

□ Resource Development

Advocacy for CWU will be critical to the institution’s sustainability. The next president must be an effective advocate for public higher education and its impact on citizenship, on business vitality, and many other aspects of the state. The COVID crisis is simply exacerbating an already-unsustainable state budget model for higher education. He or she will have to develop close working relationships with the other presidents to protect public higher education funding, especially the Washington Promise program.

As the state reduces funding for students and for universities, the Foundation will have to step up, developing strategies to serve shifting demographics. With Baby Boomers no longer representing the majority of the population, CWU Foundation will have to shift development strategies to reach Gen X, Gen Y, Millennials, etc.

In collaboration with the new president, The Foundation, used to leveraging the traditional experience in fundraising, will need to be able to inspire alumni and friends with a compelling vision for post-COVID education. In the words of one alumna, “We’re inspired to raise money for our residential campus. But after COVID, what programs will ‘win’ and which will fall by the wayside?” Alumni said, regardless of the vision, excellence should be our goal.

The next president should leverage alumni passion for Central. “Our alumni never say no!” The president can use alumni enthusiasm to grow both the ranks of alumni and corporate connections, and to grow and sustain finances. In particular, CWU should reach out to alumni who graduated but have never returned or reengaged with Central.

Stakeholders said the next president will have the opportunity to leverage the “coming era of economic expansion.” Washington is home to two of the top four valued companies in the world, including burgeoning technology companies. CWU should be the go-to place for companies to find their next generation employees. The next president should develop clear pathways from school to career by having strong partnerships and pipelines to careers, for the sciences, as well as business, arts and humanities, and professional studies.

The next president should consider investing in marketing to expand CWU's brand recognition in western Washington. Said alumni, "We know that CWU is a great destination for students. It's the perfect size and location. Academic, athletic, and student-life programs are remarkable." But those qualities are less well known in the populous Puget Sound region.

2. Qualities and Experience of Next President

The Preliminary Report identified the following qualities and experience desired in presidential candidates:

1. Commitment to diversity and inclusion
2. Commitment to shared governance
3. Aptitude for emerging technologies
4. A great leader who possesses academic experience
5. High emotional intelligence

The Interim report echoed and added the following to these qualities, noting that the next president must be...

A cultural fit for CWU, including wanting to live in a small town and engage with the community there. The next president should embrace experiential learning and our commitment to serve students from all walks of life. He/she should understand the value of creating pathways from school into professions—through relationships faculty and staff have with employers, or through mentorships and internships set up by alumni and friends. Candidates should be able to deepen and strengthen our identity, and unite students, employees, and alumni around it, rather than seeking to change it. The next president should be "well-spoken and heart-forward," attentive to special needs of under-served and non-traditional students.

Able to unite Wildcat Nation—all campuses, employees, students, stakeholders. He or she should be able to engage with stakeholders at all levels. The next president should be comfortable inviting community feedback and using a variety of communication channels to reach stakeholders. He/she should have respect for and understanding of the inter-relatedness of the countless university functions beyond classroom instruction that are required to serve students. No single employee group—faculty or staff--can succeed without the other.

Possess consummate professional skills and experience. The next president will have to hit the ground running and will have a steep learning curve. His/her success will ride upon a pre-existing understanding of higher education finance, culture, and teaching and learning. Financial decisions must be informed by an understanding of how all university functions support students, beyond simply academic instruction. A background in higher education is very important, but it's possible that a strong leader from another "industry" sector could be effective and successful. He/she will have to be comfortable dealing with uncertainty and unafraid to make bold decisions. One alumnus put it another way: the next president must be:

“...comfortable being in a challenger position. Over the next several years CWU is going to be in a dogfight for resources and mindshare. Our new president will need a challenger mentality. He or she will need grit and ambition—like our students!”

3. Why CWU? *We will be contacting many persons who may not have thought about making a job change and will be reluctant candidates. Help arm us with compelling reasons we can use to convince these reluctant candidates to explore our opportunity.*

The Preliminary Report identified the following factors that could persuade candidates to pursue the presidency of CWU

1. The beautiful campus and geographic setting of CWU’s residential campus.
2. We are on the “Cusp of Greatness,” according to the NWCCU report reaffirming our accreditation.
3. The Wildcat Way—friendly campuses that welcome students from all walks of life.
4. We change lives! The warmth and rigor of our programs are life-changing for students. We add value by putting students first.

The Interim Report echoed these factors, adding that the **CWU Foundation and alumni are eager to help**. We want to help the next president succeed so CWU flourishes!

CENTRAL WASHINGTON UNIVERSITY
Board of Trustees
July 24, 2020

INFORMATION – Presidential Housing

Until the past decade, housing has been a standard element of compensation for university presidents. Universities purchased homes or estates in which to house presidents and host executive and other university functions. CWU built such a facility in 1947 and it has housed presidents ever since. Section VII. of President Gaudino’s contract requires him to live in the University House and Event Center, located at the corner of 10th Avenue and Wildcat Way, northwest of Hebler Hall.

The “President’s Residence” has been a fixture on university campuses for centuries. However, that tradition has faded. According to the College and University Professional Association for Human Resources, housing is provided or subsidized for 58 percent of university and college presidents nationwide¹. The residences reduce monthly living expenses for presidents, but also prevent them from accumulating home equity. In 2015, for individuals who owned a home and had a retirement account, equity provided 34.1 percent of personal net worth in the US². The annual survey of presidential compensation by the Chronicle of Higher Education found that the value of living in these residences is not calculated as part of the chief executive’s compensation package. However, presidents must report to the IRS as compensation a housing stipend or the value of housing, if either is provided by the university.

Section VII of President Gaudino’s contract provides an official residence, in which the president is required to reside, “as a condition of employment and solely as a matter of convenience to the University.” The university provides utilities, maintenance, and property insurance. As well, Section XIV of the president’s contract provides a maximum of \$15,000 to reimburse the president’s “actual and reasonable household relocation costs.”

As CWU begins a search for President Gaudino’s successor, a factor will be compensation and within that package, how the board wishes to address housing. The Board of Trustees could require the next president to live in the University House and Event Center, or allow the new president to choose: to live there throughout his/her tenure here; to live there only while seeking a private residence; or not to live there at all. *Under all of these scenarios, the University House and Event Center could continue to host executive functions.*

The Ellensburg Housing Market

At the July 24 meeting of the board, Ellensburg Coldwell Banker realtor, David Chamberlin, will brief the board on the Ellensburg housing market. He’ll discuss what is available in “executive housing,” including homes that could serve as a traditional “presidential residence.” Mr. Chamberlin, a CWU alumnus, is a recipient of Coldwell Bankers’ 2019 President’s Circle Award, awarded to the top 5 percent of Coldwell

¹ Rick Karlin, “College presidents’ homes combine work, domestic life,” *The Times Union*, April 3, 2019

² Jann Swanson, “Homeownership is the Top Contributor to Household Wealth,” *Mortgage Daily News*, April 28, 2019.

Banker brokers internationally. He is a “Global Luxury Specialist,” a designation given to agents with a track record of representing significant properties.

The CWU University House and Event Center - Background

In 1919 the Ellensburg State Normal School acquired a resident for the president. The large home near the heating plant on south 8th street (near the location of Old Heat) served as the president’s residence until 1947, when space was needed for the new heating plant. The house was sold and moved away³.

In 1947 CWU President Robert McConnell authorized the construction of University House and Event Center at 211 E 10th Avenue, in Ellensburg’s first railroad historic district. In 1967, a reception wing was added to the west end of the south face, and a family wing was added to the east side of the south face. In 1968, the facility also received landscaping upgrades throughout the property. The property includes a garage (constructed 1947), a storage shed (1967), and outdoor restrooms (constructed 2014). The facility has served continuously as the president’s residence since its construction in 1947. But for the past several decades the facility also has served as an event center, hosting between 35-50 events per year in the house. Receptions inside usually served 20 to 30 people; dinners typically host 8 to 10. The biggest event inside the facility hosted 80 people in the reception area; the largest event outside hosted about 100.

In 2008, the facility received a \$133,662 renovation for the addition of an ADA-accessible restroom and an access ramp to the main courtyard. This renovation also included a replacement of some electrical systems and wiring. Except for the renovations and additions in 2008 and 2014, the facility has not had any significant upgrades or renovations since 1967—more than 50 years.



Attention to this 70-year-old facility is long overdue. Before the next president arrives, infrastructure and other upgrades are badly needed. The lack of upgrades to core infrastructure components, such as heating and cooling, is causing maintenance costs to rise, while the state of the infrastructure declines. Dated building components, too, push up the costs of maintaining the facility: e.g. large picture

windows are single-pane; the heating system is connected to the university steam plant; the reception area still uses baseboard heat.

In the winter of 2020, CWU contracted with Seattle-based design firm, Mithun, to conduct an assessment of the University House and Event Center. The main focus was on critical infrastructure

³ Samuel R. Mohler, *The First 75 Years, a History of Washington State College* (Spokane: C. W. Hill/Printers, 1967), 141.

upgrades and renovation needs (e.g. windows, doors, and interior finishes) that had not been upgraded for 50 years. The assessment included the following main categories:

- Electrical
- Interior Construction (restrooms, and coatroom)
- Exterior wall (paint and siding)
- Interior Finishes
- Fixed Casework (kitchen cabinetry and countertops)
- Residential Equipment (kitchen appliances)
- HVAC (repair/replace steam system)
- Restroom

The estimated cost for a comprehensive renovation is \$872,233 and includes the following. Completion timelines assume beginning the projects as soon as possible:

<p>Interior event space: \$622,583.33 (est. completion time summer 2021)</p> <ul style="list-style-type: none"> • Remodel kitchen • Replace bathroom with two uni-sex restrooms • Remove guest bedroom • Repair steam-heat system • Upgrade electrical <p>Building envelope: \$151,968.20 (est. completion time summer 2021)</p> <ul style="list-style-type: none"> • Install energy-efficient windows • Install fire sprinkler system throughout • Repair/replace warped front door • Paint exterior 	<ul style="list-style-type: none"> • Upgrade HVAC, duct-work layout • Weatherize windows and roof • Repair trip hazards and crumbling steps <p>Residence upgrades: \$97,681.46 (estimated time to complete, 4 months)</p> <p>New paint and carpeting throughout Patch holes in the wall Upgrade electric fireplace to natural gas Enhance security system Upgrade overhead lighting Replace washing machine Replace window treatments Restore wood flooring</p>
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Proceeding with the renovation of the facility would require two board actions:

- Motion authorizing funding
- Motion addressing president’s contract: direction to the president to vacate University House and authorization to fund moving expenses, as provided in the president’s contract.

Submitted:



Linda Schactler
Secretary to the Board of Trustees

Approved for submittal to the Board:



James L. Gaudino, President



Central Washington University
Board of Trustees
July 24, 2020

EXECUTIVE SUMMARY – Board Organization & Planning

Board Assessment: In spring 2020 the Board of Trustees conducted an annual self-assessment. The results will be discussed at the board meeting and the executive committee members will follow up the discussion as needed with individual trustees.

Employee planning and review: CWUP 1-10-050 Powers and Duties requires the board to evaluate the performance of the president annually. The board have been provided the president’s self-assessment for the purpose of conducting this evaluation.

Elections: CWU Policy 1-60-070 directs the Board of Trustees shall elect the chair and vice chair annually. The chair and vice chair hold their positions for one year or until their successors are elected.

Meeting Schedule: State law [RCW 28B.35.110] requires boards of trustees of baccalaureate institutions to meet twice per year; Central Washington University Policy 1-10-030 states that the Board shall hold a regular meeting at least once each calendar quarter. Over the past 12 months, CWU has met eight times: four regular meetings and four special meetings. Trustees also have come together for a variety of activities, including the State of the University Address, meetings of the Trustee Search Advisory Committee, and meetings of the board committees.

The proposed schedule for the coming year includes regular, quarterly meetings, which will be registered with the Office of the Code Revisor of the state of Washington, per RCW 42.30.075. The schedule also will reflect general meeting dates when the board will convene in executive session to interview candidates for the CWU presidency. These will be set as special executive session of the board, as the precise date and time will depend on availability of the candidates. The board will accept the final report of the Trustee Search Advisory Committee, choose finalists and the successful candidate in special public sessions. RCW 42.30.080 requires 24 hours advance notice for special meetings, which also are authorized in RCW 28B.35.110.

Following is the proposed schedule for 2020-2021:

Special Public Board Meeting	Week of Oct. 5, 2020
Special Executive Session	Week of Oct. 26, 2020
Regular Public Board meeting	Oct. 29 & 30, 2020
Special Executive Session	Week of Nov. 15, 2020
Special Public Board Meeting	Week of Nov. 15, 2020

Special Public Board Meeting	Week of Jan. 11, 2021
Regular Board Meeting	Feb. 25 & 26, 2021
Regular Board Meeting	May 13 & 14, 2021
Annual Board Planning Retreat	July 27-30, 2021

We recommend the following motion:

The Board of Trustees of Central Washington University hereby adopts the 2020-2021 meeting schedule as proposed.

Submitted:



Linda Schactler, Chief of Staff

Approved for submittal to the Board:



James L. Gaudino, President



Central Washington University
Board of Trustees
July 24, 2020

ACTION – Approval of Consent Agenda

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

We recommend the following motion:

The Board of Trustees approves the consent action items submitted July 24, 2020.

Submitted:

Michelle DenBeste
Provost/Vice President for Academic
and Student Life

Joel Klucking, Vice President
Business and Financial Affairs

Josh Hibbard, Vice President
Enrollment Management

Andreas Bohman, Vice President
Operations

Linda Schactler
Chief of Staff

Approved for submittal to the Board:

James L. Gaudino
President

CONSENT ACTION/REPORT LIST
July 24, 2020

CONSENT PERSONNEL ACTIONS

Distinguished Service Recognition

<i>Name</i>	<i>Title</i>	<i>Department</i>	<i>Effective</i>	<i># Years</i>
Moffatt, David	Surplus & Inventory Control Specialist 4	Asset Management and Surplus Operations	June 30, 2020	43 years, 6 mos
Ney, Loretta	Secretary Lead	Psychology	July 1, 2020	46

Faculty Emeritus Status

<i>Name</i>	<i>Rank</i>	<i>Department</i>	<i>Effective</i>	<i># Years</i>
Johnson, Craig	Professor	Engineering Technologies, Safety & Construction	June 16, 2020	24

Phased Retirements

<i>Name</i>	<i>Rank</i>	<i>Department</i>	<i>Effective</i>
Hogan, Gerard	Professor	Library Services	October 1, 2020



Central Washington University
Board of Trustees
July 24, 2020

Action – Fiscal Year 2021 Budget Approval

Central Washington University’s anticipated operating revenue for Fiscal Year 2021, will be approximately \$215 million, down almost 5 percent from the prior year. Total operating expenses are anticipated to be \$223 million, essentially flat compared to 2020. These budgets reflect the anticipated impacts of the pandemic, including material assumptions about instructional modality, total enrollment, and on-campus residents. Significant effort has gone into reducing the university’s expenses for the current year, and the necessary long-term structural changes are underway. We anticipate using some portion of the fiscal year 2020 unspent revenues or other reserves to bridge the gap pending these structural changes.

The FY 2021 budget assumes 500 fewer students than the prior year fall quarter, 75 percent of normal occupancy in residence and dining halls, and importantly, a mixture of online, hybrid (a combination of online and in-person), and solely in-person instruction. If actual conditions deviate materially from these assumptions, we will make mid-year adjustments in response to changing conditions.

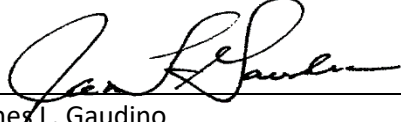
We recommend the following motion:

The Board of Trustees of Central Washington University hereby approves the proposed budget for Fiscal Year 2021 as presented.

Submitted:


Joel Klucking
CFO / Vice President for Business and Financial Affairs

Approved for submittal to the Board:


James L. Gaudino
President



Central Washington University
Board of Trustees
July 24, 2020

Action – Academic Year 2020-2021 Tuition Increase Approval

Washington State law limits the amount that CWU is allowed to increase resident undergraduate tuition to the 14-year average of wage inflation, which is currently 2.5 percent. This Board has discretion on setting other types of tuition rates (non-resident undergraduate, resident and non-resident graduate).

We recommend a 2.5 percent increase for all tuition types (resident and non-resident undergraduate, resident and non-resident graduate) for academic year 2020-2021.

The table below shows the annual increase in dollars across all careers and residencies.

	Tuition FY 2020	Tuition FY 2021	*Difference
Resident Undergraduate	\$6,317.70	\$6,475.65	\$157.95
Non-Resident Undergraduate	\$21,999.00	\$22,551.00	\$552.00
Resident Graduate	\$9,582.00	\$9,822.00	\$240.00
Non-Resident Graduate	\$22,446.00	\$23,007.06	\$561.06

*Fulltime Student per quarter


We recommend the following motion:

The Board of Trustees of Central Washington University hereby approves a 2.5 percent increase for all categories (resident and non-resident undergraduate, resident and non-resident graduate) for academic year 2020-2021.

