Call to order: Acting Senate President Brandon Dupont called the meeting to order at 4:02 pm.

Approval of Minutes: Minutes of May 15th, 2023 were approved with an amendment. ACC minutes of May 9th, 2023 were accepted as written.

REPORTS AND ANNOUNCEMENTS

Sabah Randhawa, University President reported that:
- The results of the Legislative session were positive for Western, regarding both the Operating and Capitol budget appropriations.
- The last board meetings of AY 22-23 will occur on June 8th and 9th. The focus of these meetings is to approve the FY 23-24 budget. A final budget will not be reached until more information regarding enrollment and UFWW negotiations are received.

Brad Johnson, Provost and Executive Vice President reported that:
- The intent for Western on the Peninsula is to build programs in such a way that the result is an independent entity focused on meeting the needs of the peninsula. This will require collaboration between faculty and staff both on campus and on the Peninsula. By creating separate processes that will be reviewed by the ACC and contextualized based on the policies of programs operating on the peninsula, we can best serve students. This work is in the beginning stages of planning and more conversations will follow to determine how these plans will be carried out.

Peter Pihos, Provost and Vice President for Academic Affairs reported that:
- Negotiations are expected to conclude before the end of Spring Quarter.
- UFWW’s Spring meeting will be held on May 31st at 4:30 pm.

Bidisha Biswas, Faculty Legislative Representative reported that:
- The Council on Faculty plans to hold strategic meetings with legislators over the summer. The Senate will be updated when and if these meetings take place.

ACTION ITEMS

New Course Evaluation Questions: The Ad Hoc Committee on Course Evaluations gave a report at the May 15th Senate meeting to propose new course evaluation questions (see Appendices A and B). Voting on the adoption of these questions was delayed until May 30th to allow time for faculty feedback.

A motion (forwarded by Allison Giffen and seconded), to accept the new course evaluation questions passed with one dissenting and one abstaining vote.

Senators discussed potential rephrasing of questions. Brandon Dupont, Senate Vice President and President Elect, reported that these questions could be revised at a later date if needed, but that questions would be adopted as written in Appendices A and B.

The Ad Hoc Committee on Course Evaluations made a recommendation at the May 15th Senate meeting to remove quantitative core questions 10-12 (see Appendix A) after the period of one year to allow departments to revise DEPs that have these questions referenced.

A motion (forwarded by Jeanine Amacher and seconded) to remove core quantitative questions 10-12 beginning in AY 24-25 passed with two dissenting and four abstaining votes.
Senators questioned how Non-Tenure Track faculty will be affected by the removal of questions 10-12 and subsequent changes to DEPs. Dupont stated this is a topic for UFWW to consider in terms of what protections can be offered to faculty.

**Senate Executive Council Elections:** President-elect Brandon Dupont conducted the election of the 2023-24 Faculty Senate Officers.

A motion to nominate Camilo Ponton to the position of Secretary (forwarded by Jeanine Amacher and seconded) passed with two abstaining votes.

A motion to nominate Shevell Thibou to the position of Elections and Appointments Officer (forwarded by Sondra Cuban and seconded) passed unanimously.

A motion to nominate Amites Sarkar to the position of Vice President and President-elect (forwarded by Allison Giffen and seconded) passed with two abstaining votes.

**YEAR END UPDATES:**

**University Planning and Resources Council:** Allison Giffen, UPRC Chair, reported the council is working to reevaluate the role of the UPRC and how to align with recent changes such as the overhaul of the budget proposal process and the 3% budget cut. Ongoing tasks of the UPRC include learning about the financial landscape of Academic Affairs and how this relates to the financial needs of colleges, institutes, and programs. The final UPRC meeting of the year will occur on May 31st.

**Academic Coordinating Commission:** Kristi Tyran, ACC Chair, thanked Shelli Soto and Jamie Lawson for providing information included in the year end report (see Appendix C). In AY 22-23, the ACC approved 735 proposals. 676 proposals were approved via Curriculog, the rest via large-scale memo. Tyran reported the ACC approved 94 new courses and 14 new programs of study. Policy work included revisions to the syllabus policy, a definition for high flex modality, and the facilitation of college modality policies, the latter of which is expected to be finalized in the fall.

