Annual Report 2022-2023

Admissions, Standards & Student Affairs Committee

Mark Denniston, Committee Chair
May 15, 2023

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Committee Information

Membership

Shaun Adamson – Library
Rachel Ardern – Health Professions
Aaron Ashley – Faculty Senate Executive Committee Liaison
Sophie Beck – Student
Casey Bullock – Ex Officio
Jim Cohen – Science
Mark Denniston – Social & Behavioral Science, Chair
Killupintu Garrison – Student (proxy)
Andrea Gouldman – Business & Economics
David Hartwig – Arts & Humanities
Emily Hiatt - Student
Leslie Howerton - Arts & Humanities
Saori Hanaki – Education
Wendy Holliday – Administration
Louise Moulding - Education
Blake Nielson– EAST
Leslie Park – Ex Officio
Scott Teichert – Ex Officio
Taylor Ward – Health Professions, Vice-Chair
McKenzie Wood - Social & Behavioral Science

Committee Purpose

The Admissions, Standards and Student Affairs Committee shall be concerned with standards for admission, retention and graduation from the University and policies pertaining to student affairs.

Meeting Schedule

Fall Semester: September 23, October 28, December 2
Spring Semester: January 2, February 24, March 24
Total Meetings: 6

Meeting Attendance

Member	09/23 2022	10/28 2022	12/02 2022	01/27 2023	02/24 2023	03/24 2023
Shaun Adamson	Present	Present	Present	Present	Proxy	Present
Rachel Ardern	NA*	Present	Present	Absent	Present	Present
Aaron Ashley	Present	Present	Present	Present	Present	Excused
Sophie Beck	Absent	Absent	Absent	Absent	Absent	Absent
Casey Bullock	Present	Excused	Present	Present	Excused	Excused
Jim Cohen	Present	Present	Present	Present	Present	Present
Mark Denniston	Present	Present	Present	Present	Present	Present
Killupintu Garrison	Absent	Present	Absent	NA**	NA**	NA**
Andrea Gouldman	Present	Present	Present	Present	Present	Present
David Hartwig	Present	Present	Present	Present	Present	Present
Emily Hiatt	Present	Absent	Absent	Absent	Absent	Absent
Leslie Howerton	Present	Present	Excused	Present	Present	Present
Saori Hanaki	Present	Present	Present	Present	Present	Present
Wendy Holliday	Present	Excused	Present	Excused	Present	Present
Louise Moulding	Present	Present	Excused	Present	Excused	Present
Blake Nielson	Present	Present	Present	Present	Present	Present
Leslie Park	Present	Excused	Excused	Present	Present	Excused
Scott Teichert	Present	Present	Present	?	Excused	?
Taylor Ward	Present	Present	Present	Present	Present	Present
McKenzie Wood	Present	Present	Excused	Present	Present	Present

*Rachel Ardern had not yet been appointed to fill seat.
**Killupintu Garrison graduated in December, and although request was made, no replacement for student proxy named.

ASSA Charges

ASSA was tasked with the following charges in 2022-23:

Charge 1. Review policy changes recommended by the Registrar's Office (Ongoing)

Charge 2. Review policy changes as recommended by the SSSC (Ongoing)

Charge 3. Review FAFSA Data on the impact of 4 year scholarships a. Determine the review schedule b. Is it functioning as intended – retaining students?

Charge 4. Review the Faculty authored textbooks data housing. a. Determine where data should be housed b. Determine what data should be collected c. How many faculty authored texts are in use? d. How have faculty chosen to divest?

Charge 5. Exploring course registration policy with regards to the student option of registering for courses with overlapping meeting times.

Charge 6. Review the "Instructor of Record" for Concurrent Enrollment courses to ensure that standards are enforced. a. Issue with a departmental course being offered by an instructor who is not deemed to be unqualified to teach for that department.

Charge 7. Get updates from the Accessibility Council and bring any changes/concerns to Senate.

Charge 8. Evaluate ASSA Committee membership: Should ASSA have a Staff Association member? ASSA is currently at the maximum in Ex-officio members. How should we deal with this? Change committee membership? Change Ex-officio member numbers? Invite Admissions Office Director as needed? Accessibility Council representative

Charge 9. Establish the role of the ASSA Vice-Chair: Sub-committee delegation? See what the UCC roles are for a model?

Charge 10. Explore issues related to Canvas testing migration fallout: Including images in exams, Accommodations for students with disabilities, Assessment, [and] Student issues

Charge 11. What policies have to go through Faculty Senate and which are done administratively? Student code references numerous other PPM policies without any Faculty Senate vetting. Does everything incorporated into the student code need to go through ASSA and the Staff Association?