Submitted:


Joel Klucking
CFO / Vice President for Business and Financial Affairs

Approved for submittal to the Board:


James L. Gaudino
President

Central Washington University
Board of Trustees
July 24, 2020

ACTION – Differential Tuition on Graduate Accounting Programs

RCW 28B.15.067 establishes tuition policy for the state of Washington, including a closely prescribed policy for resident undergraduate tuition. However, section (4) of this state law allows institutions a high degree of latitude for all other categories of students. University governing boards “may reduce or increase full-time tuition fees for all students other than resident undergraduates, including nonresident students, summer school students, and students in other self-supporting degree programs. Percentage increases in full-time tuition may exceed the fiscal growth factor.”

The College of Business requests authority to increase the price per credit for each graduate program in business (currently: Master of Professional Accountancy (MPA), Graduate Certificate in Accounting, Graduate Certificate in Tax, Graduate Certificate in Human Resources Management). The proposed tuition increase places this program on par (minus fees) with peer and competitor schools in Washington state and will allow the department to deliver these certificate programs in a fiscally responsible manner. With differential tuition, we will be able to maintain AACSB faculty sufficiency as these programs grow.

The table below compares regular per credit tuition rates for master’s students at CWU with the proposed 150% differential for the Master of Professional Accountancy per credit tuition rates along with a statewide average of graduate Accounting degree programs.

Residency	CWU Graduate Rate	CWU MPA Rate (150%)	Statewide Average
Resident Graduate	\$327	\$491	\$435
Non-Resident Graduate	\$767	\$1151	\$663

We recommend the following motion:

The Board of Trustees of Central Washington University hereby approves charging differential tuition rate of 150% regular CWU graduate tuition rates for Washington State residents, and regular CWU graduate tuition for non-resident students, beginning Fall 2020.

Submitted by:



Joel Klucking, Vice President
Business and Financial Affairs

Approved for submission:



James. L. Gaudino
President

Central Washington University
Board of Trustees
July 24, 2020

ACTION – Fiscal Year 2021 Athletic Budget Approval

Since 2018, state law has required governing boards of Washington institutions of higher education approve in an open public meeting the annual budget for intercollegiate athletics (SSB 6493) in advance of any expenditure for that fiscal year. The board also must approve in advance any expenditure exceeding \$250,000 that is not already in the approved annual budget.

Central is a member of the NCAA’s Division II Great Northwest Athletic Conference, which served 438 student athletes during the 2019-20 school year.

The following is a summary of the FY21 CWU intercollegiate athletics budget:

Funding Source	Proposed for Board Approval	% of Budget
Institutional Tuition Allocation	2,967,528	43%
Student Athletic Fee Allocation	1,425,000	21%
Estimated Tuition Waivers**	1,956,859	29%
Other*	475,679	7%
TOTAL REVENUE	6,825,066	100%

*Comprised of entry fees, licensing, royalties, sponsorships, ticket sales, guarantees, and camps.

**Includes In-state tuition (Athletic Tuition Waiver & West Athletic award) and graduate students Assistantships

We recommend the following motion:


The Board of Trustees of Central Washington University hereby approves the athletic budget of \$6,825,066 for Fiscal Year 2021 as presented.

Submitted:



Joel Klucking, Vice President
Business and Financial Affairs

Approved for submittal to the Board:



James L. Gaudino
President



Central Washington University
Board of Trustees
July 24, 2020

ACTION ITEM – Faculty Code Updates

Background: During the 1946-1947 academic year, the faculty of CWU (then the Central Washington College of Education) created a “Faculty Code of Personnel and Policy,” which was subsequently approved by the faculty, president, and Board of Trustees. This Code established an 11-member Faculty Council, which, in 1962, became the Faculty Senate. Section IV(A)1 of the Faculty Code provides that the Senate shall have the right to submit recommendations to the BOT through the president.

The Faculty Senate resides organizationally within the President’s Division; the Faculty Senate Chair reports directly to the president. Upon a comprehensive review by the Faculty Senate Bylaws and Code Committee and the full Senate, the Faculty Senate shares recommendations with the President, for transmission to the Board of Trustees.

On June 3, 2020 the Faculty Senate voted to amend the Faculty Code as shown in attached exhibits.

- Added definitions section.
- Added additional information regarding shared governance.
- Added “clinical faculty” to definition of faculty.
- Changed some titles for clarity.
- Deleted the Summer Session section.
- Added clarifying language for the new BOT Distinguished Faculty award.

We recommend the following motion,

The Board of Trustees of Central Washington University endorses the recommendation of the Faculty Senate and approves the changes to Faculty Code.

Submitted:

Linda Schactler
Chief of Staff

Approved for submittal to the Board:

James L. Gaudino
President



Central Washington University

Faculty Senate

Faculty Code

~~5/29/19~~ 5/6/20

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PREAMBLE

DEFINITIONS

College: In the Code, a college refers to any one of the CWU's academic, faculty-led institutions headed by a dean or executive director. These are: College of the Arts and Humanities; College of Business; College of Education and Professional Studies; College of the Sciences; Central Washington University Libraries.

Consultations: Substantive discussion of mutual exchange between two or more parties. Consultation both informs, receives feedback, and carefully considers feedback. Ideally, decisions will reflect consensus between the administrative leadership, appropriate bodies of the faculty, or other pertinent parties at CWU.

Department: See CWUP 5-60-030.

Interdisciplinary Programs: see CWUP 5-90-070.

President: The President is the Chief Executive Officer of the University, and is appointed by the Board of Trustees, which delegates broad administrative authority to the president.

Office of the President: The staff within the Office of the President coordinate policy development, communications, special projects, budget and other matters for the President's Division, as well as for the university generally.

Simple Majority: 50% of those casting votes plus 1.

Unit: Any academic entity that falls under the category of program, school, library, department, or college.

ABBREVIATIONS

The following abbreviations shall be used in this document:

CWU: Central Washington University

BOT: The Board of Trustees of CWU

UFC: United Faculty of Central

CBA: The collective bargaining agreement between CWU and the ~~United Faculty of Central~~ UFC

Provost: CWU's Provost and Vice-President for ASL Academic and Student Life

Senate: The Faculty Senate of CWU

Executive Committee (EC): The Executive Committee of the CWU Faculty Senate

Bylaws: The Bylaws of the CWU Faculty Senate

Code: The Faculty Code of the CWU Faculty Senate

AAUP: American Association of the University Professors

ADCO: Academic Department Chairs' Organization

PBAC: President's Budget Advisory Council

AAC&U: American Association of Colleges and Universities

GEC: General Education Committee

CWUP: Central Washington University Policy

CWUR: Central Washington University Procedure

Disclaimer

The title of this document is the *Faculty Code* (hereinafter referred to as the "Code"). The provisions of this document may not conflict with the actions of the Board of Trustees (BOT) or the Collective Bargaining Agreement (CBA). The collective bargaining process addresses mandatory subjects of bargaining and other aspects of the terms and conditions of employment that the parties agree to bargain.

Preface

History

CWU faculty first created a “Faculty Code of Personnel and Policy” during the 1946-1947 academic year, which was subsequently approved by the faculty, president and BOT. This Code approved an 11-member Faculty Council that in 1962 became the Faculty Senate. With the approval of a CBA in 2006, the BOT approved an Interim Faculty Code and charged a group with equal representation from the Senate and the administration to create a new Faculty Code reflecting the conditions of the post-CBA environment. What follows is the result of that collaboration.

Shared Governance

Constituents: President, Board of Trustees, students, faculty, staff, alumni, and community members.

Shared governance is both an iterative planning process and a collaborative culture in which relevant constituents of Central Washington University commit themselves to being partners in aligning their priorities to accomplish the mission of the University. Shared governance functions through an organizational structure that fosters active collaboration, transparency, accountability, understanding, and acceptance of compromise, mutual respect, and trust. For effective shared governance, we, as a university, must strive to improve our commitment, culture, collaboration, accountability, and transparency.

Commitment in shared governance consists, not only of written statements of support for shared governance, but also the creation and maintenance of mechanisms to allow for the allocation of time and resources to effectively carry out shared governance.

Our informal, collective network of attitudes, behaviors, and assumptions comprise our culture. Improvements in culture come from a commitment from university constituents to jointly consider difficult issues and to jointly develop strategic directions. Faculty should be a critical part in discussions surrounding themes central to the university mission. These themes include student outcomes, university revenue models, and campus capacity.

Meaningful participation by all relevant constituents during the formative stages of planning encompasses the ideal of collaboration in shared governance.

Shared governance is bolstered by consensus and clarity about who makes each type of decision on campus, as well as what role they have in the decision-making process. This clarity results in greater accountability.

Clear and honest communication by decision-makers to relevant constituents regarding the rationale for proposals and decisions aids transparency in shared governance.

Shared governance calls for a commitment on the part of faculty, the BOT and the administration to work together to strengthen and enhance the university. Shared governance is based on the principle that the division of authority and decision-making responsibility between faculty and administration should be based primarily on distinctive expertise and competence, and the legal responsibilities of each group as articulated in Washington State Law, the CBA and the Faculty Code. While the CBA strengthens that mission through evaluations of faculty, the Faculty Code and Senate helps guarantee administrative quality through meaningful evaluations of the university administration. Such evaluations include regular evaluation periods, publication of results (in the form of data) to pertinent stakeholders and clear statements on the use of evaluations of administrators by the BOT and its administrative agents.

University and College committees – be they ad hoc or standing and regardless of their originating body – serves as the most vital centers of such collective decision-making and consultation. As such, the BOT, its administrative agents, faculty, staff, and students must all be allowed the opportunity to choose their own representatives for committees. Additionally, the administration and faculty must mutually commit to the time and supportive resources necessary for shared governance.

The Senate serves as the broadest representation of faculty at which the administration is present, and consultation with a quorum of the Senate functions as the most basic level of meaningful consultation between the Faculty and the Administration.

Shared governance acknowledges the interdependence among the BOT, its administrative agenda, faculty, staff, and students as well as the diverse expertise, talents, and wisdom that resides in each party. As such, shared governance requires that meaningful consultation rely on broad distribution of information to all stakeholders prior to making decisions. It also recognizes that unilateral actions as well as attempts to circumvent consultation damages the letter and spirit of shared governance. Commitment to this system will create a culture of mutual trust and respect, transparency, collaboration, and accountability.

Authority

Legal authority is lodged in the BOT and delegated, through the president, to the administration and the faculty. The university present discharges this responsibility through a system of academic colleges, departments and programs, non-academic divisions, and other units. The faculty discharges its responsibility through (a) a system of programs, departments and colleges designed to plan, develop, and implement programs and policies inherent to the unit; (b) the Senate; and (c) university, college, and department committees.

December 2006
BOT Approved 12/8/2006
Amended 5/4/20

Section I. Faculty

A. Faculty-Defined

1. The word “faculty” as used in this Code shall mean only the following individuals employed by the university:
 - a. Those individuals who conduct scholarship; who teach, coach, or supervise students or who engage in similar academic endeavors in which students receive credit or academic benefit; and
 - i. who hold the academic rank of professor, associate professor, assistant professor, or emeritus professor; or
 - ii. who hold the professional designation of clinical faculty, senior research associate, research associate, senior lecturer, lecturer, visiting professor or coach.
 - b. Those individuals who occupy an administrative post, and who hold one of the academic ranks or professional designations listed in 1.a. above, and who hold academic tenure.
 - c. Those individuals who serve as librarians or professional media specialists or as members of the counseling or testing service, and who hold one of the academic ranks or professional designations listed in 1.a above.
2. The word “faculty” as used in this Code shall not apply to any employees of the university other than those listed in A.1 above. Thus employees such as civil service employees, civil service exempt employees without academic rank, or student employees are not entitled to the rights and privileges of this Code unless specific Code provisions make such allowances.

B. Other Faculty Appointments

The specific rights and responsibilities of faculty working in special roles shall be delineated in the agreement and/or contract with the appointing authority, subject to the terms of the CBA, e.g., interdisciplinary program director, academic program director within a department or graduate program director.

1. Election and Removal of Department Chairs

a. Election of Department Chairs

- i. Department chairs are appointed to a four-year term.
- ii. Department chairs are appointed upon the joint recommendation of the appropriate dean and department based on the process described below.
- iii. For internal searches, each department holds an election to select its chair at a meeting presided over by the appropriate dean. The election of a chair is subject to the approval of the dean, the provost, the president, and the BOT.

- iv. Only eligible faculty in a department shall vote. Eligible faculty include tenured and tenure-track faculty and non-tenure-track faculty holding the title of assistant professor or senior lecturer as defined by the CBA. All eligible faculty shall be given a minimum of five (5) business days' notice of the meeting date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.
 - v. The election result shall be determined by simple majority vote of eligible faculty. Ballots must be cast in person, by certified proxy or by absentee ballot.
 - vi. In the case where three or more candidates are running, if no candidate receives a simple majority, there shall be a runoff vote for the candidates receiving the two highest votes.
 - vii. If two or fewer candidates are running and no candidate receives a simple majority, the election shall be considered a failed election and paragraph (viii) below shall govern.
 - viii. In cases where no candidate achieves a majority vote in an election, the dean, in consultation with the provost, may appoint an acting chair or chairs for a period not to exceed two (2) years.
 - ix. In consultation with the department faculty (identified in paragraph iv. above) and the provost, the appropriate dean may initiate an external search for a chair. An external search for a chair must follow university hiring policy and procedure.
 - x. Departments may elect an individual to serve as department chair or two individuals to serve as co-chairs. The latter may have varying responsibilities and terms within a calendar year (e.g., academic year chair and summer term chair). Department policies must specifically address and delineate which one has the responsibilities for department management decisions such as budget, personnel, and curricular matters.
- b. *Removal or Replacement of Chairs*
- i. At any time, a simple majority of eligible faculty within a department may petition in writing to the appropriate dean for a review of the chair's effectiveness.
 - ii. If after the review, the appropriate dean, in consultation with the provost, determines that a vote to recall and/or remove a department chair is warranted, the dean shall assure that a vote is conducted by secret ballot. The chair shall not participate in the balloting. All eligible faculty shall be given a minimum of five (5) business days' notice of the ballot date. Reasonable effort should be made to include, by proxy vote or absentee ballot, eligible faculty who are in off-campus positions or on leave.
 - iii. The appropriate dean may remove a chair at any time after consulting with an considering input from the provost, the chair and the eligible faculty of the department if, in the judgement of the dean, removal is in the best interest of the department or the university.
- c. *Filling Temporary Chair Vacancies*
- i. When a chair is to be absent from the campus for a quarter or more, including summer, the department shall elect an acting chair from within its ranks, in accordance with I.B.1 above, if for any reason the department is unable to elect

an acting chair, the appropriate dean can appoint an acting chair for no more than one quarter.

- ii. An elected acting chair may serve for a period of up to two (2) years.
- iii. When the chair is to be on leave for more than two (2) academic years, the chair must resign and a new chair is elected.

2. *Emeritus Faculty Appointments*

- a. Faculty, who are retiring from the university, may be retired with the honorary title of “emeritus” status ascribed to their highest attained rank or title. The emeritus status is recommended for faculty members who have an excellent teaching, scholarly, and service record consistent with their appointments.
 - i. A normal requirement for appointment to the emeritus faculty is ten (10) years of full-time service as a member of the teaching faculty.
 - ii. Any eligible faculty member may be nominated, including self-nomination, for emeritus status to the department chair. Nominations shall include a current vitae and may include letters of support.
 - iii. A simple majority of the eligible faculty in a department as defined in I.B.1.a.iv must approve the recommendation of emeritus status. Departments must adhere to the simple majority vote.
 - iv. The BOT may grant emeritus status to any faculty member at their discretion.
- b. Process:
 - i. The department chair will send the nomination to the college dean with a copy to the nominee. The dean will arrange for a department vote of all eligible faculty.
 - ii. The college dean will then forward the nomination to the provost with a recommendation of action and the results of the faculty vote. The provost will then submit the nomination to the Board of Trustees with a recommendation of action and the results of the faculty vote and a copy of the recommendation by the dean.
- c. Emeritus status is a privilege and is subject to state ethics laws and the Washington State Constitution. University-related activities that are not part of any part-time employment at the university as described in the CBA are considered “volunteer hours.” These volunteer hours must be reported to the university payroll office by any emeritus faculty member every quarter for insurance purposes and for Department of Labor and Industries reporting.
- d. The emeritus status ascribed to the faculty member’s highest rank or title provides for the listing of their name in the university catalog, use of the library and other university facilities, and participation in academic, social and other faculty and university functions. In addition, emeritus faculty:
 - i. shall be issued staff cards and parking permits each year without charge, if budget permits;
 - ii. shall have the same library and computer services, including an email account, as regular faculty;
 - iii. shall receive university publications without charge;

- iv. shall qualify for faculty rates at university events, if available;
 - v. may be assigned an office, if space permits
 - vi. may have clerical support, if budget permits
 - vii. may serve on any committee in ex officio, advisory, or consulting capacity according to expertise and experience.
- e. The BOT may grant the status of emeritus faculty posthumously to faculty members deceased during their term of service to the university. See CWUP 2-30-240 regarding benefits extended to a surviving spouse.

