

REGULAR MEETING
Wednesday, January 12, 2022, 3:10 p.m.
Zoom
Minutes

Meeting was called to order at 3:11 p.m.

All Senators were present except: Yukari Amos, Eric Cheney, Thomas Long, Gabrielle McNeillie, Tim Melbourne, Pichardo Nelson, and Robert Pritchett

Guests: Rose Spodobalski-Brower, Jeff Dippmann, Mike Harrod, Jill Hernandez, Ediz Kaykayoglu, Gail Mackin, Rachel Medalia, Mike Pease, Carolyn Thurston, Arturo Torres, Teri Walker, Coco Wu, Shelley Berry, Joel Klucking, and Alejandra Cruz-Martinez

CHANGES TO AND APPROVAL OF AGENDA Approved

MOTION NO. 21-20(Approved): APPROVAL OF MINUTES of December 1, 2021

Budget – Joel Klucking – Joel Klucking updated Faculty Senate on the current budget. Joel explained the different sources of funding at CWU: Capital, State General (tuition), Local General (Fees), Enterprise (room, board, books, and parking), Service & Activity, and grants. Capital makes up 13% of the budget, State General 41%, Local General 10%, Enterprise 16%, Student Funds 4%, and Grants 16%. The operating total is \$228 million. FY22 operating expenses by Division: President’s Division 6%, Operations 11%, Academic & Student Life 62%, Enrollment Management 2%, Business & Financial Affairs 15%, and University Wide 4%. 71% of the operating expenses are salaries and benefits and 29% are goods and services. Faculty make up 42% of the salary and benefits, exempt staff 26%, classified staff 24% and student/temporary employees 8%. Joel provided information on the FTE statistics for employees along with student headcount.

Faculty	Fall 2017	Fall 2018	Fall 2018	Fall 2020	Fall 2021
Tenure Track	370	370	354	350	335
Non-Tenure Track	126	146	161	120	146
Adjunct	87	90	109	160	99
Student Headcount	11,578	11,634	11,697	11,145	10,217

COMMUNICATIONS – No communications

SENATE CHAIR REPORT – Chair Lyman indicated that he hopes that you all had a wonderful winter break and were able to find time to relax, spend time with your family, and recharge. The start of winter quarter has presented some challenges, with winter weather impacts and continuing COVID challenges. We are all continuing to learn how to adapt quickly in an ever-changing world, and applaud the efforts and strength of this faculty body in working together to adjust and focusing on an excellent educational experience for our

students. A jointly signed letter was emailed to all faculty earlier this week to provide an outline and clarity around protocol for responding to the current COVID situation. If you have any feedback, please contact Chair Lyman. Would like to hear successes, concerns, highlights, lowlights – and how we can serve you better.

The state legislative session began this week. It's a 60-day session this year. We have a fantastic legislative team, including Steve DuPont, Alethia Miller, and Linda Schactler. Our Interim Faculty Legislative representative, David Douglas, is also working with this team and other university representatives as the session moves forward. As a reminder, if a state legislator contacts you please make sure to refer them to a member of our legislative team. Also, a call for our next Faculty Legislative Representative was sent out last Friday, January 7th. This position is vital for the continued statewide collaboration and representation of Washington universities at the legislative level. Please review the position description and apply if interested.

Chair Lyman updated senators about the next steps in learner outcomes development for the ADI graduation requirement. The Executive Committee is meeting with the ADI committee tomorrow to finalize a plan that will include broad consultation and input from all faculty and stakeholders. An email with this plan will be sent to all senators soon so keep an eye out for that.

CWU is starting a brand-development initiative that is occurring in conjunction with the Vision, Mission, and Strategic Plan initiative. President Wohlpart will provide more information about this in his President's report. Faculty Senate will be reaching out for faculty input as this initiative moves forward.

There have been three complaints filed with the Faculty Senate office. Committees are currently being formed to review the complaints. Updates will be shared as the review process concludes per Faculty Code.