**Strategic Enrollment Update:** Shelli Soto reported on the new strategic enrollment management (SEM) process. Soto reported over the next 3-5 years, overall student enrollment is planned to reach 16,500 students. The rate of students of color is projected to be 35%. The resident population is expected to be no less than 80%. Graduate degrees are expected to reach 325-335 degrees per year. The first-year student retention rate is projected at 85% including parity of historically marginalized groups. Soto presented on the structure of groups participating in SEM planning. Soto stated the Steering Committee has already met several times this year to set a baseline understanding of enrollment pockets as well as large scale questions for the institution. Soto reported the intention to hold open forums in the future wherein the Steering Committee is able to share with faculty the progress of the committee. Senators requested to see data related to enrollment separated by department and/or college. Soto stated she would request that the data for this be prepared over the summer for distribution in the fall. Senators emphasized the importance of keeping the overall focus on first-year retention. Soto agreed that strategies need to be developed for retaining lower-division students.

**ITEMS FROM THE FLOOR**

**Thanking Senators for Participation:** Brandon Dupont, Senate Vice President and President-elect, thanked Senators for their efforts this year and emphasized the work of Senate Executive members.

Senators adjourned at 5:40 p.m.
Appendix A

CORE QUESTIONS

The core questions will appear on all form types and are guided by the following principles:

- Evaluations should center, to the extent possible, students’ perceptions of their learning experience and not the instructor’s teaching practices.¹
- What is evaluated sends the message to stakeholders that that is what is important. Therefore, have the evaluation forms consist of questions that target research-based pedagogies and practices that support student learning and belongingness.
- Questions should be transferable across all disciplines.
- Questions should center the individual student’s perspective so the respondent is speaking for him/her/themself and not for all students.
- Questions should help instructors understand how teaching is working/not working.
- Questions should be applicable to both majors and non-majors.

Quantitative Core Questions

1. What I was expected to learn in this course was clear to me. (Clear Learning Objectives)
2. Course materials (readings, assignment, etc.) were useful in increasing my knowledge and skills about the course content. (Transparent success criteria)
3. I had opportunities to engage with the course content through a variety of learning strategies, assignments, and/or activities. (Accessibility & UDL or Equity, Access, & Accessibility)
4. I understood the standards for grading and what was expected of me throughout the quarter. (Transparent Success Criteria)
5. I had a variety of ways to show that I had developed the intended knowledge and skills for the course. (Transparent Success Criteria)
6. I knew when and how to access instructors/TAs to get help outside of class time. (Accessibility OR Access)
7. I received specific and useful feedback to improve my work. (Feedback)
8. The classroom environment promoted connection, collaboration, and/or engagement between students. (Belonging OR Access & Belonging)
9. I was challenged to think deeply about the subject matter and my understanding of the course topics. (Content Connection / Critical Thinking / Metacognition)
10. Instructor’s effectiveness in teaching the subject matter was
11. Instructor’s contribution overall to the course was
12. The course overall was

¹To cite one study at length: “Although they are commonly called “student evaluations of teaching,” SETs do not actually evaluate teaching. Instead, student evaluations represent their perception or experiences in a course (Linse, 2017; Abrami, 2001; Arreola, 2004). Students should not, and arguably cannot, evaluate teaching. A more accurate name for these experiences would be student experience questionnaires or student perceptions of learning. When properly contextualized as feedback on experience, rather than evaluating teaching, these assessments can provide useful feedback for faculty and administrators.”
Scale Anchors for Questions 1-9:
5 Strongly Agree
4 Agree
3 Neutral
2 Disagree
1 Strongly Disagree

Scale Anchors for Questions 10-12:
5 Excellent
4 Very Good
3 Good
2 Poor
1 Very Poor

Student Self-Evaluation Questions:

1. On average, how many hours per week did you spend on this course/section (includes work done in and outside of class)
   - 1-5
   - 6-10
   - 11-15
   - 16-20
   - More than 20

2. Why did you take this course? (select all that apply)
   - GUR
   - Major/minor or program requirement
   - Elective

3. What grade do you expect to receive in this course?
   - A
   - B
   - C
   - D
   - F

Qualitative Questions

Note to Students: For these questions to be useful, students are encouraged to be as specific and concrete in their responses as possible.