Additionally, we handled 2 charges that were addressed by President's Council or the Trustee's after completion of last academic year (2021-22), and remanded back to administrators over the Summer (2022). See "Committee Accomplishments" and "Recommendations for Future ASSA Committee Work" sections below.

Subcommittees

ASSA employed seven subcommittees this year. Their membership was as follows:

Charge #3 Subcommittee: Review FAFSA Data on the impact of 4 year scholarships.

   Jim Cohen (Chair), Dave Hartwig, Emily Hiatt (student), Leslie Howerton, Leslie Park, Taylor Ward

Charge #4 Subcommittee: Review the Faculty authored textbooks data.

   Shaun Adamson (Chair), Rachel Ardern, McKenzie Wood, Mark Denniston

Charge #5 Subcommittee: Exploring course registration policy with regards to the student option of registering for courses with overlapping meeting times. (this is the whole charge)

   Louise Moulding (Chair), Sophie Beck (student), Casey Bullock, Wendy Holliday, Blake Nielson, Taylor Ward

Charge #6 Subcommittee: Review the "Instructor of Record" for Concurrent Enrollment courses to ensure that standards are enforced. (this is the whole charge)

   McKenzie Wood (Chair), Shaun Adamson, Casey Bullock, Dave Hartwig, Aaron Ashley

Charge #8 Subcommittee: Evaluate ASSA Committee membership

   Saori Hanaki (Chair), Louise Moulding, Scott Teichert, Mark Denniston

Charge #10 Subcommittee: Explore issues related to Canvas testing migration fallout.

   Leslie Howerton (Chair), Rachel Ardern, Saori Hanaki, Emily Hiatt (student), Aaron Ashley

Charge #11 Subcommittee: What policies have to go through Faculty Senate and which are done administratively?

   Andrea Gouldman (Chair), Casey Bullock, Jim Cohen, Aaron Ashley, Mark Denniston

Exemplary Service/Special Assignments

The ASSA Committee cooperated and collaborated effectively in making decisions, and were motivated to fulfill our charges efficiently. Seven members–**Jim Cohen, Mark Denniston**, **Andrea Gouldman, Saori Hanaki, David Hartwig**, **Blake Nielson,** and **Taylor Ward**–attended every meeting. **Shaun Adamson, Jim Cohen, Andrea Gouldman, Saori Hanaki, Leslie Howerton, Louise Moulding,** and **McKenzie Wood** chaired subcommittees to collect information and draft language to address charges for the ASSA Committee. **Blake Nielson** served as scribe for Committee minutes for each meeting.

Committee Accomplishments

2022-2022 Charges—Progress and Results

Charge 1: **Review policy changes recommended by the Registrar's Office (Ongoing).**
The Administration, through the Registrar's Office, proposed changes to PPM 6-2 to permit non-matriculated students high school students in concurrent enrollment courses to earn certificates. ASSA considered and approved this policy in January, and after some additional modifications suggested by the Office of Legal Council in response to Executive Committee concerns, was passed by Faculty Senate in April.

Charge 2: No proposals submitted from SSSC to ASSA.

Charge 3: **Review FAFSA Data on the impact of 4 year scholarships a. Determine the review schedule b. Is it functioning as intended – retaining students?**

Progress: Despite an early start on our charge, we were unable to gain access to meaningful data until March. This was due to a white paper, that was supposed to be available on the subject of the charge during Fall 2022, not being published in a timely manner. Indeed, we never did get access to the white paper, but we were able to see a selection of data via graphs prepared by Enrollment Services. Through these data and a subsequent meeting with members of Financial Aid, Institutional Research, and Enrollment Services, we determined that:

1) We are still 1-3 years away from being able to appropriately evaluate the impact of FAFSA data on 4-year scholarships.
2) During the time that the 4-year scholarship model was implemented, multiple other changes to financial aid and student success were also made. These changes can make it challenging to disentangle our particular charge from a more general question concerning the impact of recent changes to financial aid, with 4-year scholarships being just one, on student success.
3) Federal aid to WSU students has decreased, but WSU aid to students has increased
4) Approximately 37% of WSU students do not complete the FAFSA, and this statistic has been fairly consistent over the past six years.
5) Questions concerning who is negatively impacted by the change in the WSU approach to financial aid are still being answered. Qualitative data, which is currently not being collected, could help address this.
6) We are still in the process of trying to obtain raw data on the impact of the 4-year scholarship model on student success (e.g., recruitment, retention, and persistence), and we would expect that if we request the data soon, we can have it for next academic year.