Section II. Faculty Rights and Responsibilities

A. Faculty Rights

All faculty members have the right to:

1. participate in faculty and university shared governance by means of a system of elected faculty representatives on committees and councils at the departmental, college, university and Senate levels;
 - a. Among the rights valued by the Senate is the right of any faculty member to speak on issues pertaining to their responsibilities. The Faculty Senate provides a protected environment in which faculty may engage in speech and actions (including voting) without fear of reprisal or admonition by their supervisors or administration. Faculty members who feel their rights under this Code have been violated may file a complaint as outlined in Faculty Code Section III.G.d.
 - b. Be treated fairly and equitably and have protection against illegal and unconstitutional discrimination by the institution.
 - c. Academic freedom as set forth in the 1940 *Statement of Principles on Academic Freedom and Tenure*, American Association of University Professors (AAUP) and Association of American Colleges, now the Association of American Colleges and Universities (AAC&U), with 1970 *Interpretive Comments* (AAUP), and the CBA.
 - d. Access to their official files, in accordance with the CBA.
 - e. Access (according to appropriate work assignment) to accurate budgetary, enrollment, retention, and alumni data for reasons of recruitment, retention, fundraising, budgeting and unit governance.
2. *College Budget Committees*
Faculty have a right to:
 - a. Participate in budget decisions at department, college, and university levels, through the Senate Budget and Planning Committee, representatives on university budget committees and sub-committees, and representatives on college or unit budget committees (see Appendix C).
 - b. The AAUP (1966) statement on shared governance makes clear that the Board of Trustees, administration, and faculty should “have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections.” All participants in the budget process have the right to sufficient information to be able to carry out their responsibilities.

- c. All faculty involved in the budget process have the right to speak on issues pertaining to the faculty member's responsibilities as a participant in that process. The protections in II.A.1(a) apply to faculty members involved in the budget process at all levels.

B. Faculty Responsibilities

1. *Principal Areas of Collective Faculty Responsibility*

Collectively, the faculty has principal responsibility for academic policies and academic standards for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status (as defined in the CBA), and those aspects of student life which relate to the educational process. Principal responsibility means that faculty, through the Senate and its committees, make decisions in consultation with the provost, deans, and other administrators, subject to the approval of the president and the BOT.

These areas include

- a. curriculum, including program revision, criteria for addition and deletion of courses, and standards for granting degrees;
- b. subject matter and methods of instruction, including education policies, assessment of student learning, and grading standards;
- c. governance of the General Education Program at the university;
- d. scholarship, including research and creative activity, freedom of scholarly inquiry and standards for evaluation of faculty scholarship;
- e. implementation of CBA processes, including development of substantive content regarding faculty status, including faculty ethics, peer review in hiring, tenure, promotion, post-tenure review, and merit;
- f. those aspects of student life that relate to the academic experience, including student academic ethics and academic co-curricular policies;
- g. criteria for admissions to undergraduate matters;
- h. criteria for admissions to graduate programs and selection of graduate students;
- i. participation in accreditation and assessment.

2. *Areas of Individual Faculty Responsibility*

In addition to the collective responsibilities listed above, each faculty member has the responsibility to:

- a. fulfill assigned teaching duties, student advising, and other instructional activities benefiting students' academic development;
- b. follow policies and guidelines served from those policies by the university, college, and department;
- c. perform professional activity for continual updating of course content to reflect current development in the faculty member's academic field;
- d. uphold standards of professional ethics outlined in the AAUP Statement on Professional Ethics (see Appendix A of this Code) and the CBA;
- e. participate, where appropriate in the operation and governance of the department, college, and university by such means as to:

- i. assist in the planning, delivery, assessment, improvement, and development of the academic curriculum in the disciplines housed in the department;
- ii. participate in accreditation and program reviews;
- iii. assist in student recruitment and retention;
- iv. participate in the academic appeals procedure in accordance with guidelines established in Academic Affairs policy;
- v. participate in the recruitment and selection of faculty, staff and administrators;
- vi. participate with administrators in matters of faculty status such as reappointment, tenure, and promotions, per the terms of the CBA;
- vii. participate in the assessment and evaluation of students, faculty, staff and academic administrators;
- viii. participate in university and Senate committees;
- ix. work collaboratively and productively with colleges.

C. Areas Meriting Significant Faculty Consultation

Because all aspects of the university are interconnected, consultation with faculty is essential in areas that significantly affect the academic character and quality of the university. Consultation occurs through substantive discussions between administrators and appropriate faculty bodies as specified in this document and as required by the collective bargaining process.

The more directly decisions affect the academic character and quality of the university, the more extensive and consultation with faculty should be. Ideally, decisions will reflect consensus between the administrative leadership and the appropriate bodies of the faculty.

Areas for faculty consultation include, but are not limited to:

1. university and college mission;
2. undergraduate and graduate admissions, enrollment management, and scholarships;
3. budget;
4. hiring and evaluation of academic administrators;
5. recommendation of candidates for honorary degrees;
6. academic facilities, including instructional technologies;
7. aspects of student life that affect academic climate and quality;
8. policies related to academic calendars;
9. creation, reorganization, or renaming of academic units.

D. Procedures for Faculty Consultation

1. When consultation with faculty is sought, the initiator (e.g. an administrator or representative of a decision-making unit) will submit a request to the Faculty Senate Executive Committee. Depending on the scope, the request may be submitted in the form of electronic or paper communication. The initiator's request should include:
 - a. a succinct, written summary of the matter;
 - b. preliminary identification of faculty bodies that might be impacted or for whom this might be relevant;
 - c. an assessment of potential positive AND negative impacts on colleges, departments, faculty, or other entities as relevant;

- d. in cases of creation, reorganization, or renaming of academic units.
2. The Executive Committee will:
 - a. Verify the list of faculty bodies that might be impacted.
 - b. Propose a procedure for faculty consultation and input, usually consisting of the following mechanisms:
 - i. “Committee Review”: Send the proposal to a Senate committee or task force for review. Senate committees are responsible for representing faculty and may also, as part of their deliberations, need to solicit broader faculty input, as outlined below.
 - ii. Solicit representative faculty input using one or more of the following procedures:
 - a) “Faculty Input”: Solicit input via the system of senator representatives. This may include an oral presentation of the issue in Senate that includes a written communication via the Senate to faculty senators. This communication will include open-ended questions that solicit a range of concerns or ideas that might pertain to the issue. The communication should provide an end date for feedback (no less than 2 weeks). The Executive Committee will help compile the ideas in preparation for the next step(s).
 - b) “Faculty Survey”: Administer a survey to the faculty via the Senate office. If the initiators do not have expertise in survey design, they must consult with those with such expertise to ensure a valid survey (e.g., is not leading or pre-determined).
 - c) “Faculty Vote”: Give faculty the opportunity to participate in a confidential vote (online or in paper) over a specified time period (no less than 2 weeks). The faculty vote can precede or follow solicitation of broader faculty input.
 3. Gather data to gain an understanding of the issues pertaining to the topic or initiative in one or both of the following ways:
 - a. “Focus group”: Invite a representative sample of potentially impacted parties to a focus group. If the initiators do not have expertise in focus group design or facilitation, they must secure help from those with such expertise.
 - b. “Faculty forum”: Invite all faculty to a forum to convey information and solicit feedback.
 4. In most cases, no one mechanism, alone, can be considered an adequate opportunity for input. Also, the following in isolation do not constitute valid “consultation with faculty”: consultation only with the Senate Executive Committee, Senate Chair, or other individual members of a Senate committee; or representation by one or several faculty on a committee. Moreover, consultation with faculty through Faculty Senate does not preclude consultation with other units, with which consultation may be required or advised (e.g. UFC or ADCO).
 5. After consultation the initiator:
 - a. will submit documentation of the process to the Executive Committee and how the input was incorporated in the decision-making.

Section III. Distinguished Faculty Awards

The Distinguished Faculty Awards are the highest awards attainable at the university and must represent the highest level of performance. The awards are overseen by the Senate (Appendix B is incorporated by reference). There are no honorable mention awards.

A. Annual Distinguished Faculty Awards

The Senate confers four unique awards annually to recognize outstanding distinguished faculty in the following areas:

1. Distinguished Teaching Award (there are 2 awards, 1 for tenured/tenure-track and 1 for non-tenure-track faculty).

Teaching excellence shall be defined as:

- a. a demonstrated breadth and depth of knowledge;
- b. clarity in methodology and organization of materials, and effective methods of presentation;
- c. continued scholarship and integration of scholarship into course work;
- d. assistance to students in understanding the value and relevance of the subject matter and course materials, both within the discipline and in a broader context.

2. Distinguished Service Award

Service shall be defined as endeavors contributing to the welfare of individuals, professional organizations, university groups, the community at large, or the university.

3. Distinguished Faculty of Scholarship/Artistic Accomplishment Award

- a. Scholarship shall be defined as scholarly or scientific investigation or inquiry, conducted to advance the state of knowledge of the discipline.
- b. Artistic accomplishment shall be defined as the composition, creation, production or other significant and/or innovative contribution to an artistic event. Artistic accomplishment may include, but is not limited to, innovation in music, drama, film, art, dance, poetry or fiction that is a significant contribution to our understanding of the range of human experience and capabilities.

B. Board of Trustees Distinguished Faculty Award

The Board of Trustees Distinguished Faculty Award is bestowed on a faculty member who has demonstrated a long-term combined record of excellence in teaching, scholarship or artistic activities, and service (as defined in Sections III.A.1, III.A.2, and III.A.3) at CWU. The Board of Trustees awards one recipient every other year.

Section IV. Faculty Senate

There shall be a Faculty Senate, which is a representative body of the university's faculty as defined in the CBA. The Faculty Senate is the primary instrument for shard governance and

consultation at CWU. The Senate shall have the responsibility of acting for and on behalf of the faculty in matters that are not mandatory subjects of collective bargaining or that are not in conflict with state, and federal law. The Senate shall conduct business, craft bylaws, and adopt motions under *Robert's Rules of Order*.

A. Powers

The Senate shall have the following powers and duties to:

1. submit recommendations to the BOT through the president;
2. review and approve changes regarding educational policy, curricula, academic programs, and academic regulations and standards;
3. adopt bylaws pertaining to the internal mechanisms of this Senate;
4. initiate action recommending studies and changes relating to educational policy, curricula, academic programs, and academic regulations and standards;
5. make recommendations on matters relating to faculty welfare or morale, student affairs, business and budgetary affairs, and other matters of professional interest to faculty;
6. facilitate communication among and between the faculty and administration.

B. Membership

1. The Senate shall include:

a. Voting members

The following voting members are selected from faculty who hold no concurrent exempt appointment.

- i. One senator and an alternate elected by and from tenured or tenure-track faculty from each academic department and the library.
- ii. Additional senators, elected as directed in paragraph I above, allocated to departments as specified in the Senate Bylaws.
- iii. One senator-at-large and an alternate from each of the university centers that have at least five full-time faculty. Also one senator-at-large and an alternate for the remaining centers with fewer than five full-time faculty. Senators-at-large and alternates may be full-time non-tenure track, and are elected by the faculty at the respective center(s).
- iv. Two non-tenure track faculty members and two alternates elected in the spring quarter for the following year by those non-tenure track faculty under contract in the preceding winter quarter. The senators and alternates shall serve for one academic year contingent on continued employment as non-tenure track faculty at CWU. The Executive Committee shall oversee the election.

b. Nonvoting members

There shall also be the following ex officio, nonvoting members:

- i. the president;
- ii. the provost;
- iii. three student representatives selected by the Associated Students of CWU – Board of Directors.

2. Terms of service for voting senators:

- a. Term appointments for tenured or tenure-track senators and alternates shall run three (3) academic years. No tenured or tenure-track senator shall serve more than three (3) consecutive terms. A partial term of two (2) academic years or more shall be treated as a full term, while a partial term of less than two (2) academic years shall not be counted.
- b. Term appointments for non-tenure track senators and alternates shall run one (1) terms. A partial term shall be treated as a full term.
- c. All terms begin June 16th.

3. Provisions for replacements are contained in the Bylaws.

C. Officers of the Senate

1. The faculty shall elect members of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The Executive Committee values a broad range of views and diverse knowledge of the university. To this end, membership from some colleges or the library may be limited to avoid over-representation.
2. Chair-Elect
 - a. The Senate shall elect the chair-elect of the Executive Committee, with such powers and duties as set forth in this document and transmitted by the Senate. The chair-elect shall serve as a member of the Bylaws and Faculty Code Committee and liaison to all non-senate committees.
 - b. The chair-elect performs such duties and provides such advice that may be requested, such as: attend meetings as a resource at the request of the chair, support the ongoing Senate work and support the chair as needed.
3. ~~Chair As chief executive officer of the Senate, the chair shall coordinate and expedite the business and budgets of the Senate and its committees.~~
 - a. The chair shall be the presiding officer at all meetings of the Senate, at any faculty forum, and at general faculty meetings upon request of the president of the university.
 - b. The chair shall serve as official representative and spokesperson of the faculty and the Senate in communication with the faculty, the BOT, the administration, the student body, and other groups regarding matters that are not mandatory subjects of bargaining.
 - i. In this capacity, the chair or the chair's designee shall have the right to ex officio voting membership on any university committees and councils on which the Executive Committee deems that faculty ought to be represented.
4. Past Chair
 - a. The past-chair shall serve on the Budget and Planning Committee and serve as liaison to the Faculty Legislative Representative.
 - b. Past-Chair shall participate in the leadership transition of the Senate, and serve as a resource as needed to fulfill Senate business. Additionally, the past-chair will serve as timekeeper during Senate meetings.

D. Committees

1. Standing Committees

The Senate shall maintain six standing committees. They are the General Education Committee, the Academic Affairs Committee, the Curriculum Committee, the Bylaws and

Faculty Code Committee, the Evaluation and Assessment Committee, and the Budget and Planning Committee.

- a. The General Education Committee shall be concerned with the study, development, and improvement of the General Education Program. The committee shall review and recommend courses, programs and policies of general education in close cooperation with appropriate academic administrators. It shall perform other duties as may be requested or approved by the Executive Committee.
- b. The Academic Affairs Committee shall be concerned with the study and improvement of academic standards, academic policies and regulations, and academic organizational structures. The committee shall review and recommend changes to academic policy (section 5-90 of the CWU policies Manual, General Academic Policies). It shall perform other duties as may be requested or approved by the Executive Committee.
- c. The Curriculum Committee shall be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy at the university. It shall cooperate with other individuals, groups, or committees at the university in carrying out its duties. The committee shall review and recommend changes to academic policy (section 5-50 of the CWU Policies Manual, Curriculum Policies and Procedure). It shall perform other duties as may be requested or approved by the Executive Committee.
- d. The Bylaws and Faculty Code Committee shall be concerned with the continuing study and improvement of the Senate Bylaws and the Faculty Code. It shall receive, review, initiate, and make recommendations or proposals for amendments to both documents to the Senate via the Executive Committee, coordinating its efforts with other individuals, groups or committees as necessary or appropriate. It shall prepare drafts of such amendments and present such drafts to the Senate together with the rationale for such amendments, and do such other similar things as charged by the Executive Committee.
- e. The Evaluation and Assessment Committee shall be concerned with assessment tools affecting faculty or requiring faculty input. It shall receive, review, initiate, and make recommendations or proposals for assessment tools used for the biennial Faculty Assessment of Academic Administrators, the biennial Senate and Executive Committee Assessments, and do such other similar things as charged by the Executive Committee, coordinating its efforts with other individuals, groups or committees as necessary or appropriate.
- f. The Budget and Planning Committee shall be concerned with the overall university budget, the implementation of and changes to the budgeting model, and the impact of the university budget on academics. The committee will facilitate a two-way flow of information between faculty at the department level and the ~~University Budget and Finance Committee (UBFC)~~ President's Budget Advisory Council (PBAC). It shall make budgetary recommendations on behalf of faculty and as representatives of the faculty to the ~~UBFC~~ PBAC. Whenever possible, especially on matters of great importance, the Budget and Planning Committee's recommendation must be voted upon by the Senate. Any senator may make a motion to reject or amend a proposed recommendation by the committee. If the motion passes, the original recommendation shall be considered rejected or amended, and shall not be proposed by the Budget and Planning Committee to the ~~UBFC~~ PBAC. The Budget and Planning Committee shall perform other duties as assigned by the Executive Committee.

2. Creation of Committees

The Senate shall have the right to authorize the creation of additional standing committees that are necessary to accomplish the work of the Senate.

- a. The Executive Committee may initiate and, with the approval of the Senate, authorize the creation of standing committees. Alternatively, any senator with a written petition signed by a total of ten (10) senators may recommend to the Executive Committee the creation of a standing committee. No later than forty-five days after receipt of the petition, the Executive Committee shall submit the proposal to the Senate for its consideration.
- b. The chairperson of any standing committee shall have the authority, upon approval of the voting members of the standing committee and of the Executive Committee, to create subcommittees.
- c. The Executive Committee shall have exclusive authority to create ad hoc committees.

3. Authorized of Committees

The authorizing resolution or motion establishing any standing committee shall include, but is not limited to, language to establish the scope of the committee's charge, the length of time for which the committee will be in service, the number of members on the committee, and the length of term for which members will serve.