1. What have you found most helpful for your learning in this course? Please list one or two specific items. (This might be an activity, a discussion, a comment from the instructor or a peer, and/or something ongoing that took place in the class).

2. What suggestions do you have for how this class could be improved to help your learning and/or belongingness in this course?

3. What advice would you give to other students to help them be successful in this course?
Appendix B

Form Type Questions

(These questions will accompany the core questions and vary according to the form type.)

Form A: Lectures
Form B: Labs
Form C: Lectures w Lab
Form D: Discussion and/or Seminars
Form E: Research and/or Field Experience Courses
Form F: Skills Acquisition / Problem Solving Courses
Form G: Studio Courses (new form)
Form W: WP and/or Writing Intensive Courses (new form)

Lecture Courses (A)
1. I found there to be an effective balance between instruction and practice.
2. Lectures and course materials provided information that was relevant to the exams and/or other graded activities.
3. The lectures strengthened my understanding of the broader course topic.
4. The organization and/or structure of lectures helped me to grasp the material.
5. The amount of information presented in each lecture was appropriate for the allotted time.

Lab Courses (B)
1. Instructional materials helped me feel sufficiently prepared to perform the lab activities.
2. I understood how to perform the lab activities in a safe manner.
3. Lab activities helped me learn and practice new skills or techniques.
4. My ability to use evidence and logic to draw conclusions was increased by the lab activities.
5. My ability to connect real-world situations to theoretical ideas was increased by the lab activities.

Lecture/Lab Courses (C)
1. I found there to be an effective balance between instruction and practice.
2. My understanding of the course topic(s) was strengthened by the lab activities.
3. I understood how to perform the lab activities in a safe manner.
4. My ability to use evidence and logic to draw conclusions was increased by this course.
5. My ability to connect real-world situations to theoretical ideas was increased by this course.

Discussion and/or Seminar Courses (D)
1. I deepened my understanding of the course’s key concepts and ideas through class discussions and/or activities.
2. I was able to question the course material through class discussion and/or in-class activities.
3. I was able to draw from class discussion and/or activities in the work I did outside of class.
4. The class discussions and/or activities created an environment that was open to a variety of student perspectives, experiences, and/or alternative viewpoints.
5. I deepened my capacity to identify and examine my own and other people’s values and assumptions related to the course material through class discussion and/or in-class activities.
Research and/or Field Experience Courses (E)
1. This course deepened my understanding of how data/information is collected and/or synthesized in my area of study.
2. This course deepened my understanding of how data/information is analyzed and/or evaluated in my area of study.
3. This course helped me understand the role that research and/or field work plays in developing new knowledge in my area of study.
4. This course helped me understand how research and/or field work methods can be relevant to, and/or implemented in, real-world contexts and/or situations.
5. Throughout the quarter, I gained experience in communicating my research findings with others.

Skills Acquisition and/or Problem Solving Courses (F)
1. I found there to be an effective balance between instruction and practice.
2. Class activities provided opportunities to ask questions and/or reflect on the course material.
3. The work I did outside of class prepared me for classroom activities and exams.
4. The skills I acquired while participating in this class have prepared me for more advanced levels of study in this field and/or in professions related to this field.
5. The course helped me understand how the skills I developed in the course would be implemented in real-world situations/contexts.