FACULTY ISSUES

Here are some updates to faculty issues that were brought forward at the December 1st senate meeting:

1. A concern about pedestrian safety at the 14th Avenue and Walnut intersection as well as the 9th Avenue and Wildcat Way crosswalk was raised. I spoke with Police Chief, Jason Berthon-Koch about these areas. His group is working with the city to see what else can be done to help as both of these areas are currently under the responsibility of the City of Ellensburg. The 9th and Wildcat Way crosswalk was enhanced a few years ago with signage, and additional enforcement has occurred in both locations. The Campus Circulation Committee is also reviewing this feedback in addition to looking at policy options for electric scooters and golf carts on mall ways on campus. If you have suggestions for feedback for the Campus Circulation Committee, please reach out to the faculty representative, Bruce Simpson. You can also contact me anytime to discuss further. Chief Berthon-Koch also asked me to relay to faculty that work in Shaw-Smyser to please utilize the crosswalks and not cross mid-street on the west side of Shaw.
2. A concern about notifications when a faculty member passes away was raised. Options for this are currently being discussed and I will report back as soon as possible

3. Several senators expressed interest in exploring options for revising Fall quarter start and end dates. Specifically, moving towards an earlier start date in September and ending fall quarter by Thanksgiving break. The Executive Committee has begun discussions with administration, ASCWU, and other stakeholders to look at options. We will continue to work with these groups to explore solutions and further communications about this will occur soon

New issues –

Senator Timothy Beng - Many students at CWU need extra tutoring in writing and math intensive courses.

In addition to the PALS program, the Math Help Center, the Writing Center, and the Chemistry Help Center have existed for many years on this campus to provide tutoring to students in these disciplines. Due to budget cuts to the Academic Success Center, the Chemistry Department has not been able to run our Chemistry Help Center as we have done in years past.

With regards to the Chemistry Help Center, many students have taken advantage of the service. For the year before the pandemic, AY18-19, the Chemistry Department's Tutoring Center serviced 725 students taking chemistry courses. The median time a student spent in the tutoring center was 1.5 hours.

Students who have taken advantage of the Chemistry Help Center have fared well academically. Data from the Chemistry Help Center has shown that the percentage of students successfully passing chemistry courses with a C or higher was 10.2% greater.

Senator Jim Bisgard – Math department is also concerned about the dwindling tutoring support. They get around \$7 per student, but the costs are around \$22 per student.

Students tested positive for COVID and need COVID accommodations. What is a COVID accommodations? When a student says they get accommodations does this mean DSS accommodation. Currently can find in information about vaccination and information about exemptions for vaccinations on the website.

Senator Bisgard also mentioned an email that came out in fall about outcomes and how President Wohlpert will be evaluated. The Evaluation and Assessment Committee is in charge of evaluating academic administrators. Senator Bisgard asked if the President has been in touch of with them and how will this input be used? How will this input be used?

President Wohlpert responded that the Board of Trustees (BOT) are responsible for evaluating the President and this information should be sent to them.

Senator Joseph Brooks asked that all departments be encouraged to hold all meetings virtually, if at all possible. In some areas faculty are being pressured to meet in-person and some faculty are very uncomfortable with that.

Senator Lucinda Carnell reinforced the impact of help needed for Chemistry students.

STUDENT REPORT – Rachel reported that ASCWU just finished a very successful student senate training. Senators are now available for student feedback. Starting in late January or February the senate will be appearing around campus in various buildings in order to increase student engagement. January 24, 31 or February 7th will be doing a traveling Senate. This quarter has been certainly difficult for faculty, moving on and off on-line, providing accommodations to students, etc. Rachel introduced Alejandra Cruz-Martinez Director of Student Life and Facilities to do part of the report. Alejandra spoke about the PUSH and ASCWU Food drive collaboration. Pack the Wildcat Pantry will be going on the entire month of February. Everyone can help support students by filling the new campus food and supply pantries to fuel great minds the Wildcat Way. Presidents United to Solve Hunger (PUSH) is a student club led by student officers. They operate the new Wildcat Pantry & pop-up pantries around campus. Inventory is mostly maintained through donations from our community members. The remainder inventory is from the foundation account. 350 students have been served, 40% have utilized the pantry more than once, there are 35 registered PUSH volunteers, most individuals visit two times per week. Their mission is to “Encourage and promote the donations and advocacy of CWU faculty, administrators, & staff towards food insecurity initiatives on campus”. Donations needed: non-perishable foods, hygiene products, household items, cold weather essentials, and monetary donations. For monetary donors please include a note that it is for Wildcat Pantry. If it is not specified the money will go to other initiatives. Drop off locations are ASCWU SURC room 236, DEC Black Hall Rm 101, Wildcat Pantry in Brooks Library, RM 101C. If you are interested in hosting a donation spot in your building, please contact ASCWU. ACWU senators can collect donations weekly from buildings. Wildcat Pantry open house will be Tuesday, January 25th 4-5 p.m. at Brooks Library, Room 101C. Check out the new space, connect with PUSH board members and student volunteers. Contact PUSH President Jaeda Nelson, ASCWU Director Student Life and Facilities, www.cwu.edu/push or /donate-push. Facebook & Instagram @CWUPUSH. Wildcat Advisory Board needs two faculty