- a. The Executive Committee, with the approval of the Senate, may, at any time, amend the authorizing language of a standing committee.
- b. The maximum length of time a standing committee shall be authorized by the Senate is four years, excepting those committees identified in D.1 above. The Senate may reauthorize a standing committee at the end of its term.
- c. There shall be no limit to the number of times the Senate may reauthorize a standing committee.

4. The Executive Committee shall have the right to appoint the members of all Senate standing, sub, and ad hoc committees with Senate approval.

5. Terms of service for committee chairs shall be limited to six (6) consecutive years. A partial year shall be treated as a full year.

6. All changes suggested by any committee must be approved by the Senate before being adopted.

7. The Executive Committee shall nominate a faculty legislative representative to the president. Upon approval by the president, this nominee shall then be confirmed by the full Senate.

8. The Executive Committee shall forward nominations for faculty positions on university standing committees to the Offices of the President and Provost. The provost or president shall make the final selections and appointments.

- a. A committee member shall report on at least a quarterly basis to the chair-elect using the form provided by the Executive Committee. If there are issues that affect the general faculty, additional contact is required (as outlined in section II.B.2).
- b. The chair-elect will serve as liaison and report to the Faculty Senate.

E. Assigned Time and Workload Units for Senate Offices and Activities

1. Workload units associated with Senate offices and activities are based on: 30 hours of time spent in meetings and in preparation for meetings = 1 workload unit. It is acknowledged that units assigned reflect an annual average that faculty may reasonably expect over a three-year term.
2. Senate Chair
 - a. The Senate chair shall be relieved of thirty-six (36) workload units of teaching for the academic year to perform their duties. The department in which the chair teaches shall receive compensatory funds from the Senate.
 - b. The chair assumes certain duties and responsibilities in the summer, for which ~~a stipend~~ 8-14 WLU (based on need and budget considerations) is are negotiated with the president.
3. Senate Chair-Elect
 - a. The Senate chair-elect shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The department in which the chair-elect teaches shall receive compensatory funds from the Senate.
 - b. The chair-elect assumes certain duties and responsibilities in the summer, for which the Senate Chair assigns 1 WLU.
4. Senate Past Chair
 - a. The Senate past chair shall be relieved of eighteen (18) workload units of teaching for the academic year to perform their duties. The department in which the past chair teaches shall receive compensatory funds from the Senate.
 - b. The past chair assumes certain duties and responsibilities in the summer, for which 4-7 WLU (based on need and budget considerations) will be negotiated with the president.
5. Executive Committee Member
 - a. Executive Committee members who are not the chair, chair-elect or past chair shall receive six (6) service workload units, three (3) of which shall be reimbursed by the Senate.
 - b. Members of the EC assumes certain duties and responsibilities in the summer, for which the Senate Chair assigns 1 WLU.
6. Faculty Legislative Representative (FLR)
 - a. The FLR shall receive release time from teaching as well as a travel allowance, negotiated each year with the president.

- b. In the event that the FLR is also elected chair of the Council of Faculty Representatives (FLRs of Washington universities), more release time, a higher travel allowance, and a summer stipend shall also be negotiated.
- c. Past allocations for these items shall be available from the Senate Office.

7. Senator

- a. Workload units for senators from academic departments, the library, and university centers (IV.B.1.a.i-iii) are estimated at one (1) per academic year.
- b. Workload units for non-tenure track senators (IV.B.1.a.iv) shall be allocated each year in consultation with the provost. Information on past allocations for these positions shall be available from the Senate office.

8. Senate Committee Chair

Workload units for the position of chair of a Senate committee are estimated at two to four (2-4) per academic year, except for the General Education Program Director and Chair (as detailed in sections IV.E.8.a., b., & c.). When elected committee chairs configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.

- a. The General Education Program Director and Program Director-Elect shall be relieved of a total of thirty-two (32) WLU of teaching for the academic year, to be divided between them. The General Education Program Director and Director-Elect will determine the distribution of the 32 WLU based on their specific expertise and interests. Workload distribution decisions will be made as soon as possible following the ratification of the Director-Elect, and will be forwarded to the Executive Committee no later than the first Friday in February.
- b. The General Education Program Director will serve as chair of the General Education Committee and Subcommittees. The department(s) in which the program director and program director-elect teach shall receive compensatory funds from the Provost's office.
- c. The program director, or GEC designee, assumes certain duties and responsibilities in the summer, for a total of four (4) WLU. Any additional units will be negotiated with the Provost.

9. Senate Committee Member (Non-Chair)

Workload units for the positions of non-chair members of Senate committees are estimated at one to two (1-2) per academic year, except for General Education Pathway Coordinators (as detailed in Section III.E.9.a & b). When ratified committee members configure their workload plans, they should contact the Senate Office to determine a specific estimate for the upcoming year.

- a. General Education Pathway Coordinators shall be relieved of three (3) WLU of teaching for the academic year to perform their duties.
- b. Pathway Coordinators will be compensated one (1) WLU during the summer from the Provost office.

F. ~~Interpretation (Bylaws VII.A)~~ Internal Senate Procedures for the Protection of Faculty Rights and Responsibilities

1. Interpretation (Bylaws VII.A)

A request for formal interpretation of the Faculty Code must be submitted by a petitioner or petitioners to the Bylaws and Faculty Code Committee. That committee shall review the request and make a written recommendation to the Senate, which shall take action on the recommendation. If the recommendation is forwarded to the BOT, the BOT shall take action on the recommendation within sixty (60) days of its receipt from the Senate.

2. Faculty Senate Forum (Bylaws VII.B)

The Faculty Senate forum is an open meeting, called by the Senate chair and/or Executive Committee, to which all members of the faculty shall be invited. Its usual purpose is for the Senate to convey information to the faculty and to solicit their feedback. All faculty are strongly encouraged to attend such a forum should a referendum be called.

3. Referendum (Bylaws VII.C)

The Senate may decide to refer any question or issue before it to the faculty-at-large for vote. All faculty are strongly encouraged to vote should it be called. Eligible faculty include tenured and tenure-track faculty, and full-time non-tenure-track faculty or those who are senior lecturers.

4. Faculty Senate Hearing (Bylaws VII.D)

Any ten (10) eligible faculty (as defined in Section IV.F.3) members may, by written petition filed with the Senate chair, secure any opportunity⁷, as a body or by selected representatives, to address the Senate in order to convey information, request Senate action, or propose policy changes on any matter over which the Senate has the power to act. The petitioners do not, however, have the power to advance motions (which resides only with members of the Senate) or to compel the Senate to act on any matter that they raise. Anonymity cannot be guaranteed.

5. Review by Faculty (Bylaws VII.E.)

All actions (motions passed) by the Senate shall be subject to review by the faculty if a written petition for review has been signed by at least ten (10) percent (as defined in Section IV.F.3) and submitted to the Senate chair. The petition must be filed no later than fourteen (14) days after the approval of the minutes of the Senate meeting during which the action to be reviewed was taken. If the Senate refused to change its position, a vote of the entire faculty on the Senate action under review shall be conducted by the Executive Committee. This vote shall determine whether or not the Senate action is reversed.

6. Amendment Process

- a. Amendments to the Code may be proposed only by members of the Senate.
- b. Copies of all amendments shall normally be sent to all members of the Senate, and must be formally read and incorporated in the minutes of two consecutive Senate meetings. But for an exception, see paragraph e. below.
- c. An amendment may be voted on during the meeting following the meeting in which the proposal was read for a second time. Approval of an amendment requires a two-thirds majority of those present and voting.
- d. Upon final approval of an amendment to the Code, the motion number and date shall be noted in the revised language.

- e. Purely clerical amendments (i.e., to spelling, grammar, structure, or organization) that do not affect content can be an exception to paragraphs b-d above. If the Bylaws and Faculty Code Committee votes unanimously that an amendment is purely clerical; and if the Executive Committee votes unanimously in agreement; then, and only then, the amendment may be presented to the BOT for approval with being read and voted on by the Senate. If any member of either the Bylaws and Faculty Code Committee or the Executive Committee does not agree that the amendment is purely clerical, the amendment process must proceed as specified in paragraphs b-d above.
- f. All amendments are subject to final approval by the BOT.

G. External Senate Procedures for the Protection of Faculty Rights and Responsibilities

1. Complaint Policy and Procedures

a. *Obligations*

The university recognizes the right of faculty to express differences of opinion and to see fair and timely resolutions of complaints. It is the policy of the university that such complaints shall first be attempted to be settled informally and that all persons have the obligation to participate in good faith in the informal complaint process before resorting to formal procedures. The university encourages open communication and resolution of such matters through the informal processes described herein. The university will not tolerate reprisals, retribution, harassment or discrimination against any person because of participation in this process. This section establishes an internal process to provide university faculty a prompt and efficient review and resolution of complaints.

All university administrators shall be attentive to and counsel with faculty concerning disputes arising in areas over which the administrators have supervisory or other responsibilities, and shall to the best of their ability contribute to timely resolution of any dispute brought to them.

b. *Definitions*

- i. **Complainant(s):** An individual or group representative making the complaint.
- ii. **Respondent(s):** An individual or entity against whom the complaint is being made. A respondent could be an academic department, a member of the faculty, staff, an administrative unit, or a member of the administration.
- iii. **Complaint:** An allegation made by the complainant(s) that the respondent(s) has violated the Faculty Code or policies under the Faculty Senate purview.

c. *Scope*

- i. **Jurisdiction:** The purpose of the complaint policy and procedure is to provide a means by which (a) complainant(s) may pursue a complaint against a respondent(s) for alleged violations of the Code and policies that fall under the Faculty Senate purview. A complainant may file a complaint that asserts a violation of the following Code, policies and/or standards:
 - a) Faculty Code
 - b) Faculty Senate Bylaws
 - c) Curriculum Policy and Procedures (CWUP 5-50 and CWUR 2-50)

- d) Academic Policies, Standards and Organizational Structures (CWUP 5-90 and CWUR 2-90)
- e) Evaluation and Assessment
- f) General Education (CWUP 5-100)
- g) Budget and Planning
- h) Professionalism
- i) Professional Ethics (Faculty Code Appendix A)
- j) Scholarly Misconduct
 - 1. Complaints alleging fabrication falsification or plagiarism in research/scholarship are subject to CWUP 2-40-250. Both the Senate and CWUP processes will be conducted in parallel.

- ii. **Exclusions:** Should the Senate receive a complaint involving the following exclusions, the complaint will be returned to the complainant(s).
 - a) Civil rights complaints properly addressed under the process provided in CWUP 2-35.
 - b) Matters subject to the grievance process contained in the CBA, including allegations of violations of the terms of the CBA.
 - c) Matters subject to the complaint process contained in the CBA including substantive academic judgements in matters of workload, reappointment, promotion, tenure, and post-tenure review.

d. *Complaint Process*

- i. Prior to submitting a formal complaint to the Senate, complainant(s) are strongly encouraged to make a good faith effort to discuss the complaint with the dean or member of the university administration having direct responsibility for the area of concern. It is acknowledged that the nature of some complaints precludes such a step. If no mutually acceptable resolution of the complaint can be reached, complaint(s) may file a formal written complaint with the Senate for review.
- ii. A complaint(s) filing a complaint should first consult Section IV.G.1 Complaint Policy and Procedures, and meet with the Faculty Senate Chair. The Chairperson will advise the complaint(s) about the Senate's jurisdiction and the complaint process.
- iii. To initiate a formal complaint, complainant(s) must complete, sign, and submit the Complaint Form located on the Faculty Senate website, which includes the following mandatory elements.
 - a) Concise statement identifying the complaint(s) with contact information.
 - b) Concise statement identifying the respondent(s) with contact information.
 - c) Basis for seeking a review by the Faculty Senate.
 - d) Each and every specific section of the Code, policies, and/or standards that was allegedly violated.
 - e) Supporting documentation pertinent or referred to in the complaint to substantiate the alleged code, policies, and/or standards violations.
 - f) Summary of the complaint with a description of the issue giving rise to the complaint.

- g) Concise statement on how the alleged conduct of the respondent(s) violated the Code, policies, and/or standards.
 - h) Concise statement of the negative effect that the alleged violation has had on complaint(s).
 - i) Reasonable outcomes that would resolve this situation.
 - j) Summary of efforts to resolve this complaint.
- iv. The complainant(s) shall submit the completed Complaint Form and supporting documents in both electronic and hard copy forms to the Senate Office addressed to the Faculty Senate Executive Committee (EC).
- v. Complaints are not confidential. Elements of this complaint may be released as needed at the discretion of the Faculty Senate Executive Committee.
- vi. The complaint will be delivered to all members of the EC at the next scheduled EC meeting. The EC has the primary responsibility to ensure and to arrange an appropriate review by applicable committees. The EC will conduct an initial review of the complaint within 10 business days during the academic year to determine:
 - a) Whether the complaint falls within the Senate's purview. If not, the EC will return the complaint to the complainant(s) with recommendations as to the appropriate avenue for resolution to the complaint.
 - b) Whether the complaint package is complete. If incomplete, the EC may request the complainant(s) to revise and resubmit the complaint.
- vii. Depending on the basis for complaint, the EC will charge the appropriate Senate standing committee(s) or at its discretion may decide to form an *ad hoc committee* to review the complaint. The assigned committee shall write an opinion specifically addressing the alleged policy and code violations. The committee(s) will be given specific parameters to work with and shall be required to consider all application of the code and policies.
- viii. The EC will determine the membership of the *ad hoc committee*, and will not include members who may have a real or perceived conflict of interest. The *ad hoc committee* shall consist of at least three tenured faculty members. The EC may invite other representatives depending on the nature of the complaint.
- ix. The committees charged with the complaint review shall receive a copy of the complaint and start their review at the next regularly scheduled meeting. The committee shall have the right to call and question complaint(s) and respondent(s). The respondent(s) will be given an opportunity to present their written response to the complaint along with evidence. The Committee(s) shall make every effort to complete its review, make a determination, and report its findings and recommendations, in writing, to the EC for its consideration and action, within 20 business days. This period may be extended at the discretion of

the EC. As a result of their review, the committee(s) shall determine one of the following findings:

- a) No violation
- b) Clear violation
- c) Possible violation

- x. The committee's report based on the assigned charges should be specific, and shall include the substantiating basis for each finding and the evidence supporting their recommendation.
- xi. The EC will review the committee's opinions along with its findings and recommendations. The EC will prepare a summary statement. If evidence was found there were violations of Code and policies, the EC will determine the consequences, which could be in the form of:
 - a) A Motion of Censure
 - b) A Motion of Resolution
 - c) A Motion to officially enter the action in the Senate records
- xii. The EC shall forward the final summary and actions to the member of the university administration having direct responsibility for the area of complaint, along with the Provost, President, and other parties as relevant.

2. Vote of No Confidence

Academic administrators may be subject to a Vote of No Confidence. Votes of No Confidence require two primary steps. The first step (Section a-c) is an *authorization vote* by the Faculty Senate to determine the specific parameters of the Vote of No Confidence (who, what, where, when and why) as well as to charge the Faculty Senate Executive Committee (EC) with the authority to conduct the Vote of No Confidence. The second step (Section d) is the *implementation* of the Vote of No Confidence by the EC.

a. Motions to Authorize a Vote of No Confidence

- i. There are two avenues that can be used to initiate the authorization of a Vote of No Confidence.
 - a) Any Senator, when accompanied by a written second to the motion from another Senator, may bring a motion to hold a Vote of No Confidence.
 - b) Any ten (10) eligible faculty members (Section I.A. Faculty Defined) may bring a petition to hold a Vote of No Confidence.
- ii. Authorization motions must be submitted to the Faculty Senate Chair at least ten (10) working days before the next regular meeting of the Faculty Senate when the motion is intended to be introduced. This motion charges the EC to conduct a Vote of No confidence. The motion must include:
 - a) name and title of administrator;
 - b) instructions guiding how the vote is to be conducted (i.e. time/day, voting period, who may vote);
 - c) the specific ballot language; and

- d) reason and justification for the Vote of No Confidence.
 - iii. Methods of conflict resolution reasonably available (e.g. informal talks, mediation, etc.) should have been exhausted before bringing a motion for a Vote of No Confidence to the Senate.
- b. Committee Review of the Motion for a Vote of No Confidence
- i. The EC – or an *ad hoc committee* appointed by the EC – will be charged with reviewing the motion for any procedural or factual content before it goes to the floor of the Senate. The reviewing committee may consult with individuals or groups (e.g. originator(s) or subject of the vote) as needed while assessing any claims made in support of the motion.
 - ii. If the EC or *ad hoc committee* determines that additional time is needed to review any claims or procedural issues, the committee may request an additional delay until the following meeting. However, the motion must be brought to the floor of the Senate at the following meeting (within 2 regularly scheduled Faculty Senate meetings since being submitted to the Faculty Senate Chair) unless withdrawn by the originator(s).
 - iii. The EC or *ad hoc committee* may, at its discretion, issue a report to the Senate with any factual or procedural findings for their review of the motion.
 - iv. The Senate Chair will notify the individual subject to the Vote of No Confidence motion at least five (5) working days after receipt of the motion and invite that person to the Senate meetings where the motion will be introduced.
- c. Floor Vote on Motion for a Vote of No Confidence
- i. Upon review by the EC or *ad hoc committee*, the authorization motion for the Vote of No Confidence will be introduced at the next Faculty Senate meeting. The text of the motion, as well as any reports or additional commentary by reviewing committees will be distributed to Senate.
- d. Conducting the Vote of No Confidence
- i. Upon being passed by a simple majority vote in the Faculty Senate, the EC will carry out the Vote of No Confidence as outlined in the motion. Votes will be conducted by a confidential paper ballot. The EC will decide any details regarding the implementation of the vote that were not addressed in the motion.
 - ii. The Executive Committee will notify the subject of the vote, in writing, of the results at least (1) day prior to the results being made public. Results of the vote will be made public in the Faculty Senate office and will also be sent to the original petitioner(s) (Section IV.G.2.a), Senators, the President of the University, and Board of Trustees.