This Charge should be continued in an updated fashion—see next section.

Charge 4: Review the Faculty authored textbooks data housing. a. Determine where data should be housed b. Determine what data should be collected c. How many faculty authored texts are in use? d. How have faculty chosen to divest?

Progress: From Aaron the background of Charge this year was that Nicole Flink, College Curriculum Chair of EAST, had reached out to the Faculty Senate regarding what to tell an applicant about how information regarding the application would be stored. In speaking with Nicole this morning, it was not really the applicant's concern, but rather Nicole's question of what she should do with the documentation from the applicant upon approval (she sent it to Aubrey Jenkins Lord in the Provost's Office) BUT ALSO whether a Curriculog form could be devised for applicants to submit their documentation through Curriculog (and so it could be shared with Committee instead of via email or hardcopy, and also there would be a record of the application and accompanying material). Then there might be a question of who could have access to that information--whether and how it would be a public record, discoverable by the media for instance? (The issue of access to such records was an issue last time around in 2018). The Charge itself (at least the last two pieces), as drafted by Aaron, seems concerned with output--how many divestments, how many College approvals? How has divestment happened (which I assume means whether to Departments/Colleges, the University generally, or other charities? maybe how much money?). The ASSA Committee was generally not in favor of moving this data to Curriculog, but accepting of current method of documents being housed in boxes in Provost's Office.

University Legal Counsel, Stephanie Hollist suggested that the Administration is working on a form to have all faculty (and others) do an annual statement of conflicts of interest. So, it might be that some of our issues of how to collect data might be resolved through that process--at least that a faculty member's course material application has been approved and how (either via divestment or approval by College Curriculum Committee). Stephanie shared draft language for conflict of interest form with full ASSA Committee in Spring 2023.

As of the March ASSA meeting, the list of faculty-authored course materials at the bookstore is very small (only currently six people), but we still need to understand this list and should have better data next academic year as conflict of interest form moves forward. We should review the language in the conflict of interest form to see whether it should be more forceful. There should be a plan in the Provost office for managing this data (both from conflict interest forms when they are gathered, but also from the College Curriculum Committees as they approve course materials

Subcommittee agrees this should be a charge again next year.

Charge 5: Exploring course registration policy with regards to the student option of registering for courses with overlapping meeting times.

The system has always allowed time conflicts. The decision to go this way was carefully considered because there are consequences with allowing and not allowing. The first assumption that we consider is that the student is ultimately responsible for their

registration and schedule. If they schedule a conflict, then it is their responsibility to resolve their schedule. There is absolutely no expectation on the faculty to accommodate any student who schedules a time conflict of their own volition.

The second variable that we had to consider is some departments' lack of adherence to the approved university class beginning and end times. The further the institution has moved away from the beginning and end times the more difficult it has been for students to create schedules. Some students will register for a course that exceeds the end time by 15 minutes and register for their next course that overlaps. They are left with balancing leaving a class early or arriving late to the next class. Again, this is the responsibility of the student to determine if this type of schedule is manageable. For some students, it may be their only option based on the requirements that they have left to complete. If we do not allow time conflicts to exist, then these students are left with no options.

The third variable that we considered was the juggling of registration during the beginning of school. Some courses are very difficult to get into, and students often have contingency plans based on the potential to enroll in some courses. They may be waiting for a waitlisted course to open while remaining registered for a contingency course. With several thousand students making last-minute adjustments, the student will secure the course they want before dropping the contingency course. For example, if a student is registered for course A, but really needs course B, they will register for course B before dropping course A. We allowed time conflicts for this scenario because we did not want to put a student in a situation where they did not get either course. Continue in the example, if course A is full and course B has one seat left, and if we do not allow time conflicts, then the student will have to give up their seat in course A with the potential that another student could immediately fill it. If another student registers for course B, while the student is dropping course A, then the student is left with neither course.

With time conflicts there is not a win-win situation. Somebody will lose. However, we tried to support the majority rather than the outlier. I would rather not adjust the configuration because a student did not manage their schedule properly. Changing the configuration can cause significant challenges for all other students. If a student creates a time conflict, the faculty are not obligated to make accommodations for the student. If a student remains registered for the faculty's course and has spotty attendance and is not academically engaged then the student should be awarded the grade they have earned, including a UW if appropriate.