Studio Courses (G)
1. I found there to be an effective balance between instruction and practice.
2. Class activities provided opportunities to ask questions, reflect on the course material, and deepen my understanding of the course's key concepts.
3. I understood how to perform studio activities in a safe manner.
4. I benefited from the quality of technical instruction from faculty and/or staff in this course.
5. I was able to apply the skills and concepts taught in class to the work I created outside of class (in supervised or unsupervised lab time).

WP/Writing Courses (W)
1. I learned to identify what is working and what needs further work in my writing and thinking.
2. The idea-generating, drafting, revision, and editing activities were useful in developing my confidence and skills as a writer.
3. I deepened and expanded my knowledge of the writing styles and/or conventions that are unique and/or common to this area of study.
4. I learned what counts as necessary, relevant, and sufficient evidence to reach audiences.
5. I benefited from having ample opportunities to practice what I was learning about writing in this course.
List of Schedule Types on Banner w Corresponding Form Type

**Form A:** Lecture  
**Form B:** Lab  
**Form C:** Lecture w Lab  
**Form D:** Discussion and/or Seminar  
**Form E:** Research and/or Field Experience  
**Form F:** Skills Acquisition / Problem Solving  
**Form G:** Studio Courses (new form)  
**Form W:** WP and/or Writing Intensive Courses (new form)

Seminar - A small group of students engaged in research or additional intensive study under the guidance of faculty to discuss, reflect and evaluate findings brought forth by original or outside sources, the assigned faculty, or generated by the students themselves. Seminars have scheduled meeting times and locations. **Form D**

Combined lecture/lab/discussion - A course type intentionally combined in order to coordinate content acquisition in both classroom and laboratory settings. **Form C**

Lecture - Teaching method in which information is structured in advance and primarily presented orally to a pre-enrolled group of students in a formal setting with minimal interaction from students. Lecture courses have designated and scheduled meeting times and a set location with a variety of enrollment sizes from 10 to over 400 students. **Form A**

Lab - A course type involving pre-planned activities and learning outcomes requiring significant interaction between students, equipment and organic/inorganic material for the purpose of gaining competency in scientific methodology. Exceptions may include language laboratories where students engage in linguistic and/or language acquisition and reinforcement through interaction with specialized equipment within a structured but self-paced curriculum. **Form B**

Discussion - A teaching method involving guided instruction and/or reflection by the assigned faculty and/or assistant with students expected to have prior exposure to content and provide the majority of interaction between themselves. **Form D**

Applied Performance (A) - Direct instruction in the performing arts (i.e., music, theater, dance) involving a single musical instrument, voice, or movement in an individualized setting with unique learning outcomes for each student. Applied performance courses are often scheduled in coordination with assigned faculty. **Form F**

Field Experience (F) - Pre-determined learning objectives or outcomes integrated with controlled observations away from university environments. This may involve outdoor or indoor experiences within close proximity to campus or at a significant distance. **Form E**

Independent Study (I) - A student determined and self-directed course of study or research in any field with approval, supervision and evaluation by faculty. Although meeting times and assessment method is determined by the faculty, completion of the course is required within a single academic term. N/A
Internship (N) - A training and skill development experience within a specialized field of study that is designed to provide students with supervised practical application of previously completed content and/or theory. Internship courses are pre-approved and integrated within a degree and/or certificate program curriculum for a defined term and may have preliminary scheduled meeting times as a subset of course requirements. **Form F**

Practicum (P) - Practicum courses are pre-approved and integrated within a degree and/or certificate program curriculum for a defined term and may have scheduled meeting times as a subset of course requirements. **Form F**

Research (R) - Individualized or small group research under the supervision of faculty that either supports the original research of the faculty member, and/or advances student competency and expertise in a specified field of study for the purposes of either fulfilling requirements toward a degree or elective. Research courses may have scheduled meeting times and designated locations. **Form E**

Graduate Thesis (T) - The individualized culminating writing or documenting of self-directed research under the supervision of faculty that advances student competency and expertise in a specified field of study for the purposes of fulfilling requirements toward a degree. Thesis students are expected to self-direct and manage their own time with the approval of the supervising faculty. **N/A**

Senior Thesis/ Senior Project/Capstone (J) - Synthesis of prior learning and exhibition of learned skilled or acquired skills in a culminating project such as senior project, senior thesis or capstone. **Form E**

Activity (V) - A course or educational procedure designed to stimulate learning via firsthand experience. **Form F**
Academic Coordinating Commission
2022-23 Annual Report

Submitted by
Kristi Lewis Tyran, ACC Chair
May 30th, 2023

This report will provide an overview of the work of the Academic Coordinating Commission (ACC), a sub-committee of the WWU Faculty Senate, for the Academic Year (2022-23).