~~Summer session operates under the jurisdiction of the Office of the Provost and is subject to academic and accreditation standards.~~

Appendix A: Statement on Professional Ethics

From the AAUP Policy Documents and Reports (Red Book).

The following statement, a revision of a statement originally adopted in 1966, was approved by the Association's Committee on Professional Ethics, adopted by the Association's Council in June 1987, and endorsed by the Seventy-third Annual Meeting.

Statement on Professional Ethics

Introduction

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure, the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings, or the applicable provisions of the Association's Recommended Institutional Regulations on Academic Freedom and Tenure.

The Statement

- 1) Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgement in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- 2) As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors

demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid an exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance for them. They protect their academic freedom.

- 3) As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgement of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- 4) As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and see revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- 5) As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Appendix B: Distinguished Faculty Awards

Section I. FUNDING for DISTINGUISHED FACULTY A

Stipends Funding for the awards and release time is generously provided by the Office of the President and the CWU Foundation.

- A. Recipients of the The annual Distinguished Faculty Awards in teaching, scholarship, and service will receive a one-time \$2,500 stipend.
- B. Recipients of the The Board of Trustees Distinguished Faculty Award will receive a \$5,000 stipend and one quarter release from teaching (12 WLU for tenured faculty and 15 WLU for senior lecturer faculty) the academic year following their award.

Section II. OBLIGATION OF RECIPIENTS

All award recipients are expected to serve on future selection committees at some time during their careers. Recipients of the Board of Trustees Distinguished Faculty Award will use 4 of the released WLU specified in Appendix B: I.B. for the benefit of the University through research or service. These 4 WLU will be utilized in a manner determined through negotiation between the awardee and the Office of the President.

Section III. INITIAL REQUIREMENTS

A. Due Dates

1. Letters of nomination are due to the office of the Senate by December 1, or, if this date falls on a weekend, the first instructional day thereafter.
2. All materials supporting the nomination (i.e., nominees' notebooks) must be received by the office of the Senate by February 1 or, if this date falls on a weekend, the first instructional day thereafter.

B. Eligibility

1. Distinguished Faculty Awards are limited to CWU faculty who have been at CWU a minimum of six years and have worked at least 135 WLU.
2. Board of Trustees Distinguished Faculty Awards are limited to active CWU faculty who have been at CWU a minimum of 15 years, and have performed the greater part of the activities for which they are nominated in connection with the nominee's employment at CWU. Emeritus, tenured, and senior lecturer faculty are eligible.

C. Nominations and Supporting Materials

1. Nominations may be made by faculty, students, alumni or others in a position to evaluate the achievements of a faculty member in any of the award categories. Self-nominations will not be accepted. Nomination letters and supporting materials must be submitted to the Senate in accordance with Part A above.
2. Nominations are presented by a Nominator. The Nominator writes the letter of nomination, providing a full description of the nominee's work that is deserving of the respective award; a short statement of nomination will not be sufficient. The Nominator shall also help the nominee to compile and order a notebook for the selection committee to substantiate the nomination, incorporating materials required and/or suggested in the accompanying criteria. No materials may be added to the notebook after the due date.
3. The selection committee is not an investigate body. Therefore, it is imperative that supportive material be complete, orderly, and self-explanatory.
4. Nominators may not nominate more than one faculty to share the same award.
5. An individual may receive an award in more than one category, although not in the same year. An individual may not receive an individual award more than once.
6. A nominee may be re-nominated.
7. Material of award recipients shall be retained for three years in the office of the Senate.
8. Neither nominees no nominators should attempt to contact the committee, the Senate office, or the President's Office about the process or outcome of the committee's deliberations. No information will be given out.
9. After reviewing submitted materials, the committee, at its discretion, may elect not to recommend recipients of one or more awards in a given year.

Selection IV. SELECTION COMMITTEE

A. *Membership*

1. Members of the selection committee are approved by the Executive Committee.
2. Committee membership is finalized by early February at the latest.
3. The committee will include six volunteer members:
 - a. Four must be past Distinguished Faculty Award winners representing each award category selected by the Executive Committee.
 - b. One must be an alumna selected by CWU Alumni relations.
 - c. One must be an individual selected by the Executive Committee from three names forwarded by the CWU Retiree Association to balance out the composition of the committee.

4. Emeritus Distinguished Professors/Faculty are eligible to serve.

B. *Award Selection Process*

1. Nominees shall be considered for Distinguished Faculty Awards based on excellence of work and activities conducted solely while at CWU. Nominees shall only be considered for the category of the award for which they were nominated.
2. The selection committee makes the award choices, and forwards those names and materials to the President with a brief summary statement describing each awardee.
3. The President forwards the awardee file for the Board of Trustees Distinguished Faculty Award to the Board of Trustees for approval at their spring meeting.

Section V. NOTIFICATION OF AWARD

- A. The President will notify the award winners.
- B. After the award winners have been notified by the President, letters will go out to the other candidates informing them the status of their nomination. The committee will not give individual feedback on the merit of applications or the selection process.
- C. The Board of Trustees Award will be awarded at the Board of Trustees spring meeting.

Section VI. REQUIRED APPLICATION MATERIALS

A. *Materials for Distinguished Teaching Award*

The Distinguished Teaching Award nominee's notebook should contain the following items, organized in the following order:

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is a full-time member of the CWU faculty and has a minimum of six years full-time service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.
3. Personal statement by nominee of philosophy, goals, and achievements in the area of teaching. This statement must not exceed 1000 words.
4. Evidence of teaching skills in the area of communication and methodology – exemplified in the clarity of organization and presentation of course materials, and of the challenge to motivation of students – corroborated by:
 - a. letters of recommendation, support or corroboration from colleagues, associates, students or relevant others (20 maximum);

- b. a portfolio reflecting the full range of the nominee's teaching assignment, containing summary sheets for student evaluations of instruction for all courses, arranged chronologically, taught during the last five years, including all available written comments;
- c. representative class syllabi;
- d. if a video recording is included in the file, please limit the length to 15 minutes.
- e. Evidence of teaching that has been informed by scholarship, as demonstrated by activities such as:
 - i. participation in professional activities such as conferences, symposia, colloquia, exhibitions;
 - ii. membership in professional associations;
 - iii. peer reviewed scholarship or juried presentation;
 - iv. continuing education in one's field or related fields;
 - v. efforts in the development of new courses to broaden and update the university curriculum or other relevant evidence of continued scholarship.
- f. Evidence of the extent of participation in student advisement.

B. *Materials for Distinguished Service Award*

The Distinguished Service Award nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is a full-time member of the CWU faculty and has a minimum of six years full-time service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.
3. Personal statement by nominee of philosophy, goals and achievements in the area of service. This statement must not exceed 1000 words.
4. Evidence of service as exemplified by activities in which the nominee has applied his/her academic expertise to the welfare of individuals, professional organizations, university groups, the community at large, or the university, with evidence of the magnitude of effort and level of commitment to the community in the service provided, all corroborated by:
 - a. letters of recommendation, support or corroboration from colleagues, associates, students, members of the community, or relevant others (20 maximum);
 - b. public acknowledgement, such as, newspaper clippings, testimonials, awards, etc;

- c. chronological listing or concise summary of the nominee's service, indicating the recipient group and/or geographical area benefited by the service.

C. *Materials for Distinguished Scholarship/Artistic Accomplishment Award*

The Distinguished Scholarship/Artistic Accomplishment Award nominee's notebook should contain the following items organized in the following order:

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.
2. Vitae of nominee. The vitae should verify that the nominee is a full-time member of the CWU faculty and has a minimum of six years full-time service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.
3. Personal statement by nominee of philosophy, goals and achievements in the area of service. This statement must not exceed 1000 words.
4. Evidence of scholarship or artistic achievement, corroborated by:
 - a. letters of recommendation, support or corroboration from colleagues, associates, students or relevant others emphasizing professional recognition, quality and credibility of research or artistic accomplishment (20 maximum);
 - b. for Artistic Accomplishment – reviews, newspaper clippings, programs, reports, awards, acknowledgements, grants funded, etc.;
 - c. for Scholarship – reprints of publications and a chronological list of research projects, publications, reports, performances, presentations, program participation, or other professional work; or a summary of a single research program for which nomination has been made.

D. *Materials for Board of Trustees Distinguished Faculty Award*

1. Letter of nomination bearing the date stamp of the Senate office verifying submission by December 1.
2. Vitae of nominee, verifying that the nominee is a member of the CWU faculty and has a minimum of 15 years of service at CWU. The vitae must bear the date stamp of the Senate office verifying submission of the notebook by February 1.
3. Personal statement by nominee of philosophy, goals, and achievements in the area of teaching. This statement must not exceed 3000 words.

4. The Board of Trustees Distinguished Faculty Award nominee's notebook should contain all materials outlined in the previous sections (A, B, and C) to demonstrate excellence in teaching, service, and scholarship/artistic accomplishment.
 - a. letters of recommendation, support or corroboration from colleagues, associates, students or relevant others emphasizing professional recognition, quality and credibility of teaching, service and scholarship/artistic accomplishment (30 maximum).
 - b. a portfolio reflecting the full range of the nominee's teaching assignment, containing summary sheets for student evaluations of instruction for all courses, arranged chronologically, taught during the last five years, including all available written comments;
 - c. representative class syllabi;
 - d. if a video recording is included in the file, please limit the length to 15 minutes.
 - e. Evidence of teaching that has been informed by scholarship, as demonstrated by activities such as:
 - i. participation in professional activities such as conferences, symposia, colloquia, exhibitions;
 - ii. membership in professional associations
 - iii. peer reviewed scholarship or juried presentation;
 - iv. continuing education in one's field or related fields;
 - v. efforts in the development of new courses to broaden and update the university curriculum or other relevant evidence of continued scholarship.
 - f. Evidence of the extent of participation in student advisement;
 - g. public acknowledgement, such as, newspaper clippings, testimonials, awards, etc.;
 - h. chronological listing or concise summary of the nominee's service, indicating the recipient group and/or geographical area benefits by the service.
 - i. for Artistic Accomplishment – reviews, newspaper clippings, programs, reports, awards, acknowledgements, grants funded, etc.;
 - j. for Scholarship – reprints of publications and a chronological list of research projects, publications, reports, performances, presentations, program participation, or other professional work; or a summary of a single research program for which nomination has been made.

APPENDIX C: College Budget Committees

Section I. DEFINITION

For the purpose of this section, “college budget committee” will also include the library budget committee, and “college” refers to an academic college and the library.

Section II. COLLEGE POLICIES

The principles below are broad guidelines relative to faculty rights and responsibilities on college budget committees. Colleges shall established their own specific policies and guidelines for their budget committees, which at a minimum, should adhere to the principles and practices below. College budget committee policies shall be approved by a vote of a simple majority of all the faculty in the college.

Section III. COMPOSITION

- A. College deans shall ensure that college budget committees:
 1. Are broadly representative of the departments in the college. All faculty are eligible to serve on the committees. All members of the committee must be members of the college. Faculty (including chairs) shall represent at least 2/3 of the voting members of the committee.
 2. Have clearly delineated terms that allow for continuity on the committee.

Section IV. COMMITTEE RESPONSIBILITIES

- A. The committees are consultative groups for the Deans, and are the minimum required consultation on college and unit budget questions. Larger questions may require broader consultation, as outlined in I.D., Faculty Consultation.
- B. The committees shall review and make recommendations about the entirety of the college budget.
- C. Committees shall report back on the faculty in their college on a regular basis.

Section V. COMMITTEE MEMBER RESPONSIBILITIES

- A. Faculty members of the committee represent the greater good of the college and will make budgetary recommendations based on a broad range of faculty interests and ideas.
- B. On issues of broader import, committee members have an obligation to consult with the larger college prior to making a recommendation to the Dean.



Operations Division Annual Report

Board of Trustees
July 23-24, 2020



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[Appendix A: COVID-19 IMT Response Report 2020](#)

[Appendix B: Health Education Expansion](#)

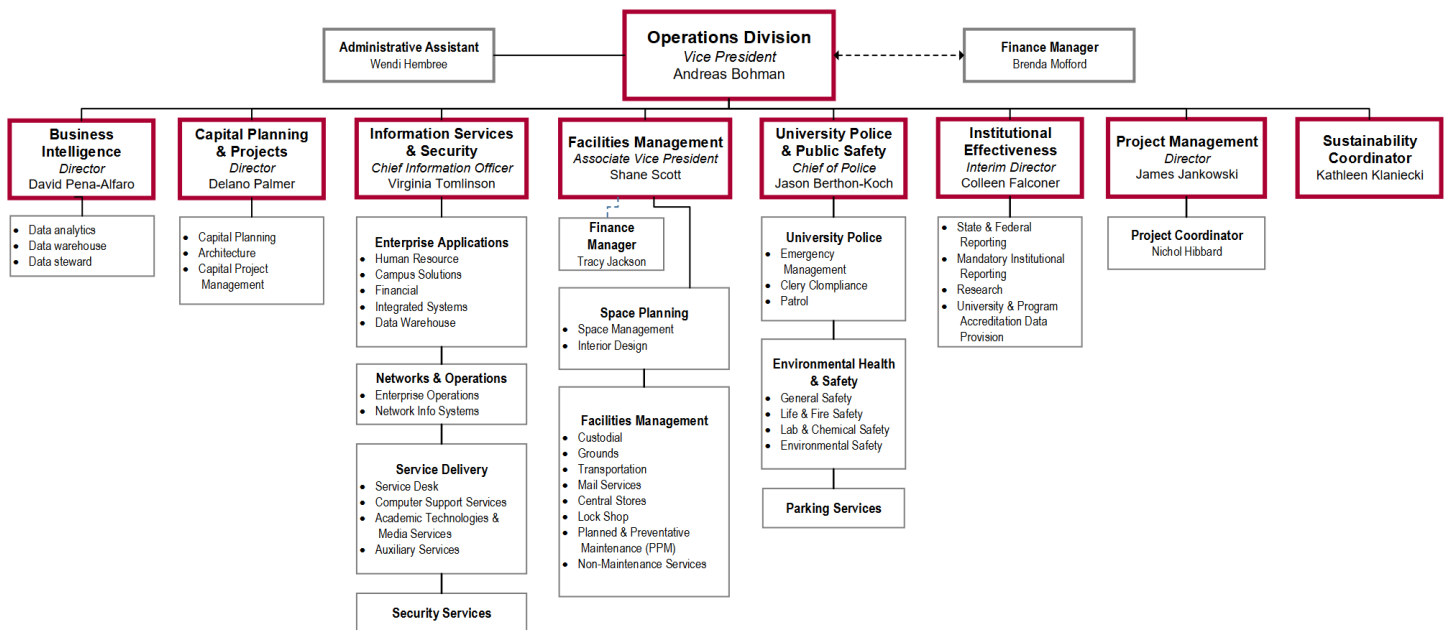
[Appendix C: Humanities & Social Sciences](#)

INTRODUCTION

The CWU Operations Division provides systems and services that sustain and support safe, efficient and effective learning, recreation and work. The division consists of Business Intelligence, Capital Planning & Projects, Information Services & Security, Facilities Management, Institutional Effectiveness, Project Management, Sustainability, and University Police and Public Safety. Each subdivision is introduced in the following pages.

Operations is the largest non-academic division, with more than 400 regular, student, and temporary employees, who may be represented by one of two unions, or no union at all. The division relies on project management, lean principles, and continuous improvement to ensure the on-time, and efficient delivery of outcomes. Operations' professionals are dedicated to supporting CWU students, faculty, staff, and the greater Ellensburg community. Our teams work closely with the university community as business partners to accomplish the following objectives:

- Provide a safe, secure, and sustainable environment in which everyone can perform at their best.
- Maintain and enhance the physical, data, and technological infrastructure of the university.
- Ensure resource development and stewardship of existing and future assets with a clear focus on entrepreneurial attitudes and systems.



During the last fiscal year, Operations' accomplishments contributed to the university's mission and core themes in many ways. The details of these projects are discussed within this report, which represent many hours of work by many employees across divisions and is a great tribute to our team. In addition, Operations completed a five-year, deep-dive analysis of the division budget and presented it to the President's Budget Advisory Committee. Operations also hosted the first division-wide social to recognize exemplary work among our employees.