After discussion, the Subcommittee (and full ASSA Committee) recommended that we leave the policy in place. Wendy Holliday mentioned that this issue is being looked at in other settings (Dean's Council) and involves a broader discussion of course availability including delivery mode and time as viewed through an equity lens.
Suggested tasks if this charge comes up again or if ASSA wants to pursue the issue further.
1. Data (from Matt)
   a. Who is violating start and end times?
   b. Student Overlapping schedules
2. Suggestions

.   Produce 'Suggestions for Best Practices' for scheduling
a.   Academic Planning Group added to Strategic Enrollment to review scheduling
practices.
        3.   Start and End Times Enforcement (in addition to 'Suggestions for Best Practices)
.   PPM? Awareness?
        4.   Student Consideration
.   Student Needs
a.   Personas of students (Amy H. presentation)
b.   Flexibility
c.   Equity
d.   Hispanic Serving Institution

Charge 6: Review the "Instructor of Record" for Concurrent Enrollment courses to ensure that standards are enforced.

Progress: Subcommittee met with Colton Simons (WSU Concurrent Enrollment Director), and Hal Crimmell (Academic Director for High School Dual Enrollment) to discuss instructor standards in concurrent enrollment. We were informed about an upcoming Concurrent Enrollment handbook, and new legislation that will likely change how standards are, and can be, enforced. Subcommittee would like to recommend that the charge, "Review the 'Instructor of Record' for Concurrent Enrollment courses to ensure standards are enforced" be closed. Upon meeting with Colton Simons and Hal Crimmell, we feel that this charge has ultimately been met--there are instructor standards, and through an upcoming handbook, individual department oversight, and university oversight, the standards are being enforced. Specifically, the incident that triggered this charge has been rectified.

Charge 7: No concerns communicated from Accessibility Council.

Charge 8: Evaluate ASSA Committee membership: Should ASSA have a Staff Association member? ASSA is currently at the maximum in Ex-officio members. How should we deal with this? Change committee membership? Change Ex-officio member numbers? Invite Admissions Office Director as needed? Accessibility Council representative?

Progress: The subcommittee primarily worked on this charge via email communications during the fall term. Scott Teichert (Admissions) recommends to include 5 ex-officio members: 2 from the Enrollment Management Division, 2 from the Student Affairs Division, and 1 Staff Advisory Council member to let each respected area assign a representative based on ASSA's charges in a given academic year.

Saori Hanaki met with Mary Anne Reynolds(CRAO chair) on October 14 and ultimately determined to seek a carveout for ASSA to have as many as five ex officio members at one time. The edits on ARTICLE B-V. COMMITTEES OF THE FACULTY SENATE section 3.3 and 4.2 of the bylaw by this subcommittee was reviewed, modified and approved by the full

ASSA committee on December 2, 2022. The edits were reviewed, modified, and approved by CRAO on January 23, 2023, and were then approved by the faculty senate.

Approved edits:
Under **ARTICLE B-V. COMMITTEES OF THE FACULTY SENATE**
3.3   Ex-officio members are appointed by the Faculty Senate at the recommendation of the Executive Committee and Standing Committee. They have participation privileges in the work of the committee but are not eligible to vote or to serve as chairs. The number of ex-officio members may vary but will not exceed more than one-fifth of the total membership of the committee, unless otherwise specified in B-V, Section 4.

4.2   Committee on Admissions, Standards and Student Affairs

The Committee on Admissions, Standards and Student Affairs Committee shall be concerned with standards for admission, retention and graduation from the University and policies pertaining to student affairs. This committee may have up to five ex-officio members

Summary:
The subcommittee successfully completed the assigned charge to address the committee membership issue.

Charge 9: Establish the role of the ASSA Vice-Chair Sub-committee delegation? See what the UCC roles are for a model?
  - *Sub-committee delegation* – The Chair, Vice Chair, and Liaison of ASSA shall sit as members on sub-committees to delegate the workload of each charge.
  - *See what the UCC roles are for a model?* – Meeting between UCC Chair and ASSA Vice Chair was held, and information from this meeting and the CPPM have been used to assist in defining the role for the ASSA Vice Chair.

Defined Role of ASSA Vice Chair:
Each spring semester, the Faculty Senate Executive Committee will appoint both a Chair and a Vice-Chair of the Admissions, Standards, and Student Affairs (ASSA) committee. The Vice Chair will be assigned duties to assist the Chair, prepare to potentially serve as Chair, and serve as an instrument for succession planning.

The selection of Vice-Chair is recommended to be a member of ASSA who is beginning their 3-year term, or has at least 2 years left in their term. The Vice-Chair will assist the Chair with charge recommendations for the following year. The Vice Chair will assist the Chair in making suggestions for future Chairs and Vice Chairs to the Faculty Executive Committee. The Vice-Chair will fill in for the Chair when the Chair is unable to attend meetings and/or perform their duties and will share the load of attending Executive Committee and Faculty Senate meetings, especially when the Vice Chair has served on subcommittees originating proposals.

