

Minutes  
Faculty Senate Academic Affairs Committee  
Jan. 12, 2023                      3:00—5:00 p.m.

Present: Andy Piacsek, Bob Hickey, Mel Madlem, Julia Stringfellow, Wendy Cook, Cody Stoddard, Joshua Welsh, Taralynn Petrites, Jason Knirck, Rose Spodobalski-Brower, Dan Martin, Gail Mackin, Tennecia Dacass, Tiffany Ramseyer (interpreter)

This meeting's note-taker is Tennecia.

1. Meeting called to order at 3:07 pm
  
2. Changes to the agenda
  - No changes
3. Approval of December 1, 2022, minutes
  - Bob Hickey moved to approve. Taralynn seconded. Motion passed. Josh Abstained.
4. Chair report
  - Re Charge 01: Response from Faculty Senate Executive Committee
    - Andy reported that additional issues were raised at FSEC regarding Departmental Honors, and the proposed policy was sent back for additional review. Detailed comments from Michael Goerger are available in the committee's Team's folder.
      - Issues raised were related to where the details of the Departmental Honors will be housed or publicized.
      - Josh asked whether honors information can be housed in the curriculum catalog. If it is part of a program, it is part of the curriculum.
      - Andy shared that there were also issues related to whether departments with existing honors programs be asked to change their GPA requirement to match the policy.
    - Andy proposed taking the amended policy to ADCO (with Anne C) to resolve issues at the department level
      - Josh expressed support for the decision to take the policy to ADCO, where all department chairs should be represented
      - The committee supported the suggestion to go first to ADCO.
    - Once ADCO reviews the policy regarding Departmental Honors, it can be taken back to FS. Hopefully, this will be done by late spring or early Fall.
  - New Charge (AAC22-23.10)
    - Review 5-90-040(21) regarding Satisfactory/Unsatisfactory Courses and compare with current practice. Make recommendations for revisions as appropriate.
5. Old Business

- Charge 3: Developing policy/procedure for placing, communicating, and managing holds on student accounts.
  - Andy reported that Mark Samples confirms that we should restrict policy to Academic Holds
    - Andy suggested that we table this charge until the next meeting. In preparation for the discussion, Andy will create a draft policy that we can work on.

## 6. New Business

- Charge 5: Review current practices of placements for Academic Writing I and Math courses and consider modifications of CWUP 5-90-040(44).
  - Policy should be consistent with catalog descriptions.
    - Dan and Gail joined the meeting to provide context for this new charge by sharing the current practices of the English and Math departments.
    - Gail reported that the math placement exam was AI-guided using the Assessment and Learning in Knowledge Spaces (ALEKS) software.
      - Students can practice and take the ALEKS test many times
    - Gail reported that CWU is getting rid of remedial math courses. The current process is not about identifying students' deficiencies but assessing them for placement.
    - Dan reported that the English department uses a directed self-placement program covered in the ENG 101 Stretch Academic Writing course. This course spans two quarters and allows students to identify and work with advisers to choose the type of English skills they need to work on. Dan shared that this autonomous approach is supported by research and is popular.
    - Timing of the assessment was discussed with an expressed desire to allow students to take placement assessments over a longer time horizon instead of before or during orientation.
    - Melody asked whether assessments were available during the last orientation session. Gail responded that they were not.
    - Bob expressed concern that the timing of the assessment may influence students' ability to acquire the English and math skills required to excel at CWU.
    - Bob: if advising is separated from orientation, when are students provided the required guidance to assess for English placement?
    - Question: should the assessment be done during the summer before admission
    - Taralynn outlined that timing is important, and summer may not be convenient for some instructors.
    - Melody: if students choose majors by orientation, how does this decision affect placement?

- Rose: when a student chooses a major at orientation, they are given 5-10 credits of suggested coursework by advisers, so they should still be able to take on the required English and Math assessment requirements.
  - The committee agreed to include a specific timeframe appropriate for the placement assessment. Assessment for placement should be completed before enrollment or within students' first quarter at CWU.
- Mel moved to accept the changes made to the policy. Josh seconded. Motion passed. Bob Abstained.
- Charge 4: Continue working on the language for policy CWUP 5-90-80 regarding Disruptive Behavior in academic settings.
  - Josh reported that work on this policy began in 2020 but was sent back by UPAC because of concerns that the policy did not allow students' voices to be heard.
  - Andy reported that we need to consult with DEI experts to ensure that policy/procedure does not disproportionately affect minoritized students. Kandee Cleary has stepped down as VP for DEI; should we invite her to attend the 1/26 meeting to provide input?
  - Actions based on committee discussion: Invite Richard and Joseph Bryant to join the next meeting to provide some perspective and recommendations on the concerns surrounding the current version of the policy.
  - Cody: send the current policy and a formal request for feedback to the president through Mark Samples so that we will have that information when we meet next.

7. Adjournment at 4:54 pm

Next Meeting: January 26, 2023