Operations' first annual award and social event

Business Intelligence

Mission: *To foster data-driven decisions by providing accurate and timely data and analysis, thereby empowering stakeholders with the right information and analysis at the right moment, providing efficiencies across the university.*

The Department of Business Intelligence supports better decision-making by providing timely and accurate reporting, data and analytical tools, and enabling the use of self-service dashboards. This new department works closely with Institutional Effectiveness and Information Services and Security. Over the last nine months since inception, the department has worked on the following initiatives:

- Created analytical tools for decision making
- Created projections models through qualitative and quantitative analysis
- Resolved issues and enhanced performance of the Data Warehouse Environment
- Maintained and actualized RCM model
- Maintained and improved information of Dashboard Analytics
- Informed budget decisions at the President's Budget Advisory Committee (PBAC)
- Supported data and information requests of 237 university units

Capital Planning and Projects

Mission: *To plan, coordinate and execute major capital projects and coordinate maintenance projects; support the submittal of funding requests to the state through the "Call for Capital" process, and the development of and adherence to the Capital Master plan.*

The Capital Planning and Projects (CPP) team consists of Delano Palmer, Director; Bill Yarwood, Chief Architect; Joanne Hillemann, Senior Architect; Gary Gleason, Construction Project Coordinator; and Bill Lovell, Construction Project Coordinator. Over the last year this team has accomplished the following:



- Completed the demolition of Hertz Hall in preparation for Health Sciences construction
- Completed renovation of flooring in historic Barge Hall
- Launched construction of Health Sciences, \$5 million under the state budget allocation
- Oversaw the creation of predesign for the Humanities and Social Sciences complex
- Began design implementation of Health Education (Nicholson Pavilion)
- Continued execution of \$8 million in Minor Works projects and
- Collaborated with Government Relations and University Police and Public Safety to secure \$2.8 million for campus security enhancements.

Facilities Management Department

Mission: *To provide exceptional service to the campus and community in ways that ensure a safe, comfortable, functional, and welcoming environment, including a positive atmosphere of learning, living, and working.*



Pictured: Blair McNeillie, Sunny Bloxham, and Kathleen Klaniecki

In February, grounds supervisor, Blair McNeillie led CWU to earn Tree Campus USA designation for its efforts to manage and care for campus trees, promote healthy urban forests, and engage students in service-learning opportunities. Although the Arbor Day celebration and presentation of the Tree Campus USA plaque to the university was canceled due to COVID-19, the day was marked on June 12, with a planting of a red maple tree near Brooks Library.

Custodial and maintenance teams responded well to the COVID-19 pandemic in February. Because of the accurate metric data for our maintenance tasks, FMD

was able to realign service levels within academic custodial functions to focus on multiple daily cleaning of high-touch areas and in restrooms. This constituted only minor reduction of service in other areas. This adjustment played a vital role in helping to prevent the spread of the virus during normal operations.

Information Services and Security

Mission: *To provide the information systems and services necessary to achieve the general university objectives as well as department-specific goals. Information Services and Security (ISS) seeks to establish an information environment that embraces security, sustainability and stewardship, and provides a comprehensive vision for the future.*

IS continues working with the university community to further CWU's strategic objectives. Following are a few accomplishments of note:

- **Enhanced disaster recovery.** IS enhanced CWU's resiliency by improving the IS disaster recovery process by moving backups to Azure's cloud solution.
- **Implemented a university-wide effort to coordinate the regular update of computing** tools and inventory known as the "computer round-up." It moved the financial responsibility for computer refresh from individual departments to the university; operating reserves funded the replacement of computers that were four years old or older.
- **Best in Washington.** IS won the Best of Washington award for developing Central's Academic Planning System Plus (CAPS+). The team replaced an antiquated, manual degree-planning system with a mobile-friendly, software application that degree-seeking students may use for both planning and course scheduling.



CWU IS team receiving Best of Washington award from Governor Jay Inslee (left)

- **Launched the Security, Privacy and Data Advisory Council (SPDAC)** to support university-wide data governance.
- **Migrated all technology infrastructure** to the new data center in Samuelson, including numerous servers, 200 miles of cable, and the university's core business systems.
- **Replaced an outdated and manual** capital contracts management process. Implemented in partnership with Facilities Management and Capital Planning and Projects, this project replaced CWU's decades old analog paper process that required folders to be walked all over campus for signatures.
- **Piloted a Multi-Factor Authentication (MFA)** project with expected university-wide deployment in summer of 2020.
- **Installed Voice-over IP**, replacing the 30-year-old legacy phone system and its more than 12,000 pairs of copper cabling. VoIP supports fire alarms, power management and lighting control, campus emergency notification systems, e-911 services control, elevator control, and HVAC control systems.

Institutional Effectiveness

Mission: *To provide official, current and historical data for the university community. Through governing, defining, and managing data, Institutional Effectiveness (IE) applies predictive and comparative analytics in reporting key performance indicators to internal and external constituents in support of the university's core activities of teaching, research, and service.*

Institutional Effectiveness (IE) experienced an exciting 2019-20 under new directorship from CWU alumna Colleen Falconer. IE continues to collaborate with a wide variety of partners across the university and beyond to assure the provision of accurate and timely information. IE assists Business Intelligence in university data warehouse enhancements, supplies governmental organizations with essential institutional data, contributes

data and analysis crucial to operational decision-making, provides academic grant and research support, and participates in shared data governance. Key responsibilities for IE include the following:

- **Data Policy Participation.** The Security, Privacy, and Data Advisory Council (SPDAC) was created in collaboration with IS as a sub-council that reports to the CWU Enterprise Information Systems Committee (EISC). This sub-council advises the EISC and provides broad strategic guidance, recommends relevant policies, procedures, and projects to support university-wide security, privacy, and data governance.
- **School of Education:** In partnership with the Washington Office of Financial Management’s Education Research and Data Center, IE worked closely with the College of Education and Professional Studies’ School of Education administrators and staff, Associate Provost Jungblut, and IS Campus Solutions throughout 2019 to fundamentally revamp collection of educator-preparation program data. This allowed CWU to move away from the old aggregate data-based reporting model to align with the Professional Educator Standards Board’s (PESB) new Indicator Based Program Review (IBPR) reporting requirements of student-level data. This change is intended to provide far greater transparency and public accountability on measures of program preparation, quality, and completion, and educator effectiveness.
- **Mandated, Obligatory, and Ad-hoc Reporting:** Each year, IE provides surveys and reports to the U.S. Department of Education, the U.S. Department of Labor, Washington State Office of Financial Management, the Consortium for Student Retention Data Exchange, and many other organizations that request higher education data. Each report can take significant time and research. Inaccurately reporting of and failure to provide data may threaten university or program accreditation status, reputational damage, and monetary penalties to the university up to \$38,500 per fine.
 - **Integrated Postsecondary Education Data System (IPEDS)** is part of the U. S. Department of Education's National Center for Education Statistics (NCES). Each year, all institutions that receive Title IV financial aid funds are required to complete 12 surveys including: Institutional Characteristics; Completions; 12-month Enrollment; Student Financial Aid; Graduation Rates; 200% Graduation Rates; Admissions; Outcome Measures; Fall Enrollment; Finance; Human Resources; and Academic Libraries.
 - **Title II**, part of the Higher Education Act, requires institutional of higher learning to submit reports on the quality of teacher preparation programs, which is displayed in aggregate at the state level. CWU submits two surveys based on its PESB data: Traditional Route and Alternative Route Institute of Higher Education (IHE). These contain data on CWU enrollment; completers; programs; teacher credentials; standards; and pass rates.
 - **Bureau of Labor Statistic’s Job Openings and Labor Turnover (JOLTS) Survey** is a monthly report on the number of CWU job openings, hires, quits, layoffs, discharges, and other separations. Overall, the survey helps measure unmet demand for labor in the national job market.



- **Public Centralized Higher Education Enrollment System (PCHEES)** reports, submitted to Washington State’s Education Research and Data Center, consist of 6 Day 10 (census) and 7 Final (end of term) files, that provide detailed information about CWU’s term dates; programs; admissions; students, courses, registrations, and completions.
- **Professional Educator Standards Board (PESB)** educator preparation program reports, under the new Indicator Based Program Review (IBPR) model, reveal information on institutional facts; professional advisory board details; CWU’s teacher, principal, school administrator, CTE teacher, and school psychologist programs; student demographics; student admissions; student assessments; and clinical experiences.
- **WA State Workforce Training & Education Board** reports identify student enrollment, retention, and completion data for CWU training programs that qualify as a Washington State Eligible Training Provider (ETP)-approved education program, which are worker retraining programs intended for unemployed state resident workers.
- **Washington State legislative requests**
- **University Accreditation**-related reporting
 - **Consortium for Student Retention Data Exchange (CSRDE)** - IE submits two annual reports to all CSRDE member institutions, outlining fall cohort retention totals for a decade-long timespan of 10 cohorts of first-time full-time undergraduate and transfer undergraduate students.
 - **National Survey of Student Engagement (NSSE)** - IE supplies the Associate Provost for Accreditation, Academic Planning, and Assessment with student data annually which allows the Academic Assessment Director to survey CWU students on their perceptions of CWU academic challenges, learning with their peers, student-faculty experiences, and the CWU campus environment. The survey helps ASL to assess the effectiveness of CWU’s teaching practices.
 - **Faculty Survey of Student Engagement (FSSE)** - IE also provides the Associate Provost for Accreditation, Academic Planning, and Assessment with faculty data annually, with which the Academic Assessment Director may survey CWU faculty on their perceptions of student teaching and learning, identify areas of strength as well as areas of teaching and learning that may require improvement.
- **Obligatory Higher Education Surveys**
 - **NCAA Graduation Rates (annual)** - As a Title IV funding recipient, CWU is required to comply with the 1990 Student Right to Know and Campus Security Act, which requires institutions to supply on an annual basis demographic data as well as student athlete and average completion or graduation rates for the 4 most recent years.
 - **Common Data Set (CDS)** - IE completes the CDS annually, which is an exhaustive collection of data on enrollment and persistence; first-year first-time and transfer student admission; student life; university expenses; financial aid; faculty and class size; and degrees conferred.
 - **US News & World Report** - The public uses many sources of information in order to determine where to go to college. IE submits multiple surveys from US News & World Report, including those on Best Colleges, Best Online Programs, Finance, and Financial Aid.

- **Peterson's Surveys** - Peterson's distributes their survey data across the US to libraries, career and advising centers, guidance counselors, and bookstores, to assist the public in selecting where to go to college. IE submits four surveys annually on undergraduate data, distance learning options, and CWU tuition details.
- **Moody's Investment Services** - IE provides two surveys annually to Moody's: one on financial data and the other on university tuition.
- **Public records requests** - This year, IE provided data for over 20 public records requests.
- **Ad hoc requests** - This year, IE is proud to report having completed 300+ ad hoc data requests.

Project Management Office

Mission: *To ensure university priorities are realized through efficient, consistent, and standardized methods and to raise the project-management maturity level of the entire organization.*

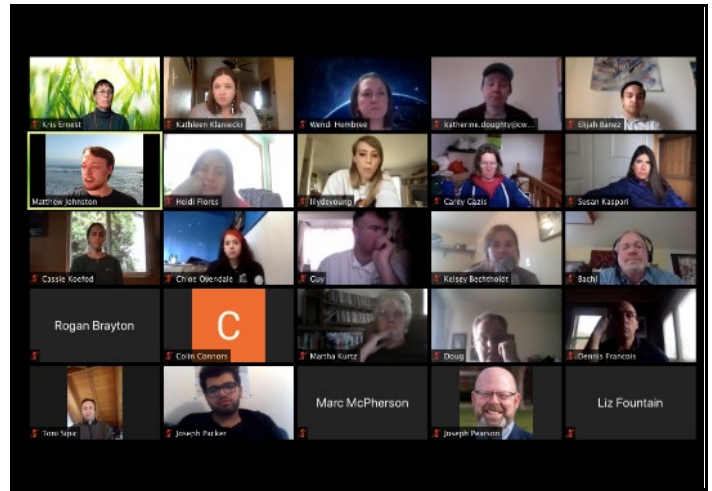
The Project Management Office (PMO) helps deliver strategically aligned priorities at CWU in a manner that is consistent with project management industry standards. It also provides oversight of projects not run through the PMO and offers mentorship to non-PMO project managers. The PMO plays a leadership role in the planning, managing, and execution of critical university-wide projects, such as the fall 2020 plan for opening the campus. The PMO consists of James Jankowski, Director; Nichol Hibbard, Project Coordinator; and Gene Shoda, Project Manager Consultant. Last year, the PMO completed the following projects: AiM CPPM Implementation, Data Center Transition/VoIP, General Education Implementation, Retention Outreach Initiative, and Workforce Diversity.

Sustainability

Mission: *To reduce CWU's environmental impact and improving resource-use efficiency by infusing sustainability principles into curricular, co-curricular, and operational aspects of the university.*



In October 2019, President Gaudino declared sustainability to be one of three top priorities for the university and set an ambitious goal of reducing the campus carbon footprint by 5% in 5 years. Sustainability was further institutionalized with the hiring of CWU's first Sustainability Coordinator, Kathleen Klaniecki, in January 2020. Sustainability highlights from this year include 15 students and employees attending the WOHESC conference, three quarterly Sustainability Cafes (including the Spring 2020 Café hosted on Zoom), a virtual Earth Week, and a celebration of sustainability leaders at the 2nd annual Sustainability Champion Awards. A comprehensive sustainability year-in-review and greenhouse-gas inventory are published on the [CWU Sustainability website](#).



University Police & Public Safety

Mission: *To work in partnership with our communities to create a safe and secure environment through education and enforcement.*

University Police and Public Safety (UPPS) plays a vital role in supporting the university mission of teaching students. UPPS is the primary contributor to the safe learning and living environment of the Ellensburg campus. The department accomplishes its goals through partnerships, especially with students that take an interest in reducing and preventing crime.

In response to the February 2019 ghost shooter incident, last year UPPS worked diligently to implement strategies to improve campus safety:

- **Implemented RAVE Guardian App** – The need to alert faculty, staff, and students over Wi-Fi became evident from the shooter event. This app syncs with our CWU Alert system and allows information to be broadcast into buildings that lack robust wireless phone service.
- **Appointed an Emergency Manager** – Emergency management planning is more important than ever as threats emerge in different forms. The manager role was filled last year and ensures CWU has plans set and they are communicated with stakeholders before an emergency happens.
- **Provided Active shooter training** – The February 2019 ghost shooter event uncovered opportunities to improve the safety culture, including providing new and different training in active shooter response. Last year, in coordination with the Department of Public Affairs, UPPS scripted and produced a simulated, realistic training video: *Run, Hide, Fight* (www.youtube.com/watch?v=6Q3WZv5ByPE). This provides employee and student training on how to respond to emergency events. The training is specific to CWU, was filmed in Ellensburg with student actors as participants, and CWU officers responding to the staged, real-life situation.



In addition to the above initiatives, UPPS has taken additional measures to build an improved campus:

- **Realigned Budget** – Earlier this year, the Board of Trustees approved the action to realign police compensation and parking revenue allocations. By removing police salaries from the parking budget, the department will be able to meet strategic goals by offering current technology parking tools that were difficult to offer before due to disproportionate funding allocations.

- **Provided Cultural Awareness and De-escalation Officer Training** – The department invited the Black Student Union (BSU) to engage with our police department in a speaker series. Through these open-dialogue discussions, officers are more educated about the experiences of under-represented students and other topics the student group shared. The state requires our officers to complete 40 hours of **de-escalation training** each year. UPPS also included de-escalation training in in-service instruction and in frequent department discussions. This expertise benefits students and employees to ensure a safe environment during potentially volatile situations.
- **COVID-19 response** – The CWU Incident Management Team (IMT) was activated in response to the pandemic in very short order through the teamwork of university stakeholders. Plans were formulated quickly because of this organized and rapid response.

1. CAPITAL CONSTRUCTION

1.1 Health Science

In preparation for the new Health Sciences building, demolition and abatement was completed on Hertz Hall in summer 2019. New construction began shortly thereafter and is currently in progress. Phase 2 is underway with the construction of the super structure: steel erection, concrete placement, and envelope enclosure. Health Science supports CWU's goal for carbon reduction with the addition of photovoltaic panels (solar panels). Construction is anticipated to be complete by fall 2021, in time for classes to begin in winter quarter 2022.



Hertz Hall demolition



Health Sciences construction spring 2020

1.2 Dugmore Hall

Last year, CWU completed Dugmore Hall using the design-build delivery method for the first time. As an institution, we were able to do design and construction in four years rather than a typical six-year pre-design-design-build construction cycle. Construction of this residence hall also included Northside Commons, an integrated dining facility focused on express dining options, including CWU's first national-brand dining option, Panda Express.

Freshman incoming students were able to move into this 400-plus-bed residence hall on September 20, 2019, and the new *Northside Commons* dining hall located adjacent to the facility was opened to the public on September 23, 2019. A ribbon-cutting ceremony was held October 12, 2019.



Northside Commons



Dugmore Hall

2. STATE CAPITAL BIENNIAL REQUESTS

2.1 Health Education



Nicholson Pavilion

CWU is using \$5 million in state funding to design the renovation of the Health Education building, Nicholson Pavilion. The project includes re-analysis of what happens in the building (“building program”), concept development, and alternate development. This project addresses the need of classroom expansion to serve Health Education programs.