Based on the charges assigned to ASSA in a given year, the Vice Chair will assist the Chair in determining the most appropriate ex-officio officers to serve on ASSA. The fifth ex officio member would be identified over the summer after proposed charges have been identified. The Vice Chair will assist the Chair in preparing the annual report for ASSA.

The Vice Chair will assist with succession planning by preparing to serve as Chair in future years. While serving as Vice Chair, they will be able to retain information and historical knowledge regarding ongoing Charges, so that any new Chairs (or themselves moving into the Chair position) are able to continue work without delay and/or backtracking.
The Vice Chair will share the role of the Vice Chair as an unofficial 'Standing Memo' to the following Vice Chair.

Charge 10: Explore issues related to Canvas testing migration fallout: Including images in exams, Accommodations for students with disabilities, Assessment, [and] Student issues

The Charge #10 Subcommittee met three times throughout the year and gathered information from various stakeholders to assess the fallout of the Chi Tester to Canvas migration. We met individually with representatives from Testing Services, Disability Services, WSUSA, and faculty. Tracey Smith at Testing Services directed us to the Faculty Testing Advisory Committee, but we were unable to contact anyone currently serving on that committee or find any record that the committee met during this academic year. We created a survey to send out to faculty and staff members to assess their experiences with the migration, but didn't deploy the survey this academic year. We were also unable to meet with anyone from assessment this year. We recommend that Charge #10 continue to the 2023-2024 academic year to gather faculty and staff feedback. The following report is divided by stakeholders and the information we gathered. It concludes with the continuing charge and a draft of the faculty and staff survey questions.

Testing Services
Saori Hanaki met with Director of Testing Services Tracey Smith on Oct. 18, 2022. He expressed the following concerns:
- Onsite troubleshooting is not possible or very limited.
    - Salaried staff have some access, but it is limited to Canvas quizzes set-up by the faculty and find it difficult to address issues when students are at the testing center.
        - The responsibility is heavier on the faculty because the testing center staff has very limited access to the exam/quiz, which can be good or bad.
            - Hourly staff have no access to Canvas quizzes at the testing centers, and testing centers are only staffed by hourly workers at night.
            - At night hourly staff have no access to WSU Canvas Support.
            - Many students are sent away at night and on the weekends because hourly staff cannot resolve their testing issues.

- o Chi-Tester was developed at WSU, making the support and solutions and IT support accessible, so issues were resolved quickly.
    - Fall 2022 saw the highest number of exams taken at the testing center ever.
        - This is possibly due to the limitations or dislike of online proctoring (Proctorio). The survey next year can better assess faculty's feelings toward online proctoring in general and Proctorio specifically.
    - The Testing Center expressed concern that it was not included in discussions or the decision-making process to phase out Chi Tester.
        - The decision was made solely by the former vice president of CE and likely for budgetary reasons.
        - No research was conducted to test out Canvas as a replacement for Chi-Tester before the decision was made.
            - o A pilot study including 11 or so faculty members was conducted after the decision was made to phase out Chi Tester.
        - The Faculty Testing Advisory Committee was not included in the decision-making process either. The subcommittee was unable to contact or speak with a member of this committee.

Disability Services

Leslie Howerton met with Testing Services Director Angela McLean, Accommodation Specialist Brady Rae, and Coordinator Shawna Werner on March 15, 2023. They expressed concerns in the following areas:

- Staff and student workers at Disability Services do not have access to Canvas quizzes, so they cannot extend student's testing time as they could in Chi Tester. Only faculty can change a student's testing time.
    - o The staff would have to be added to the Canvas course as a Teacher or Teaching Assistant, which would give them access to everything in Canvas such as grades. They do not want their staff to have that responsibility.
    - o They can't verify in Canvas that students are receiving the proper testing accommodations without access.
    - o There is a Canvas add-on that could allow disability services to access just Canvas quizzes, verify testing accommodations, and extend test times, but it is $7,000 annually and deemed too expensive for Disability Services' budget.
    - o Many faculty are not well-trained or are complacent and don't check to make sure student's testing accommodations are available for every quiz or exam.
- Currently Disability Services has no way of uploading a student's accommodation letter into Canvas, and faculty have no ways of accessing that information easily while setting up Canvas quizzes.

