General Faculty Organization

October 27, 2020

Re: CCAL Charge for 2020-21 Academic Year

Dear Professor Musselman,

Thank you for serving as chair of the General Faculty Organization’s Campus Council on Assessment and Learning (CCAL). In order to provide more transparency and clarity about the work of the GFO to our faculty and indeed UW Bothell students, staff, and administration, the GFO’s Executive Council (EC) is formally charging each GFO standing committee and will publicize these charges at the Fall GFO meeting on October 29. We have developed the priority items in this charge letter collaboratively with you, during individual meetings and discussions with you as well as during the first EC meeting of the academic year on October 13.

In collaboration with the Vice Chancellor for Academic Affairs, the GFO has identified several campus-wide priorities for 2020-21:

- Implement new campus Strategic Plan: strengthen diversity and equity, enhance community and campus engagement, and advance cross-disciplinary teaching and scholarship
- Facilitate development of new School-level Fiscal Operation Guidelines within the modified RCM budgeting model
- Facilitate development of public School-level Promotion and Tenure Guidelines, including implementing the newly adopted Inclusive Definition of Scholarship
- Develop campus-wide plan for Assessment of Student Learning, including the new 6th learning goal related to Community Engagement, in preparation for upcoming campus accreditation
- Develop campus-wide Diversity, Equity, and Inclusion training for promotion and tenure
- Improved campus-wide reporting on faculty compensation, including by race, gender, etc
- Support faculty teaching remotely, including implementing the new campus-wide ban on online proctoring

We do not expect your committee to work on all these issues, and we understand that much of your committee’s work may not directly address any of these items. However, we do hope that the GFO to collectively work on all these issues, and for your committee to work on those items within your jurisdiction.

Below, we’ve listed the agreed upon areas of focus for your committee for the year, along with the expected final deliverable and the suggested timeline.

1. In preparation for upcoming campus accreditation and to begin developing a student learning assessment plan, work with Academic Affairs and Institutional Research to collect current performance metrics, assessment tools or methods, and data on one or two Undergraduate Learning Goals (ULGs).
   o Choose one or two learning goals based on the following criteria:
     i. Broad participation of this learning goal in multiple/all units across campus.
     ii. Prior/ongoing work in assessing this goal by other units on campus.
     iii. Ease of data collection or availability.
Gather information on the performance metrics currently being used by Schools and Non-Academic Units on campus (or what they plan to use) to assess said ULG. Through this work, we will aim to “refresh” or highlight the importance of the ULGs for Schools and Non-Academic Units on campus and to gain insight into what performance metrics might be used at the campus-level in the future.

Support Schools and other campus units to articulate specific, measurable learning outcomes corresponding to the ULGs in terms appropriate to their respective academic areas.

Deliverables:

i. Summary of current performance metrics, assessment tools or methods, and data on one ULG across the campus.

ii. Narrative of lessons learned and suggestions for future accreditation work and potential policy changes regarding assessment of ULGs.

Timeline:

i. Fall - Determine which goal will be assessed first. Begin coordination with Academic Affairs, Institutional Research, and other interested parties to develop campus-wide assessment plan.

ii. Winter - Reach out to Schools and other units on campus to “refresh” the ULGs. Support Academic Affairs in data collection and solicitation of feedback from schools on revisions and potential assessment metrics. Provide feedback to Academic Affairs on proposed UWB assessment of ULGs process.

iii. Spring - Review VCAA summary in order to establish baselines and draft assessment plan/calendar for the next academic year.

2. Modify the format of all six Undergraduate Learning Goals in terms of student actions (e.g., “Upon graduation, UW Bothell undergraduates will be able to …”). This will be done without substantially changing the substance or intent.

Deliverables: Reformatted Undergraduate Learning Goals and updated website.

Timeline:

i. Fall - In conjunction with Institutional Research and building on the previous work on reformatting the ULGs, begin revision.

ii. Winter - At the end of winter term, present suggestions for reformatting ULGs to EC.

We would like quarterly updates regarding each of the focus areas in the form of a short memorandum and visit to EC.

We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff and students.

Sincerely,

Keith Nitta
Associate Professor, Chair, GFO

Jason Naranjo
Associate Teaching Professor, Chair, EC