OLD BUSINESS – None

REPORTS/ACTION ITEMS

SENATE COMMITTEES:

Executive Committee

Motion No. 21-21(Approved 41 yes, 1 abstention): Faculty Senate meeting dates for 2022-2023 Fall: October 5, 2022, November 2, 2022, November 30, 2022; Winter: January 11, 2023, February 1, 2023, March 1, 2023; and Spring: April 5, 2023, May 3, 2023, May 31, 2023.

Bylaws and Faculty Code

Motion No. 21-13(Approved 42 yes, 2 abstentions): Recommends amending the Faculty Code Section IV.G.1 Complaint Policy and Procedures as outlined in Exhibit A.

Motion No. 21-22(First reading of three): Recommends amending the Faculty Code Section I.B.2.i. Emeritus Faculty Appointments as outlined in Exhibit B.

Senator Erdman brought up a concern that departments have kept some NTT faculty below .5 (half-time) in order to avoid paying medical benefits. They could teach many

years at just below .5 and is problematic for those faculty to receive Emeritus status. Should be at least ten years and 225 wlu.

Senator Amason noticed in language that they need to have excellent scholarly, service and teaching record. NTT faculty are not usually given service and scholarly workload.

Curriculum Committee – Jeff Dippmann reported the committee fulfilled charge one at its last meeting of providing a calendar for curriculum deadlines. Took the draft calendar to ADCO, Executive Committee, and Provost Council. Hope to have it out soon. Will be starting to review of the program learner outcomes as well the regular curriculum proposals. Approximately 300 proposals to get through in the next month or so. The committee will be meeting weekly this quarter to get through the work. New programs are not being moved forward at the chair/dean level unless they are in the five year plan. It is very ambiguous in policy what a program means. The committee will be looking at this in policy and how it should be defined. The committee will also be looking at if minors/certificates should have program learner outcomes.

General Education Committee– See Written Report

Evaluation and Assessment Committee– See Written Report

PRESIDENT – The President expressed appreciation for all the hard work due to the challenging beginning of the winter quarter. The legislature is in now in session for the year. The President testified this morning to on a bill to expand the Washington education grant. He has been meeting with legislators to build those relationships. Some of the areas for this session are the Capital funding requests, and fully funding the COLA expenses as they currently only cover half. Currently they expect universities to use the tuition increases to cover the additional costs, but tuition increases are capped and sometime doesn't cover the increase to expenses. Information about the legislative session can be found on <http://www.cwu.edu/president/briefing-room> Vision, Mission steering committee is looking at drafts. The President reported on three other things: 1. CWU is launching a review on our brand utilizing Campbell & Co. This process will be connected with our vision, mission process. They are currently putting forward a list of stakeholders Campbell & Co should meet with and one of them is Faculty Senate. 2. We are starting to work on redesigning our website. This is the first place students go and currently there is a lot of broken links. Currently this is not a website for recruiting students. 3. CWU needs to emphasize student recruitment, success, etc. Will be doing some listening sessions around the needs of the institution in these areas. Looking at creating a division of student success. This would be a Vice President level responsibility. Enrollment is down and especially enrollment of new students. New freshmen enrollment is down 30% over the past two years. This will impact the institution for the next 3-4 years as these students move through their curriculum. Working to put together a group of people with enrollment and marketing. Will be creating initiatives to tie recruitment, admissions, and marketing. We have to invest in recruiting new students. Faculty Senates across the United States are supporting academic freedom. This is under fire across the nation. The President indicated that the Faculty Senate might consider doing a statement about the strong support for academic freedom.