- Screen readers have a difficult time reading Canvas quizzes. The technology needs more testing.
- Canvas is lacking in accessibility tools like speech entry and other audio components.
- Moderating tests is more difficult on Canvas.
    - Disability Services can't access Canvas Quizzes if there is an issue when students take tests at the DS office.
    - Third party test platforms create privacy issues for students.
    - Student proctors can't have Canvas access because they would also have access to grades and restricted materials.
- Recommendations:
    - Disability services would like to support faculty through training and participating in the software adoption process.
    - Faculty should be required to complete Canvas Quiz training, including how to provide student accommodations.
    - Brady Rae would like to conduct a pilot program in a large undergraduate class in which he alone has TA access. He will work with the professor to manage testing accommodations for students with DS letters. Hopefully this pilot course will allow Disability Services and the professor to work together to create best practices for testing accommodations.
    - Canvas add-ons that make testing an easier process for faculty and students.
    - WSU works with Testing Services and Disability Services before adopting and implementing new software.

WSUSA
Leslie Howerton met with students from WSUSA in fall 2022. Students expressed only two concerns over the shift.

- They said it was confusing whether they had to go to Testing Centers or take exams on Canvas from their own devices. They acknowledged that this confusion was dependent on whether the professor gave detailed instructions on where to take the exam.
- Any access issues that arose while attempting to take exams at the Testing Centers could not easily be resolved by the staff. Usually they had to contact the professor to resolve the issue, which could take hours or days depending on when the professor responded to emails. They would have to make multiple trips to Testing Centers, which was inconvenient.

Faculty
The subcommittee conducted informal interviews with their own department faculty about issues with the Chi Tester to Canvas migration. Based on that feedback Aaron Ashley and Leslie Howerton created a faculty survey in Qualtrics to assess faculty sentiment on the

migration and capture any unanticipated or previously unknown issues. We recommend that the survey be distributed in fall 2023. Here are the draft questions:

1. Did you complete any training sessions related to the Chi-Tester to Canvas migration?
2. Have you experienced any difficulties related to the Chi-Tester to Canvas migration?
3. If you answered yes, please describe the difficulties you experienced.
4. Are you interested in taking a Canvas Quiz training course?
5. Please list any suggestions you have for improving testing on Canvas Quizzes.
6. Please list any suggestions you have for improving testing at Weber State?
7. Have you changed your testing practices because of AI chatbots?
8. If so, how have you changed your testing practices because of AI chatbots?
9. Do you think faculty should be consulted before Weber State University adopts new software or technological platforms?

Staff
The subcommittee decided that a separate staff survey would be appropriate because multiple departments have staff who deal with testing, such as Disability Services, Instructional Design, and Testing Services. We did not have an opportunity to create the staff survey before the end of the semester. This should be carried over into next year's charge.

Charge #10 Subcommittee Recommendations
This subcommittee makes the following recommendations based on our findings in the 2022-2023 academic year:

- Canvas Quiz training should be mandatory for all faculty teaching at Weber State in the 2023-2024 academic year.
- A policy stating that faculty and staff must be involved in the software adoption process should be in the PPM. The ASSA charge in 2023-2024 should investigate the broader issue of software adoption at Weber State.
- All software changes should be communicated more clearly to the faculty and staff prior to adoption. Training on new technology and software should be mandatory for all faculty and relevant staff.
- Canvas add-ons that allow Testing Centers and Disability Services to access student testing accommodations without requiring access to the entire Canvas course should be adopted and paid for by the university.

Charge 11: **What policies have to go through Faculty Senate and which are done administratively? Student code references numerous other PPM policies without any Faculty Senate vetting. Does everything incorporated into the student code need to go through ASSA and the Staff Association?**

We provided recommendations for how the subsections of PPM Section 3 should be included in Appendix A of PPM 1-20. A survey was sent to all Faculty Senate chairs and vice-chairs (where applicable) to solicit feedback on which committees should be included in each subsection. Responses were compiled. APAFT had started a separate version of this charge; the proposals were merged and sent to Stephanie Hollist at the end of February for the legal team to review and implement.

A summary of the recommendations is provided below. The charge is complete and does not need to be carried forward. There are no further recommendations.