As the university progresses in its transition from the pandemic shutdown, the university curriculum continues to be impacted in a variety of ways. Requests for temporary (and eventually permanent) modality changes from face-to-face (F2F) to Online or Hybrid have increased. Colleges are determining their policies about the modality of their curriculum consistent with the WWU mission and regulatory requirements that are more stringent for online education. Departments and faculty continue to think of innovative ways to use technology in their curriculum, including pursuing Online or Hybrid programs. The ACC has increasingly needed to research and inform itself on a variety of curricular approaches to both support faculty innovation and maintain compliance with regulatory and accreditation requirements. The work of the ACC is continuously evolving and improving to support the academic mission of WWU toward the highest quality educational experience for our students.

This report will cover two primary areas of responsibility for the ACC. First, the ACC reviews all curricular proposals made for new or updated existing programs and classes. Second, the ACC is continuously reviewing policy to improve and adapt to the evolving nature of curriculum at WWU.

Curriculum Work

Oversight of all aspects of curriculum is one of the ACC’s major priorities during the academic year, and the total approval numbers during the 2022-23 academic year show that this responsibility was substantial.

The ACC approved 676 curriculum proposals via Curriculog (Western's curriculum management software tool), 735 total if large-scale memo approvals are included. ACC averaged 52.5 curriculum approvals every two weeks (14 meetings) from October to mid-May. Curriculum approval highlights that go into effect Fall Quarter 2023 include: 94 new courses; new subject codes/courses for American Sign Language and Culture, and Disability and...
Advocacy; and 14 new programs of study (MS, BA, BAE, Minors and Certificates).

There were an estimated 5,500 decisions/approvals made by colleagues across campus during the academic year, which include department curriculum committees, faculty, administration, etc. This is a reflection of the collegial communication and complexity of curriculum review under the ACC.

The 2022-23 total approval numbers are nearly identical to the six-year averages since Curriculog implementation in 2017. Total approval numbers spiked in 2020-21 and 2021-22 academic years due to the introduction of course modality review and large impacts to academic units, including the creation of a new department in the College of the Environment.

POLICY WORK

There were several Policy discussions and approvals at ACC during the year. Approvals for policy changes and updates included:

- **Initiating the General Undergraduate Requirement (GUR) Assessment process.**
  - During the year the Committee on Undergraduate Education (CUE) initiated the assessment of the ACOM GUR requirement. This assessment is ongoing.

- **Progress in fixing the WP Points for courses in the Catalog.**
  - During the 2021-2022 AY, the ACC and Faculty Senate approved fixing the WP points for classes in the 2023-24 Catalog. In Fall 2022, departments were contacted to facilitate this process. It became apparent that fixing WP points would require some accommodation for a few classes. On April 11th, 2023, the ACC approved delaying the implementation of fixing the WP points until the 2024-25 Catalog. The Registrar is currently conducting a survey to determine the final fixed WP points for those classes with WP requirements. In addition, the survey identifies which classes will require some accommodation prior to implementation.

- **Developing an improved and updated Syllabus Policy.**
  - The ACC reviewed the Syllabus policy over several meetings and approved a revised Syllabus Policy on May 9th, 2023.