PROVOST – Provost DenBeste indicated it has been a challenging couple of years and appreciate Senate and other faculty leaders that met over break to quickly help make decisions. The Provost has enjoyed the creativity from faculty and students, so we don't lose what we love best about our academic communities. Students are grateful to be in the classroom. The Provost has been having regular meetings and lunches with department chairs. Diversity, Equity, and Inclusivity (DEI) work is one of the most pressing issues and employers want individuals who are trained in this area. CEPS Dean search is underway. The Provost suggested that faculty reach out to colleagues in your college or individuals you know that you think might be interested in the position. She is launching the Dean of Undergraduate Studies search in mid-February. There will also be listening sessions regarding Graduate Studies. Dean Lubas has been meeting with Graduate Studies staff and faculty. The NWCCU mid-cycle review is rapidly approaching. NWCCU will be here virtually or in person April 28-29. Advising, strategic planning, and assessment were the three concerns in the last report. Working on getting more advisors hired, looking at computer system, peer advising, group advising to help with the grid lock issues, bureaucratic process, and roadblocks for students. Deans are working on updating strategic plans. General Education assessment is underway. Retention and admission teams are working to change orientation and admissions process and the best way of reaching out to recruit new students. Also looking at how to best retain our current students.

CHAIR-ELECT – Chair-Elect Samples reported that the next open Executive Committee meeting will be Wednesday, January 19 from 3:00 – 4:00 pm. An email with the Zoom link will be sent out prior to the meeting.

NEW BUSINESS - None

Meeting was adjourned at 4:37 p.m.

Exhibit A



Number (if applicable):

Title of Section: Faculty Code, Section IV. G. 1. c. i. h.

New **Revision**

Summary of changes:

BFCC proposes removal of h) Professionalism from the i. Jurisdiction and re-numbering/lettering of remaining items: “**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.”

Justification of changes:

Professionalism was deemed potentially problematic by the Assistant Attorney General as Senate does not define what professionalism is, which leaves subjectivity and is open to interpretation.

Budget implications: None.

Proposed Faculty Code change:

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) Professional Ethics (Faculty Code Appendix A)
- i) 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.

Exhibit B

Section Number (if applicable)

Title of Section: Faculty Code, Section I, B. 2. i.

New Revised X

Summary of changes:

BFCC proposed addition of language to the Faculty Code, Emeritus Faculty Appointments to clarify the requirement of length of teaching service and employment status for NTT emeritus status eligibility.

Justification of Changes:

Currently, the Faculty Code does not stipulate the requirement for eligibility of NTT faculty for emeritus status, however, NTT faculty are eligible for nomination to emeritus status. The CBA outlines the minimum requirements for Senior Lecturer status as “A minimum of five (5) years’ faculty experience at the University, completion of at least one-hundred thirteen (113) workload units...” (CBA section 8.2.5). Additionally, this requirement is consistent with requirements for Senior Clinical Faculty (CBA section 8.2.8), and Senior Head Coach or Senior Assistant Coach, “A minimum of five (5) years’ experience coaching at least one-half time on an annualized basis at the University...” (CBA, section 8.2.11). One-hundred thirteen hours (113) is consistent with part-time (.5) service. The CBA also uses the similar requirements for NTT faculty to be eligible for multi-year contracts, “Senior Lecturers/Senior Clinical Faculty who have held senior status for four (4) or more years, and who have had an FTE of 0.50 or greater in a college for four (4) or more consecutive years, will be issued a contract with a minimum term of two (2) years.” (CBA section 10.1.3.a). The proposed Faculty Code language change is consistent with the CBA requirements for promotion.

Budget Implications:

Potential cost to department and college, exact cost unknown.

PPROPOSED LANGUAGE FOR Faculty Code:

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. For non-tenured faculty, an accumulation of ten (10) years of at least half-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 vita 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.

REPORTS

General Education Committee

General Education Committee Report to Faculty Senate January 12, 2021

Prepared by Teresa Walker, GEC Chair

Overview: The General Education Committee (GEC) spent Fall 2021 on two main goals, proposal review and refinement of assessment practices. A General Education Program change proposal was launched in Curriculog on December 20, 2021. Significant progress has been made toward continuation of GE assessment with a focus on cycle 3 courses. A GE assessment framework has been established and an assessment work plan is nearly completed. Work in 12 of our 13 charges has been initiated during Fall 2021.