3-2	Employee Definitions	SBBFP
3-2a	Fair Labor Standards Act (FLSA)	SBBFP
3-5	Hiring of Salaried Personnel	SBBFP
3-5a	Employment Background Screening	SBBFP
3-6	Employment of Relatives	SBBFP
3-7	Health Requirements	SBBFP
3-9	Alternative Work Arrangements	EIC/SBBFP
3-10a	Termination of Faculty Appointment	SBBFP
3-15	Abusive Conduct and Respectful Work Conditions	EIC
3-16	Faculty Contract Periods	SBBFP
3-21a	Sick and Family Leave (Faculty)	SBBFP
3-22	Military Leave	SBBFP
3-23	Death in the Family	SBBFP
3-24	Jury and Witness Service	SBBFP
3-25	Faculty Sabbatical Leave	SBBFP
3-26	Leave Related to Birth, Adoption and Foster Child Placement	SBBFP
3-28	Special Leave	SBBFP
3-29	Leave of Absence Without Pay	SBBFP
3-29a	Family and Medical Leave	SBBFP
3-30	Personal Conduct	EIC
3-32	Discrimination, Harassment, and Sexual Misconduct	ASSA

3-34	Americans with Disabilities Act & Section 504 Request for Accommodation	ASSA/EIC
3-36	Conflict of Interest	HD
3-38	Employee Organizations	EIC/CRAO/ SBBFP
3-39	University Holidays	SBBFP
3-40	Retirement Programs	SBBFP
3-41	Early Retirement Programs	SBBFP
3-42	Tuition Benefits	SBBFP
3-42b	Tuition Benefits for Retired/Deceased Employees	SBBFP
3-43	Insurance Benefits	SBBFP
3-45	Fringe Benefits	SBBFP
3-48	Extra Compensation (Salaried Non-Faculty)	RSPG/ SBBFP
3-50	Supplemental Pay/Faculty	RSPG/ SBBFP
3-51	Supplemental Pay for Instruction	SBBFP
3-54	Consulting and External Employment Activities	SBBFP
3-56	Workers Compensation	SBBFP
3-57	Job-Related Accidents and Injuries	EIC/SBBFP
3-58	Accident Reporting Procedures	EIC/SBBFP
3-59	Financial Awards	SBBFP
3-62	Evaluation of University Personnel	SBBFP
3-64	Waiver of Income	SBBFP
3-65	Mobile Communication Agreement & Procedures	ARCC/ SBBFP
3-66	Service Leave Policy	SBBFP
3-67	Violence Prevention	ASSA/EIC
3-68	Related Wellness Time Guidelines	EIC/SBBFP
3-69	Education and Training of Personnel	EIC/TLC

Charge 3 from 2021-22 academic year: **Revise PPM 6-22 so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities.**

ASSA proposed changes to PPM 6-22 [Student Code] to address this change—in combination with the following Charge 5 from 2021-22 academic year—and these Student Code changes together passed Faculty Senate in April 2022. The proposed language for the Student Code for this Charge also passed President's Council during Summer 2022, but was remanded by the

Trustees to the Administration and routed to the Dean of Students (unclear if this was to Dean of Students specifically, or as interim V.P. for Student Affairs). The Chair followed up several times with Stephanie Hollist in the Office of Legal Counsel throughout 2022-23 academic year. This policy continues to be pending at that level, in part due to U.S. Supreme Court caselaw changes, and in part due to turnover in V.P. for Student Affairs. A new charge should be issued to ASSA for further consideration in 2023-24.

Charge 5 from 2021-22 year: Update Student Code amendment process to ensure that ASSA transmits the proposed amendment(s) to the WSU Staff Advisory Council for comment at an appropriate time in the Student Code amendment process.

ASSA proposed changes to PPM 6-22 [Student Code] to address this change, in combination with the preceding Charge 3 from 2021-22 academic year, and these Student Code changes together passed Faculty Senate in April 2022.   This language, however, was held up at the level of President's Council, which recommended process of amending the Student Code be further refined to bring it more in line with PPM 1-20, the Policy on Policy. President's Council felt the Student Code amending process was too cumbersome and time consuming, and should be streamlined and preferably shortened, and the issue of public hearings should also be addressed.

This language was remanded back, not to ASSA specifically, but rather to the WSU Office of Legal Counsel to consult with Faculty Senate and the ASSA Chair on changes to satisfy the concerns from President's Council Stephanie Hollist, Mark Denniston, and Aaron Ashley met in the fall and agreed to broad brush changes, and then Stephanie and Mark continued to consult on specific language. New language was presented to Faculty Senate during its April 2023 meeting and passed by Faculty Senate.

Recommendations for Future ASSA Committee Work

Charge 1. Review policy changes recommended by the Registrar's Office (Ongoing)

Keep: This has been a longstanding and successful ongoing charge with typically 1-3 action items or PPM changes coming from this Charge each academic year.