2.2 Green/Life-Safety Systems

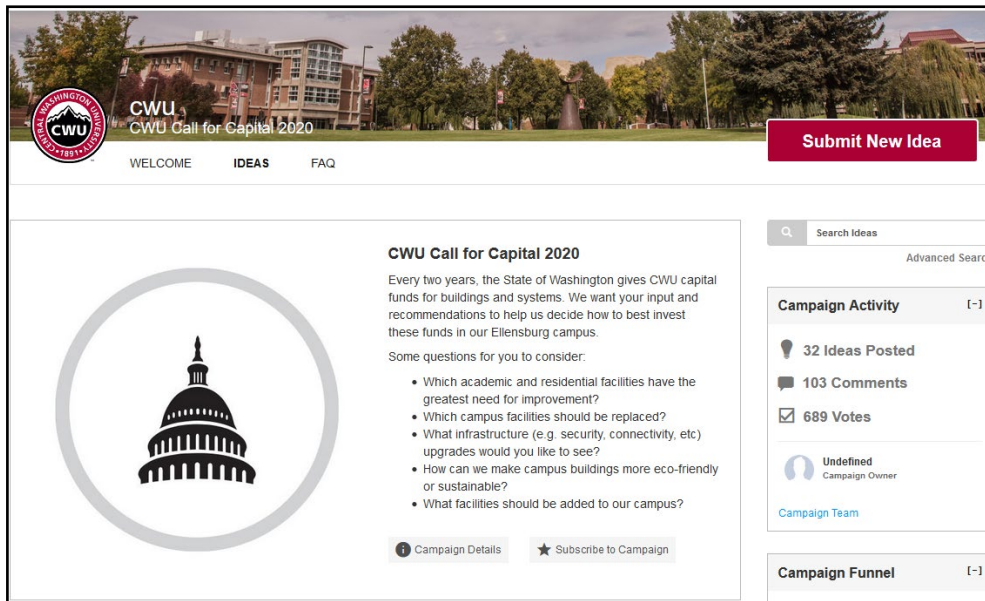
Energy efficiencies – seeking a new 1,200-ton chiller to serve the new Health Sciences facility and add to the cooling-redundancy capacity of the campus. As well, CWU is requesting that the state fund the replacement of a gas-fired boiler with a more energy-efficient option.



3. CAPITAL MASTER PLAN

3.1 Call for Capital

With the assistance of IdeaScale, the Operations Division was able to collect suggestions university-wide to prioritize CWU's biennial, state capital budget requests. These include construction funding for Health Education, predesign funding for a new Humanities and Social Sciences complex, and a request for predesign funding for an Arts Education complex.



Other strategic requests include the acquisition of the Sammamish campus, critical updates to Psychology and the Student Medical and Counseling Center, and continued energy efficient updates to the core campus infrastructure.

3.2 Minor Works

The Capital Planning and Projects team is working through the execution of several Minor Work

projects intended to improve the campus community and serve students, faculty and staff better. Minor works programming upgrades include Science 1 and Randall Hall classroom, and campus wide ADA improvements. Minor works preservation projects are addressing critical upgrades to end of life networking systems, roof replacements such as Dean Hall, elevator upgrades at Hebel, and campus infrastructure upgrades like the substation capacitor bank replacement, boiler house control upgrades, and a chiller starter upgrade. As part of the continual evolution of improvement in project execution, Capital Planning has implemented a project prioritization matrix for the next biennium of minor works projects that is shared with critical campus stakeholders on a bi-monthly basis.

3.3 Humanities and Social Sciences Complex (HSSC)

The HSSC represents the next phase of the Capital Master Plan by focusing on Humanities and Social Sciences programs now located in the Language and Literature building and Farrell Hall, both in poor and declining condition. The proposed location of the facility is due east of the Brooks Library and construction funding will be requested for the 2023-2025 biennium.



4. NAMING OF FACILITIES

CWU policy 2-10-080 and procedure 1-60-040 articulate the process for naming permanent physical facilities, for the purpose of commemorating persons, recognizing benefactors, administrative description, and temporary or working use. The naming of major facilities must be recommended by the president to the Board of Trustees for approval. The Vice President of Operations must report annually to the Board of Trustees facilities that have been named over the course of the preceding year. Benefactor naming [CWUP 2-10-080(3)A] recognizes substantial financial contributions by donors to the university.

4.1 Dale and Mary Jo Comstock Commons



In 2003, Dale and Mary Jo Comstock established an endowment that created a mathematics scholarship; a master's distinguished thesis award; and a fund in support of research and scholarship of mathematics faculty. In 2019, the Comstocks provided a landmark gift to

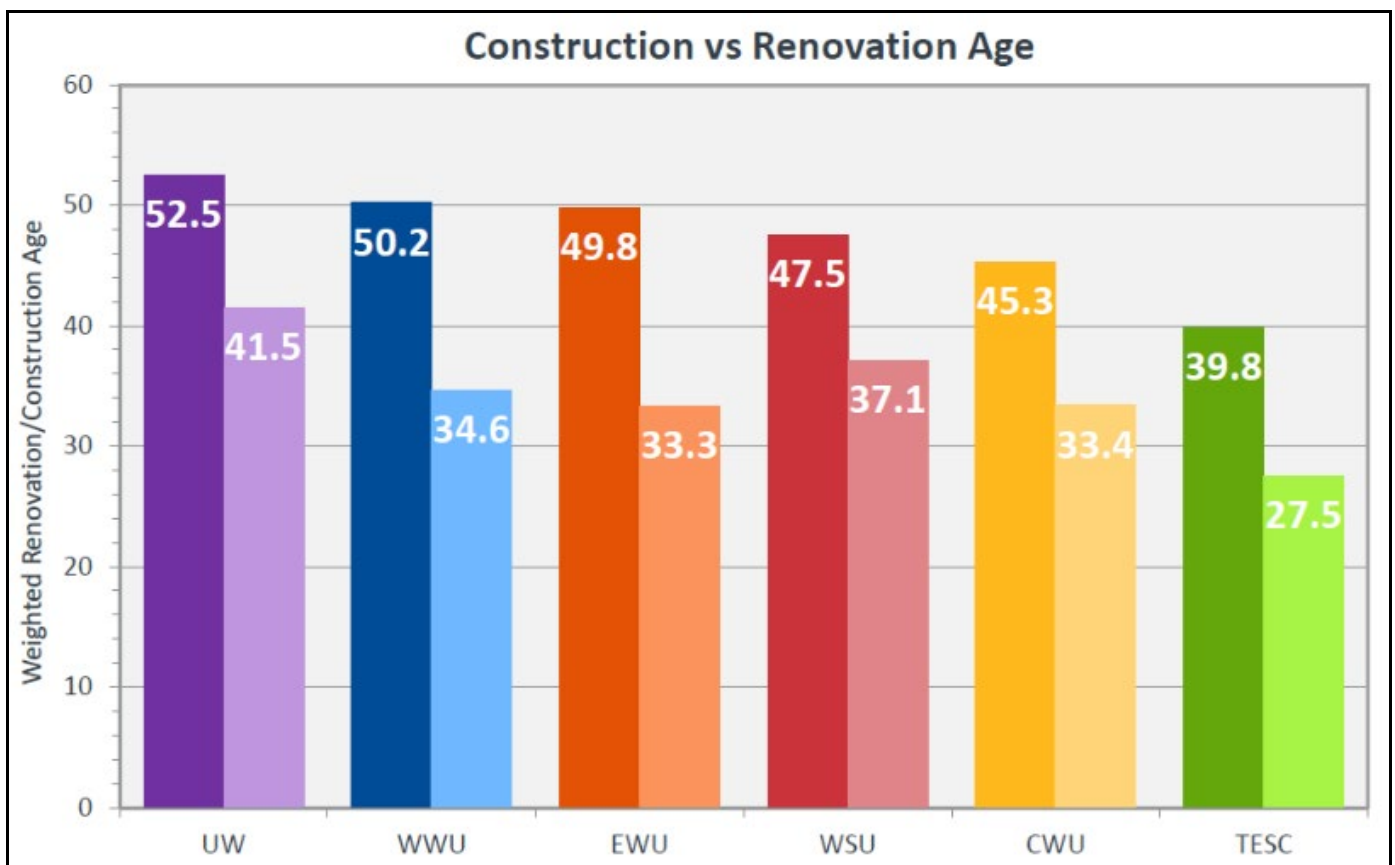
name the east foyer of Samuelson Hall "Dale and Mary Jo Comstock Commons." The Board of Trustees approved the name in February 2020.

5. DEFERRED MAINTENANCE



5.1 Overview

In 2017, CWU partnered with other state baccalaureates and the Council of Presidents to conduct a three-year facilities condition and benchmarking analysis. The investigation, conducted by Sightlines Assessment and Planning, confirmed CWU’s concern about mounting deferred maintenance of university facilities. The Sightlines investigation took place over two years and calculated the value of deferred maintenance largely through a data cross-walk of building age, refurbishment age, and work-order data. Sightlines estimated the value of deferred maintenance for CWU’s Ellensburg campus to be roughly \$200 million. Although this is a daunting number, a thoughtful and multivariate plan already has begun to greatly assist in mitigating the erosion and reliability of buildings and systems.



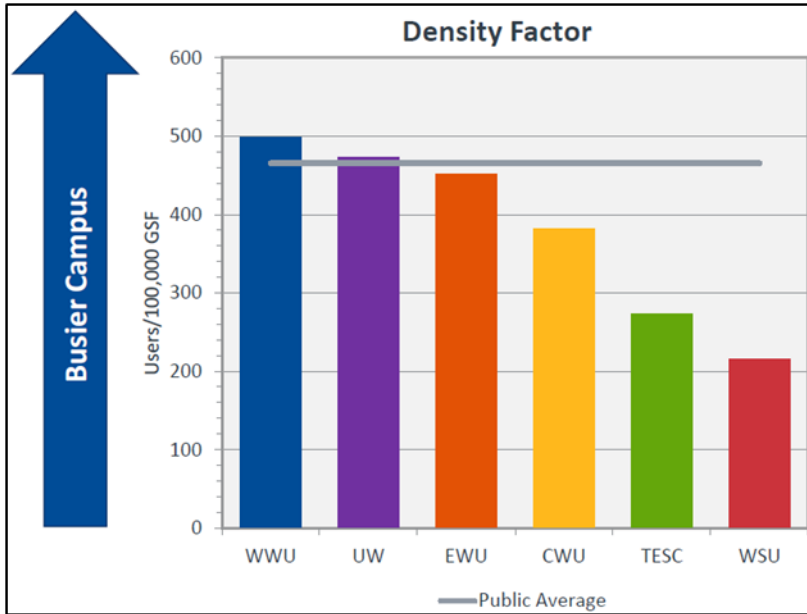
The general Sightlines overview has merit regarding setting the scale of the deferred maintenance issue. The overview also provides the beginning of a logical framework that provides replacement timeframes, potential demolition opportunities, and costs based on building and system age.

5.2 Deferred Maintenance and Organizational Alignment

System Analysis: Prioritizing building-system replacement and demolitions is informed by data from the facilities Asset Inventory Management (AiM) work-order system and the annual facilities condition index (FCI) assessment. The AiM work-order system can track charges by building and system. This quantitative data stretches back to 2008. Facilities Management conducts a yearly FCI assessment with knowledgeable facility staff members. This is a qualitative assessment providing input from the subject-matter experts.

The developing FMD preventive maintenance program will help integrate the qualitative and quantitative approach. An extensive preventive maintenance program is good for the health of our building systems, and it provides systematic repeatable data to track trends, system degeneration, and forecast system replacement.

Space utilization: Facilities management uploads basic operational space and usage data to the Washington State Office of Financial Management on an annual basis. The analysis of space occupancy and utilization ideally should be driven by Responsibility Center Management (RCM). Currently there is no formal coordination that communicates the efficiency of space utilization into operational planning.



Campus master planning: Ideally, the Capital Master Plan is the focal point of deferred-maintenance planning. Space utilization by the colleges establishes the scope and scale of the departmental presence on campus. State Minor Works funds for preservation are currently allocated by need, as measured by system age and facilities analysis. The effectiveness of Minor Works spending could be greatly increased if it were implemented within a space-planning paradigm. Space planning should also help inform capital reinvestment by refurbishment. Replacement or

refurbishment of older buildings is an excellent tactic to address deferred maintenance.

In conclusion, deferred maintenance is a substantial risk to teaching, learning, recruitment and retention at CWU. Although daunting, it is possible to address the deferred maintenance backlog and it will require cross-divisional planning to overcome.

6. INFORMATION TECHNOLOGY ENVIRONMENT

6.1 Generation Alpha

Information Services, in partnership with several other technology stakeholders, is playing a key role in



preparing CWU for Generation Alpha. Generation Alpha is defined as individuals with starting birth years in 2010, or the children of Millennials. These future students are digital natives, meaning they have grown up in the digital age, rather than having acquired familiarity with digital systems as an adult. These students will expect learning to be collaborative, individualized, experience based, and flexible. Generation Alpha will expect technology to be used in different and innovative ways to support this individualized and concierge approach to

learning. To support this goal, Information Services is working across our university to:

- Develop long-term personnel strategies that align with the digital transformation necessary for engaged digital natives (i.e. user experience designer vs. graphic designer).
- Support faculty development goals and outcomes that can be supported by new and innovative technologies.
- Support the evolution of University Centers to provide opportunities and innovative solutions to pedagogy, technologies, and student outcomes.
- Develop a flexible and mobile-friendly student engagement environment that aligns with a digital transformation strategy.
- Develop solutions to address a technology gap, implicit biases, and/or contextual basis to address the experiences of diverse students.

6.2 Amazon Alexa Project

Through a partnership involving the Dept. of Computer Science, the Dept. of Information Technology and Administrative Management (ITAM), and the consulting firm, Hybrid Cloud Gurus, CWU computer science seniors completed a capstone project to customize Alexa devices to make them more campus- and student-centric. The initial project identified the most commonly asked questions by Ellensburg campus students, along with the appropriate answers, and programmed them into an Alexa skill. Alexa can now help students with their class schedules, find the date of an event or other questions related to Ellensburg campus. University Centers also benefit from this project by Alexa having the ability to access their class schedule and find university events, service hours, or notices. Overall, this project is a small portion of what CWU is striving to do to prepare for Generation Alpha, who in the future will be coming to campus with an expectation of accessibility to technology.



Moving forward, the university will explore opportunities to implement this new Alexa skill in everyday life at the university. It could later integrate with the university's course catalog to help students find classrooms or determine appropriate classes for their specific degree programs. Watch the public unveiling of this innovation on March 10, 2020, https://www.youtube.com/watch?v=b_NJnaBcIls

7. PROJECT MANAGEMENT

7.1 Campus Security Enhancements

In spring 2020, CWU received \$2 million from state supplemental budget funds to install 65 security cameras throughout campus, as well as convert 220-plus building doors to electronic access so they can be locked down remotely. Overall, this project will increase campus security and has a target completion date of July 2021.

7.2 Strategic Planning Update and Enhancement

This project is in response to the Northwest Commission on College and Universities (NWCCU) recommendation to integrate division and department plans into a comprehensive strategic plan aligned with CWU's core themes. The scope includes development of an online tool to capture and report progress of the strategic plan and is targeted to be complete in October 2020, extended from the original July target, due to COVID challenges and resource constraints. Project progress is updated on the Project Management Office SharePoint site and the CWU Strategic Planning website.

This project establishes four primary goals:

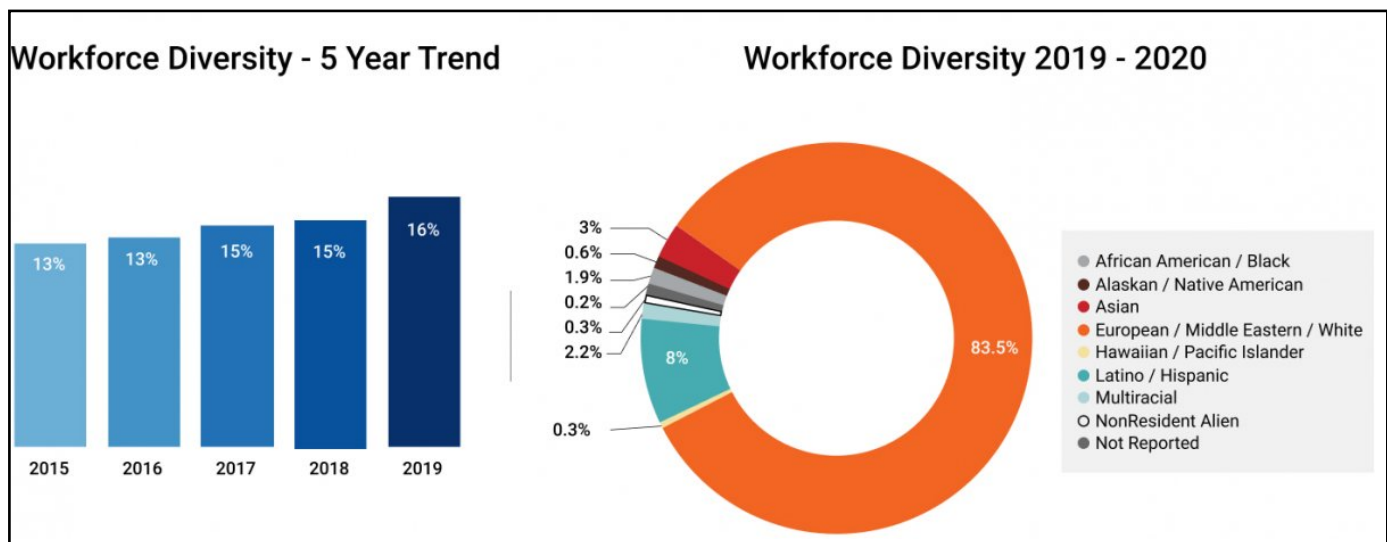
1. Engage the university community in the review of mission and core themes (goals),
2. Align divisional and cross-divisional plans with university strategic plan core themes and objectives,
3. Establish KPIs to track intermediate and end-state achievements, and
4. Implement a system and processes to track and document progress toward core theme achievement and mission fulfillment.