TOPIC	GEC CHARGES from Faculty Senate Executive Committee
Ongoing Responsibilities	<i>GEC21-22.06 Review and approve proposals to add courses to or remove courses from the General Education program. Timeline: End of Fall quarter Consistent with the mission and purpose of the Faculty Senate General Education Committee, the committee will review course proposals for inclusion in the General Education Program. For courses selected to be in the General Education Program, please adhere to curriculum committee deadlines to ensure a program change can be submitted on time for their implementation and inclusion in the Fall 2022 course catalog.</i>
	The GEC engaged in curriculum proposal review activities throughout Fall quarter and finalized our program change proposal for academic year 2022-23 at our December 6 th meeting. We also began consideration of Curriculog GE proposal information with the goal of preparing for an and easily retrievable document that can then be provided to all instructors of the course, as well as use for the base of reference for assessment data collection.
	<i>GEC21-22.07 Review student petitions to courses from the General Education program. Timeline: Ongoing Consider exploring options for streamlining the petitions approval/denial process.</i>
	No petitions were presented for GEC consideration Fall 2022. One student petition was addressed in coordination with an associate Dean and the Office of the Registrar. Work to establish an online petition form is in progress thanks to the Office of the Registrar.
	<i>GEC21-22.13 Continue to review transfer articulations that relate to the General Education program. Timeline: Throughout year as needed Work with the registrar to continue building transfer articulation agreements between regional institutions with a focus on our general education program. Please also consult with Megan McConnell, Transfer Center Director.</i>
	No transfer articulations were presented to the GEC for consideration during Fall 2021. Received a question about the absence of specific accounting courses in General Education that tend to impact transfer students, communication to continue into Winter 2022.
Curricular Integrity	<i>GEC21-22.01 Consider developing a process to define how and when a course can change Knowledge areas or from First year to a Knowledge area or vice versa Timeline: Fall quarter – High Priority Please refer to Appendix A. Consider revisions to policy stating that courses cannot move knowledge areas without changing the course number (as one option).</i>
	The GEC reviewed three proposals requesting component area movement. Two were included in the program change request. Current review practice held. Since the academic year determines the framework population and these changes can be made annually, there does not seem to be a need to require a course number change.
	<i>GEC21-22.05 Review existing S/U policy and consider revisions. Timeline: Spring Quarter Existing policy has a potential impact on GenEd integrity and may need revision or improved clarity. Develop draft revisions then consult with the Academic Affairs Committee to move the policy forward through the senate process.</i>