Charge 2. Review policy changes as recommended by the SSSC (Ongoing)

Keep with a change--instead of SSSC which no longer exists, it should read: "Review policy changes as recommended by the Director of the Student Success Center."
For instance, it might be the case that the Director of the Student Success Center would have ready by Spring of 2024 a policy relating to a phased implementation of mandatory advising for students at checkpoints in the academic career, such as first semester, completion of 60 credits, and completion of 90 credits.

New Formal Charge from Director of the Student Success Center in addition to Charge #2: "Formalize mandatory new student orientation in PPM."

Charge 3: Review FAFSA Data on the impact of 4 year scholarships a. Determine the review schedule b. Is it functioning as intended – retaining students?

New Charge for 2023-24: A broader charge could be helpful and more meaningful. Perhaps the charge could be: *Explore the impact of recent scholarship changes (e.g., 4-year scholarships, 125% threshold, new stacking rules, etc.) on student recruitment, retention, and persistence?*

An even broader angle would be: *Explore the role financial literacy plays in student success at WSU.*

Charge 4: Review the Faculty authored textbooks data.

Renew the full charge from this year and add an additional line:

Review the Faculty authored textbooks data housing.
a. Determine where data should be housed.
b. Determine what data should be collected.
c. Determine how many faculty authored texts are in use.
d. Determine how faculty have chosen to divest.
(new) e. Review faculty education related to data collection and divestment.

Charge 6: Review the "Instructor of Record" for Concurrent Enrollment courses to ensure that standards are enforced.

While we recommend the current charge be closed, there are departments that have concerns about new legislation regarding CE, curriculum taught in the high schools, and other CE-related problems. It has been suggested that *"Review forthcoming concurrent enrollment handbook"* be adopted as a new charge (this might also include reviewing Curriculog to determine if this handbook will make its way through faculty senate for approval).

Charge 10: Explore issues related to Canvas testing migration fallout: Including images in exams, Accommodations for students with disabilities, Assessment, [and] Student issues

There may need to be several charges to ASSA in 2023-24 to follow upon Charge 10 this year to explore issues related to technology and software adoption including: surveying faculty and staff about testing and software adoption, collaborating with Instructional Design, researching technology and software adoption process, and examining the impact of testing migration upon assessment. Specifically, the Subcommittee recommends:

A) Conducting a faculty survey in Qualtrics to assess faculty sentiment on the migration and capture any unanticipated or previously unknown issues. We recommend that the survey be distributed in fall 2023. Here are the draft questions:

1. Did you complete any training sessions related to the Chi-Tester to Canvas migration?
2. Have you experienced any difficulties related to the Chi-Tester to Canvas migration?
3. If you answered yes, please describe the difficulties you experienced.
4. Are you interested in taking a Canvas Quiz training course?
5. Please list any suggestions you have for improving testing on Canvas Quizzes.
6. Please list any suggestions you have for improving testing at Weber State?
7. Have you changed your testing practices because of AI chatbots?
8. If so, how have you changed your testing practices because of AI chatbots?
9. Do you think faculty should be consulted before Weber State University adopts new software or technological platforms?

B) The following training and PPM changes should be made during 2023-24 academic year:

● Canvas Quiz training should be mandatory for all faculty teaching at Weber State.
● A policy stating that faculty and staff must be involved in the software adoption process should be in the PPM. The ASSA charge in 2023-2024 should investigate the broader issue of software adoption at Weber State.
● All software changes should be communicated more clearly to the faculty and staff prior to adoption. Training on new technology and software should be mandatory for all faculty and relevant staff.
● Canvas add-ons that allow Testing Centers and Disability Services to access student testing accommodations without requiring access to the entire Canvas course should be adopted and paid for by the university.

Charge 3 from 2021-22 academic year: **Revise PPM 6-22 so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities.**

This charge from last year needs to be renewed since it has been sitting on remand from Trustees all of this academic year with no action taken by the Administration.

Chair's Thoughts on Additional Advising and Retention Charges:

In addition to the recommendations listed above from the various subcommittees regarding ASSA's charges for 2023-24, the Chair believes ASSA should also be tasked with investigating and recommending changes concerning advising and retention initiatives, especially in light of the discontinuation of the CERTS committee a couple of years ago, including:

1) Mandatory Faculty Advisor Training

2) Role of new group of advisors mentioned in slides describing reorganization of V.P. for Student Access and Success, and relationship with expanding group of advisors at University and College levels (e.g. Faculty, Student Success, College, Retention, Transition, Exploratory advisors—which is only a partial list of our current decentralized advising structure).

3) Role and Coordination of Student Success Committees at College level, and relationship with advising plans ASSA recommended that College adopt a few years ago.

4) Use of retention scores and/or initiatives to address DFIW rates/bottleneck courses.