In 2004-05, WSU hired approximately 430 adjunct faculty in 43 departments/programs or areas (see other side). Seventeen of these areas each hire 10 or more adjunct faculty; in the aggregate these 17 areas hire 312 adjunct faculty (72% of the total).

In January, 2005, create a working group - the Adjunct Faculty Task Force - consisting of:

- chairs (or designee who has administrative authority over adjunct faculty) from each of the 17 areas
- other areas may join this group, if desired or recommended by their respective Dean
- college Deans
- Continuing Education representative
- representatives of the Faculty Senate Executive Committee; the Appointment, Promotion, Academic Freedom & Tenure Committee; and the Teaching, Learning & Assessment Committee (these may overlap with the 17 area representatives)

**Deans should identify faculty/deans for the Adjunct Faculty Task Force by January 10, 2005.**

The charges of the Adjunct Faculty Task Force with regard to hiring, mentoring, evaluating adjunct faculty are to:

- review current practices within the 17 areas
- make recommendations on minimal campus-wide practices/standards
- make recommendations for relevant adjunct faculty policies
- identify possible campus-wide implementation strategies

The time line for completing these charges is April 29, 2005. The implementation of minimal practices/standards, policy changes, and implementation strategies in the 2005-06 year.

The Office of Academic Affairs will provide support for this effort by assigning Monica Mize and Kathleen Lukken to work with the Adjunct Faculty Task Force.
The plan for a comprehensive and systematic assessment of our core and breadth general education program has three components:
1. The creation of a clearly articulated, campus-wide collective conception of the qualities of a college-educated person.
2. The assessment of core general education requirements.
3. The assessment of breadth general education requirements.

THE CREATION OF A CLEARLY ARTICULATED, CAMPUS-WIDE COLLECTIVE CONCEPTION OF THE QUALITIES OF A COLLEGE-EDUCATED PERSON

2005 Spring Semester - the existing Ad Hoc General Education Graduation Requirements Faculty Senate Committee will take the lead role in this task. Through a series of campus conversations, both within and across colleges, these questions will be explored:

- What is the purpose of the baccalaureate degree?
- What should graduating bachelor degree students be able to know, do, value?
- What should be the contribution of the general education program to these outcomes?
- What should be the contribution of the major/minor programs to these outcomes?

This facilitated conversation will take place within the committee itself, and then committee members will refine the questions as needed, and hold a series of campus conversations focused on these/revised questions. These conversations will result in a mission and outcomes for our general education program.

The Ad Hoc Committee will report its recommendation for a general education program mission and outcomes to faculty, deans and the Faculty Senate no later than April 29, 2005. If this committee will continue to work in 2005-06, the charges for this year will also be identified by the committee no later than April 29, 2005.

THE ASSESSMENT OF CORE GENERAL EDUCATION REQUIREMENTS

In January, 2005, a working group of faculty representing the core general education areas and their ex officio deans will be created: Math/QL (and perhaps developmental courses), Composition (Engl 1010/2010), American Institutions (Hist, Econ, Polsc), and Computer/Info Literacy (TBE, Lib). This working group will also include a representative of the Faculty Senate Executive Committee and the Curriculum & General Education Committee (faculty nominees may overlap with Senate committee membership).

Deans should identify faculty/deans for the Core Gen Ed Group by January 10, 2005.

2005 Spring Semester - the efforts of this Core Gen Ed Assessment Group will complete these steps by April 29, 2005:
- share the progress they’ve made so far in assessing their areas, and the challenges they’ve experienced
- create/revise learning outcome statements for each of the core areas
- create assessment plans for each core area to include multiple assessment strategies for each outcome
- implement and administer, at a minimum, student surveys in all the core areas (additional authentic assessment strategies could also be implemented)

2005 Summer/Fall Semesters - the Core Gen Ed Assessment Group will review the Spring 2005 data and identify curriculum revisions to improve student learning; the deadline for this is December 2005.
2006 Spring Semester - the Core Gen Ed Assessment Group will implement student surveys and/or authentic assessment strategies; the deadline is May 2006.

2006 Summer/Fall Semesters - the Core Gen Ed Assessment Group will review the Spring 2006 data and identify curriculum revisions to improve student learning; the deadline for this is December 2006.

This cycle of data collection and curriculum changes will be repeated annually.

THE ASSESSMENT OF BREADTH GENERAL EDUCATION REQUIREMENTS
In January 2005, the existing LS/PS, HU/CA, SS assessment groups will identify 1 or 2 members to serve on a central Breadth Gen Ed Assessment Group. This group will include ex officio deans, members of the Faculty Senate Executive Committee, and the Curriculum & General Education Committee (faculty nominees may overlap with Senate committee membership). This Breadth Group will complete these tasks by April 29, 2005:

- share data gathered to date and the challenges experienced
- ask each of the breadth area assessment teams to create revised mission statements, learning outcomes, and course criteria for assigned area; these materials will be submitted to the central Breadth Working Group

Deans should identify faculty/deans for the central Breadth Gen Ed Group by January 10, 2005.

Provost, along with June, Richard, Dale should convene the HU/CA, SS, LS/PS Breadth Gen Ed Groups and orient them to their task by January 28, 2005.

Summer/Fall Semesters 2005 - the central Breadth Working Group will hold sessions to inform the campus and solicit feedback on revised mission, outcomes, course criteria for breadth areas; this will be completed no later than December 2005.

Spring Semester 2006
- curriculum proposals for each revised breadth area will be submitted to the Faculty Senate no later than May 2006
- assessment plans will be created for each revised breadth gen ed area no later than May 2006

Fall Semester 2006/Spring Semester 2007
- assessment plans implemented, data reviewed, curriculum revised as needed no later than May 2007

This cycle of data collection and curriculum changes will be repeated annually.

The Office of Academic Affairs will provide support for these efforts by assigning Monica Mize and Kathleen Lukken to work with the Ad Hoc General Education and Graduation Requirements Committee, the Core Gen Ed Assessment Group, and the Breadth Gen Ed Assessment Groups.