	<p>The GEC drafted and proposed a policy change in order to clearly include Emergency Pass/Emergency Fail language. CWUP 5-100-070 General Education Rules: (1) All general education courses must be taken for a letter grade with the exception of culminating experience courses having the option to be graded with Satisfactory/Unsatisfactory (S/U). General Education credits earned with a grade of Emergency Pass (EP) shall count toward program requirements. [See Emergency Pass/Fail (EP/EF) Grades policy 5-90-040 (20)]</p> <p><i>GEC21-22.08 Review, seek broad input, and make decisions about proposed General Education Program framework and rules changes. Timeline: End of Fall quarter, in order that they appear on winter quarter Faculty Senate agenda. This year the GEC may consider proposals for changes to the framework and rule of the General Education Program. The committee should solicit broad input and follow policy outlining the program change process as listed in CWUP 5-100-040. In addition, please adhere to curriculum committee deadlines to ensure any program changes can be submitted on time for implementation and inclusion in the Fall 2022 course catalog.</i></p> <p>The GEC began discussion of potential framework/rules refinement and decided to continue throughout the 2021-22 academic year in order to provide additional time for consideration. I responded to the Academic Affairs Committee (AAC) Chair's question concerning GE advising holds. Invited and I joined AAC meeting Dec 2. The GEC may want to consider moving information concerning advising holds into policy rather than in the GE Rules.</p>
Assessment	<p><i>GEC21-22.09 Collaborate with the General Education Assessment Coordinator, Dan Martin, on developing assessment indicators, drafting procedures, and collecting data for the general education program assessment plan. Communicate an assessment product with stakeholder appropriate reporting. Timeline: Winter quarter. GEC previously created an assessment timeline. However, there is still work to do regarding the overall assessment plan.</i></p> <p>While the majority of GEC focus was needed for proposal review, our committee members were attentive to collaboration efforts and responded when needed. An essential element in the great progress that has been made in GE Assessment practices with Dan Martin, GE Assessment Coordinator. Collaboration occurred regularly, at minimum on a weekly basis and included Maura Valentino, Kurt Kirstein, and Bret Smith when requested. Dan and Bret provided a brief overview of assessment progress to the GEC at our November 29th meeting. An overview of how GEC assessment expectations and needs were being addressed was the primary focus.</p> <p>Work progressed well and a variety of issues were resolved concerning assessment logistics, beginning with a GE Assessment Framework representing current GE assessment policy. The framework was shared with Dan vetted by the GEC. Dan initiated communication with department chairs and will provide additional support and guidance throughout the year-3 assessment cycle.</p> <p>In preparation for continued GEC committee assessment discussions Winter 2022. I have gathered a collection of assessment documents in a single Word document to ease navigation of during our virtual meetings. Dan is planning to compile a GE assessment handbook as we continue to develop tools for our assessment process which will help institutionalize our GE assessment process.</p> <p>In an effort to solicit data from instructors in an easily accessible manner we have developed a GE Instructor Response Form. In an effort to maintain academic integrity, an Instructor Response Form was pre-loaded for each GE course in assessment-cycle 3 with information directly from the course's proposal to GE in Curriculog. In working to share the pre-loaded forms we discovered that Canvas could serve as an integral part of GE assessment including access to each pre-loaded Instructor Response Form, data collection (including the each completed Instructor Response Form and supporting documentation/artifacts), as well as easing accessibility for GEC assessment reviewers. A sandbox Canvas shell has been created with individual college modules containing an</p>

	<p>assignment with a link to each pre-loaded Faculty Response Form. We hope to have our actual Canvas GE assessment specific shell for cycle 3 prior to the start of Winter 2022.</p> <p>To assist with course-level assessment purposes Mike Gimlin and Gail Mackin provided wonderful support in the retrieval of class section details. Further discussion of GEC assessment expectations, will benefit from GEC consideration and clarification, including review, revision, and finalization of our GE Assessment Plan.</p>
Diversity, Equity, & Inclusion (DEI)	<p><i>GEC21-22.02 Continue working with the ADI ad-hoc committee on policy language about the antiracist and/or a race and ethnicity graduation requirement for undergraduate students Timeline: Fall Quarter A proposal for an ADI graduation requirement was passed by faculty senate in June 2021. As the ADI ad-hoc committee develops a model for this new graduation requirement, please work with the committee on how GenEd fits into this requirement.</i></p> <p>The ADI Task Force presented their framework model at our November 1st GEC meeting. There was discussion that focused mostly on the logistics of the model and current CWU curricular navigation, oversight, approval process, and maintenance of academic integrity.</p>
Access	<p><i>GEC21-22.03 Consider mapping paths within the existing GenEd framework for online-only students to be able to complete GenEd requirements. Creating GEC approved paths for completion of GenEd requirements for online-only programs will assist students in CWU centers and online degrees. Please consult with Lauren Hibbs, Executive Director of Extended Learning and Outreach.</i></p> <p>The GEC received modality/quarterly offerings information from Associate Deans representing all colleges and the library. Their timeliness to the request afforded the opportunity to finish highlighting offerings by color/college GE for those courses offered online every quarter. An initial conversation concerning GE online courses was had with me, Greg Lyman, Lauren Hibbs, and Joy Fuqua with anticipation of additional opportunities for continued discussion.</p> <p><i>GEC21-22.04 Consider developing an MOU or a permanent process regarding transfer students and GenEd requirements when university closures occur, and students are in need of immediate transfer. Timeline: Winter Quarter Consult with Megan McConnell, Transfer Center Director, and Associate Vice Provost Gail Mackin.</i></p> <p>Nothing addressed Fall 2021, anticipate resolution in Winter 2022.</p>
Logistics	<p><i>GEC21-22.10 Investigate how GenEd course changes affect students' Academic Requirements reports and the issues that arise. Timeline: Spring Quarter. Please consult with Lidia Anderson and Emma Alter in Information Services.</i></p> <p>Requested Emma Atler and Lidia Anderson be added as guests to GEC meetings in order to regularly receive agendas and attend meetings on an as needed basis. Mike Gimlin, Lidia Anderson, Greg Lyman and I met to discuss service request tickets for Academic Requirements report still pending from last year. We found this is an area where the skewed organizational structure of GE impacts procedural functions.</p> <p><i>GEC21-22.11 Continue exploring options on how GenEd milestones are displayed on students' transcripts. Timeline: Spring Quarter. Progress was made on this last year but may not be fully completed yet. Please consult with Rose Spodobalski-Brower in the Office of the Registrar.</i></p> <p>Began by clarifying with Mike Gimlin the current pathway structure.</p>
Program Oversight	<p><i>GEC21-22.12 Continue analyzing the implications and options regarding organizational placement of the General Education Program and its operation as an independent unit. Timeline: Ongoing General Education curriculum, policy, and committees are governed and owned by the Faculty Senate. However, resources specific to program operation have historically been distributed by the Provost's Office. Curriculum in the program is contributed by departments across campus. GEC should continue exploring options for potential reorganization, streamlining, and program efficiencies.</i></p> <p>Worked to identify structural issues as they presented. For example, the IS ticket initiation/approval mentioned earlier, how to request and schedule a UNIV 400 section offering, block scheduling of GE courses, development of a GE Assessment Plan, and Communication Plan pertaining to GE assessment.</p>