7.3 Destination 2025

The scope of this project is to manage first-year initiatives of the strategic enrollment plan and is on target to be complete in October 2020. The cross-division project team is adjusting initiatives and activities as it becomes necessary due to COVID-19 impacts.

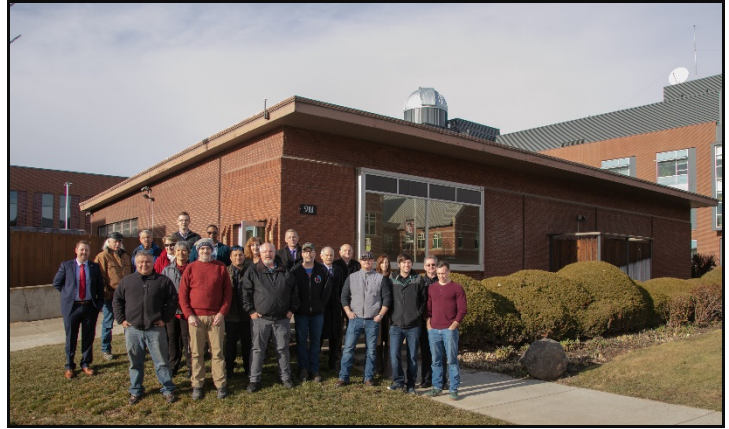
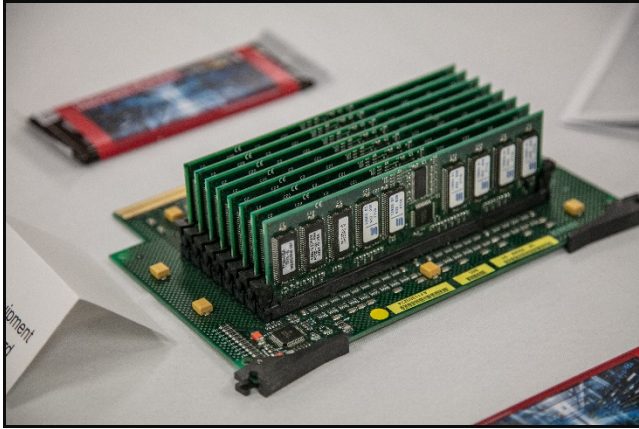
7.4 Workforce Diversity Plan

A cross divisional team of employees identified and implemented some quick wins and developed a plan and recommendations for future activities to increase the number of underrepresented employees. The creation of the plan was completed in November 2019.



7.5 Datacenter Transition Project / VoIP

This project transitioned a legacy data center from the old bookstore to Samuelson Hall, which improved system reliability and security. The project also converted a copper-wire phone system to VoIP (voice over internet protocol) telephony service. The project team transitioned all employee telephone services, which provided new functionality and increased efficiencies with communication. The project was completed in December 2019.



7.6 Gen-Ed Implementation

The scope of this project was to implement the newly designed General Education program. This program provided a new framework for General Education, which used specific knowledge areas and various pathways to better support our students' overall learning outcomes. This program rolled out in fall 2019 with all incoming freshman students automatically being enrolled in this program and current gen-ed students having the ability to opt-in.



7.7 Dugmore Hall

The PMO supported project managers with the construction of a new residence hall, which includes 400 beds and a dining facility. The residence hall opened in fall 2019.

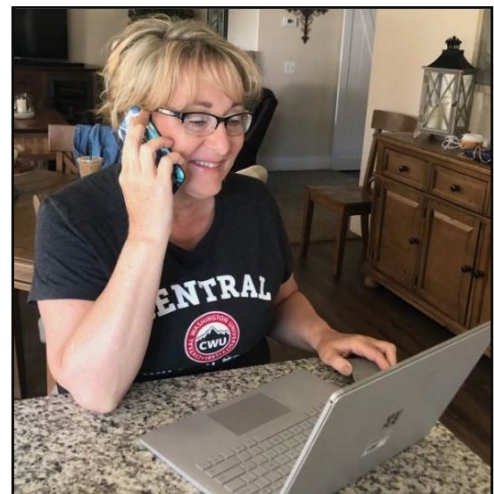
7.8 AiM Capital Planning & Projects Management (CPPM) Implementation

This project implemented a new software tool for the management and financial reporting of capital projects.

This tool automates several processes, including contract administration and project and budget management, integrates with the financial management system, uses online forms and workflow, and enhances the fiscal reporting of capital projects. The new software system went live in April 2020.

7.9 Retention Outreach Initiative

This project was initiated by Enrollment Management (EM) division and sponsored by the President's, Operations, and Enrollment Management divisions to support students during their transition to spring online classes due to COVID-19. The project formed quickly as the team managed the process of



how to reach out and connect with every CWU student via text, phone, and email. The goal was to understand and respond to any challenges they were experiencing due to transitioning to online classes and COVID-19. We worked with all university divisions and utilized volunteer callers to connect with over 10,500 students. This project began in early April and outreach was completed by mid-May.

7.10 Fall 2020 Opening

This project is now overseeing the campus-wide planning and implementation efforts to welcome students to campus in the fall. Teams are working to balance evolving health guidelines and state requirements with the university’s goals and values. Plans have been completed and project teams are now working to implement those plans. This project will be completed in October 2020.

8. COVID-19 RESPONSE

8.1 Emergency Management

Emergency Management (EM) is responsible for forming, sustaining, and continually improving a comprehensive emergency management program that promotes institutional resiliency, departmental readiness, and individual preparedness.

Campus safety is a vital concern and CWU is committed to keeping the campus community informed during emergencies and situations that might disrupt normal operations. Emergency Management provides information with how to respond to various emergencies should one occur. By educating and providing the community with response information, CWU hopes to minimize the effects and/or casualties that can occur during an emergency.

Through an inclusive, all-hazards approach, EM facilitates prevention, mitigation, preparedness, response, and recovery activities to allow the university to focus on its chief mission areas of academics, research, and community engagement.

What is an Incident Management Team (IMT)?

The Incident Management Team (IMT) is the designated authority that works on behalf of the CWU Executive Policy Group (EPG) to make emergency-response decisions. An IMT is a comprehensive resource (a team) intended to serve in an incident management function to include all components/functions of a Command and General Staff. The IMT manages critical incidents and significant planned events on university property and/or impacting university operations. IMT implements policy as determined by the EPG while managing the logistical, fiscal, planning, operational, safety and community issues related to an incident, emergency and/or significant planned event. The CWU IMT is comprised of members from all university divisions:

Asst. Chief of Police	Dean of Student Success	Exec Dir of Housing and Residence Life
Assoc. Dean Student Living	Dir of Counseling Services	Exec Dir of Extended Learning
Assoc. Dean Health and Wellness	Dir of Counseling Services	Exec Director of Housing
Assoc. Dir Education Abroad	Dir of Dining	Lt CWU Police Operations
Assoc. Provost Extended Learning	Dir of Executive Communications	Safety Officer 3
Assoc. VP of Planning & Facilities Management	Dir of Housing Operations	VP Operations
Asst Director of Dining	Dir of Police and Public Safety	VP Public Affairs
	Dir of Student Medical	
	Emergency Management Coord	

What have we done in response to COVID19?

The IMT has been engaged in response to the pandemic since December 2019, when a student was thought to have been exposed to the novel coronavirus. Since that time the IMT has developed and implemented response plans to ensure preparedness, prevention, mitigation, response and recovery from this event across the CWU community.

The response plans created by the IMT focused on adoption of a multi-hazard approach utilizing the National Incident Management System (NIMS) and the Incident Command System (ICS) to conduct a review of current plans with identified gaps, educating staff, faculty, and students on processes around pandemics, generated reviews of communication, sanitation, medical, wellness, housing, dining, safety, security, cyber threats, eLearning, and essential personnel plans, evaluation of supply policies, training for student, faculty and staff on the risks and implication of pandemic and contingency plans.

The purpose of these plans was to achieve the following goals:

- Implement appropriate actions prior to, during any outbreak and recovery efforts needed to resume operations.
- Ensure CWU's response was in coordination with local, state and federal direction and guidance.
- Establish and maintain a coordinated command system.
- Develop communication plans to ensure timely and accurate information is provided.
- Reduce the amount of staff, faculty, and students affected by the virus.
- Uphold continuity of core university operations, including education.
- Lessen social disruption and reduce economic loss.
- Coordinate with other universities and organizations in relation to the outbreak.
- Prepare and provide for mental health/crisis service needs of staff, students and faculty.

Future Key Goals – Where We Want to Be

- **Re-Opening Phases**
 - While this process is linear—each phase follows the previous one—there will be overlap in phases. Most importantly, the situation we are in is constantly evolving therefore, our processes will follow this phase cycle.
 - Approval and support from EPG for tasking specific IMT members to review re-opening plans.
 - IMT assist in reviewing all CWU re-opening plans.
 - IMT will submit recommendations to the CWU COVID-19 Steering Committee upon review, corrections and approval of plans.

- **Business Continuity Plan or Continuity of Operations Plan (COOP)**

The current situation with COVID-19 poses significant risks to CWU. Between the pandemic and other hazards—e.g. wildfire, flood, sever weather—and the disruption to the global economy, there is a clearly demonstrated imperative to review the Business Continuity Plan or the Continuity of Operations Plan (COOP). CWU will create a specialized IMT to review COOP in July with recommendations to the EPG in fall 2020.

- **All-Hazards Risk Assessment (AHRA)**

Effective emergency management planning includes the integration of mandate-specific, all-hazards, risk assessment (AHRA) as the planning premise. The AHRA will help identify, analyze and prioritize the full range of potential threats. This process takes into account vulnerabilities associated with specific threats, identifies potential consequences should a threat be realized, and considers means to mitigate those risks. CWU will identify specific IMT members to find, analyze and prioritize hazards impactful upon our institution, in an Excel spreadsheet, with a supporting document summarizing risks. (See Appendix A for the complete CWU COVID19 Response Report May 2020.)

8.2 Cloud-Based Lab Environment

This spring, and in response to the COVID-19 situation, CWU learned that all spring-quarter classes would have to be conducted online. At that time, just a short three weeks before the start of the quarter, CWU had no labs online.

In order to mitigate the loss of these labs and make specialized software available to students, IS



implemented a cloud-based, virtual desktop solution using Microsoft Azure technology. Through their expertise, Microsoft recognized CWU IS for the rapid deployment during the pandemic of the nation's second-largest virtualized environment, second only to New York City Public Schools.

Many of CWU's courses require access to expensive specialized software including titles such as Adobe Creative Cloud Suite, AutoCAD, SPSS, Matlab, Visual Studio, and a variety of other titles. While CWU has the resources to provide these titles in computing labs on campus, we did not have the ability or licensing to allow on-line learners to install these applications on their personally owned devices. In addition, many CWU students do not have computers with sufficient computing power to accommodate these titles.

The virtual desktop environment allows students to access all of these specialized applications from anywhere in the world with any Internet-connected device. A web browser is all that is required to use this system, and the student's computer can be very low powered and inexpensive. A wide variety of devices can access this system including Chromebooks, Windows computers, Mac computers, iOS devices, and Android devices. While accessing this system, the student experience will be the same regardless of the device used to access the platform, and it works equally well on slower and fast Internet connections.

8.3 The Online University: Adaptions

As the academic schedule shifted to adapt fees, class start dates, and other factors to the pandemic requirements, IS partnered with departments to implement changes quickly. Staff worked with the colleges to waive additional fees associated with spring quarter courses. IS adjusted all housing contracts for those students that did not return to residence halls for spring quarter, and updated registration, student financials, and financial aid systems to reflect the new, later spring quarter start date. IS also collaborated with Human Resources to create new COVID-related leave banks in MyCWU for those impacted by illness or childcare.

But by far, the greatest challenge was shifting the work of the entire university to a virtual setting. Had this assignment come to Operations in the previous year, without the urgency of a pandemic, perhaps the project would have been assigned to the PMO. There would have been several advisory committees and at least one briefing to the Board of Trustees. These now seem luxuries.

Instead, IS jumped into the work of transforming CWU's world, and dramatically expanding remote working support systems. Staff contacted key service providers like Adobe to request temporary access to at-home licensing for student use. Avaya authorized temporary free licensing to extend multiple call centers across campus to remote workers. IS contacted Zoom to arrange for an additional 5,000 temporary licenses on our State K-20 Network contract. As well, IS designated personnel to learn and administer Zoom to support remote employees, and integrated Zoom with local authentication to improve the access and sign-in process.

IS doubled the capacity of concurrent VPN connections for remote access to resources that are restricted to the local network, and obtained contracting assistance for critical multi-factor authentication capability with VPN and MyCWU remote access. IS also extended telephone support to remote workers via "soft phone" software on their desktop or laptop. Staff went to work strengthening Internet Security Protocols. They created Covid-19 email scam warning publications; an alert webpage, and banner for the MyCWU login page.

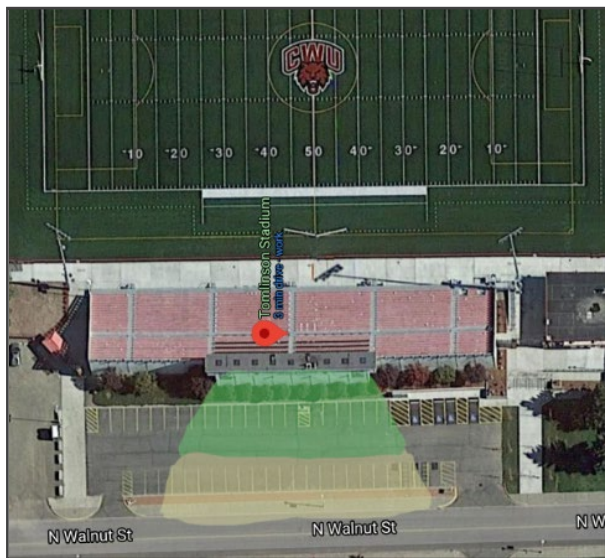
In order to keep students notified of COVID-related changes, IS built out multiple notification points in MyCWU, the CWU intranet. Tracking mechanisms in MyCWU identified which students received a university-owned laptop for spring quarter. In partnership with Student Success, IS created a technology needs-assessment survey and sent to students, and then responded to student need by deploying laptops and hotspots to approximately 190 students.

With so many students and employees unprepared to work solely away from CWU, IS had to be resourceful. IS formulated a plan to increase internet capacity by utilizing the backup circuit as a secondary route. Staff worked with Multimodal Education Center to pull laptops out of classroom carts and deploy them to employees and students without computers. When a call went out students and to Central's 1,200 employees to release computers to students and co-workers, 453 people responded, releasing 407 laptops, tablets, and desktops.

IS also purchased webcams to deploy to employees to use for virtual meetings and instruction. A survey of supervisors identified how many employees and students needed hotspots in remote locations; IS purchased 100 hotspots. In order to provide quick, competent customer service, IS acquired software that allows staff to remotely assist employees on their home computers.

IS wrapped up all of these changes in a "Remote Worker Toolbox." It includes a webpage with tips for getting started, security measures, and top tools, how to access restricted resources, virtual meeting tools, free internet offers, and support options. Staff also created instructional videos for remote work tools and added them to Toolbox page.

8.4 Wi-Fi Access



In May, free internet access was provided by means of a group effort between the City of Ellensburg, Kittitas County, the Ellensburg School District, Northwest Open Access Network, and CWU. These local organizations developed the Community Wi-Fi program in response to the need for quality internet access during the COVID crisis. CWU's Wi-Fi hotspots are located in the parking lot west of Tomlinson Stadium and are available 24 hours a day, seven days a week.

8.5 Maintenance and Custodial

This past year, staff developed a plan to transition to a maintenance organization with a focus on preventive maintenance. The team has significantly reduced the number of overdue maintenance work-orders and completed a scheduled maintenance plan. This plan is also generating asset identification data that will be useful in eliminating duplicate processes in the future. Within custodial the team developed robust metrics that quantify the labor needed for all tasks. This is a significant accomplishment because it allows us to make data-driven business decisions to meet the evolving needs of custodial. In the grounds department, we utilized our AiM work order system to reorganize and manage the entire labor effort of the ground staff. This provides operational data that has not existed before and gives a platform to grow and better understand grounds service level requirements.