- **Developing a “Working” definition of the Hyflex modality for discussion purposes.**
  - In response to a department request to use “Hyflex” modality for a new Graduate program, the ACC explored the best process given that the Hyflex modality was not an approved modality at WWU. The ACC researched how this modality was defined in other universities across the country and proposed a definition to be used for discussion purposes prior to any decision regarding whether or not to approve this modality for WWU. This definition will be used to evaluate implications of approving Hyflex modality for courses and programs, including
resource needs, workload, staff support needs, and fit with the mission and culture of the university.
- This definition was developed over several ACC meetings and approved to be sent to the Faculty Senate for approval on January 24th, 2023. The Faculty Senate approved this working definition on February 13th, 2023.

- **Submission of College Modality Policies to the Provost.**
  - The ACC facilitated the submission of College Modality Policies to the Provost. It was anticipated that these policies would be submitted by the end of Fall Quarter 2022. This deadline was extended to end of Winter Quarter 2023, and then to the end of Spring Quarter 2023 due to colleges needing more time for faculty review of the policies. Currently, the Provost is anticipating that approval of the College Modality Policies will take place no later than the beginning of Fall Quarter 2023. At that time the ACC will begin accepting proposals for Permanent Alternative Modality change requests that the college curriculum committees approve as complying with their college modality policy.

- **Global Pathway Program**
  - On October 25th, 2022, the ACC accepted a change to the Global Pathway Program for International Students. This change allows international students to matriculate to the university while pursuing their Academic English Program in conjunction with the Intensive English Program courses.

- **Initiating discussions for ongoing Policy Work:**
  - During the 2022-23 AY, the ACC continued to make progress on several Policy initiatives. The ACC anticipates continuing this work during the 2023-24 AY, focusing specifically on the following policy initiatives:
    - Supporting progress in approving and implementing the new Power, Equity, and Justice (PEJ) GUR requirement.
      - The recruitment and initiation of the PEJ Task Force has been delayed and will need to be initiated early in Fall Quarter 2023.
    - Reviewing the Credit Hour Policy
      - A constituent request was made to revisit the definition of a credit hour with regards to equity.
    - Revisiting the Modality Definitions.
      - Adding clarity to modality definitions so as to increase transparency to students.
    - Reviewing Degree Requirements and Terminology.
      - Developing consistent definitions and requirements across departments and colleges
    - Developing an Online Degree Program Approval Process.
      - Colleges have indicated a desire to develop Online Degree Programs and this approval process will support that interest.
    - Developing guidelines for cross-listing course approvals.
- Supporting colleges in reviewing all online classes for compliance with the new College Modality Policies.
  - Proposing a “best practice” for department and college review.
- Other initiatives as requested by Faculty Senate – these may include involvement in the new “College in the High School” program.

CONCLUSION

As an important sub-committee of the WWU Faculty Senate, the ACC continues to do its work supporting the WWU mission of providing the highest quality education to our students. In the coming Academic Year, the ACC anticipates that there will be more evolution in our curriculum, and as the curriculum evolves, policy and processes will need to evolve as well. At WWU, the faculty “own the curriculum” and the ACC serves the faculty to assure quality and compliance with faculty-determined requirements.

ACC 2022-23 ROSTER:

**ACC voting members:**
- ACC Chair: Kristi Lewis Tyran (Management, At-large Member)
- ACC Vice Chair: Jeffery Hart (Education Leadership and Inclusive Teaching)
- Elizabeth Raymond (Chemistry)
- Melissa D'Eloia (Health and Human Development)
- Tara Perry (Communication Studies)
- Paula Airth (Design) (replaced Alex Egner?)
- Anca Sirbu (Economics)
- Niall Ó Murchú (Fairhaven) (replaced Hilary Schwandt?)
- Aquila Flower (Environmental Studies)
- Sylvia Tag (Western Libraries) (replaced Emily Spracklin?)
- Patty Bourne (Music, grad school rep)

**ACC non-voting members:**
- Jack Herring (Associate Vice President for Academic Affairs)
- Sheili Soto (Associate Vice President for Enrollment Management)
- Jamie Lawson (Registrar’s Office)
- Rahma Iqbal (AS Student Senate President)