Evaluation and Assessment Committee

Memo

Evaluation and Assessment Committee

To: Faculty Senate, Greg Lyman
From: Evaluation and Assessment Committee (EAC)
CC: Janet Shields
Date: Dec. 27, 2021
RE: EAC Committee Report

EAC committee still needs a faculty representative from COB and a student representative.

The committee during the **Fall** quarter has addressed the following charges:

EAC21-22.01 The committee recognizes that this is a very large charge and will be addressing some recommendations throughout the remainder of the academic year. Some of these recommendations will also be addressed in other charges for the EAC. The recommendations listed below will be further addressed in the Winter and Spring quarters.

- Explore alternative strategies to support faculty in improving their teaching while still allowing student voice.
- Examine how diversity and equity manifest in SEOI responses; examine bias that is discovered.
- Conduct institutional discussion on replacing SEOIs in promotion/merit/tenure/retention with observation and using the qualitative component of the SEOI as a formative tool for department and college use.

The committee created sub committees, and has developed a survey questionnaire to address the following questions:

- Determine what impacts the pandemic and change in course delivery has had on SEOIs.
- Determine and execute strategies designed to hear from faculty who are also parents, or students who are parents, during COVID. How has the pandemic and change of course delivery affected SEOIs?

This survey built in Qualtrics will be distributed during the winter quarter and results will be shared with recommendations by the end of the winter quarter.

In regards the last recommendation:

- If SEOIs continue to be used, focus on an increased response rate and policy on how to administer.

This item has been the subject of many EAC meetings: The EAC recommends that faculty work within their own units to pursue increased response rates. The University currently sends reminders to students about SEOI to address this issue.

EAC21-22.02 Discussions were held on addressing diversity and inclusivity into the SEOI process. Items that developed from this charge included the following:

- This would add to the number of questions asked in SEOI and would be difficult to draft questions to be able to address diversity and inclusivity for all course types.
- Questions which address diversity and inclusivity for all courses could be problematic for some faculty to address during reviews that would be fair to faculty while still allowing for student voice due to the fact that not all courses lend themselves to addressing diversity and inclusivity specifically within the course.
- A recommendation was suggested that the subject of diversity and inclusivity be addressed within a general education course that all students must take.
- Consultation with the President and Provost will take place during the Winter quarter to further address this charge.

EAC21-22.05 The committee invited Dr. Jim Bisgard to attend the EAC meeting to address his concerns on faculty developed OER and curriculum content to be included in evaluations. During the Winter quarter EAC will be inviting the Faculty Union President to attend a meeting to get the Union's perspective on OERs in the review process. Recommendations will be made after discussions with the Union.

In general, the EAC has also discussed the issue of outdated policies and procedures, such as college handbooks for evaluation of teaching, research, and service.