

**Admissions, Standards, and Student Affairs (ASSA) Committee
Final Report for Academic Year 2021-2022
19 April 2022
Michelle Paustenbaugh, Committee Chair**

Committee Meetings and Attendance

We held & meetings during the 2021-22 academic year. The dates are given in the first row.

| Committee member | 9/3 | 9/24 | 10/29 | 11/19 | 12/10 | 1/14 | 2/4 |
|----------------------------|-----|------|-------|-------|-------|------|-----|
| Blake Nielson, EAST | P | P | P | P | P | P | P |
| Andrea Gouldman, B&E | P | P | P | P | P | P | P |
| Brad Winterton | P | A | P | E | A | P | P |
| Brady Brower, SBS | P | P | P | P | P | P | P |
| David Hartwig, A&H | P | A | P | P | P | P | P |
| Jim Cohen, S | P | P | P | P | P | P | P |
| Louise Moulding, ED | P | P | P | P | P | P | P |
| McKensie Wood, SBS | P | P | P | P | P | P | P |
| Michelle Paustenbaugh, S | P | P | P | P | P | P | P |
| Sheila Anderson, ED | P | P | P | E | E | S | S |
| Shijun Wang, A&H | P | P | P | P | P | P | P |
| Taylor Ward, HP | P | P | P | P | P | P | P |
| Jason Francis, Liaison | P | P | P | P | P | P | P |
| Matt Mouritsen, Admin | A | P | P | P | P | A | P |
| Jeff Hurst, Admin | P | P | A | P | P | P | P |
| Casey Bullock, Ex Officio | P | P | A | A | P | A | P |
| Scott Teichert, Ex Officio | A | P | A | A | A | E | A |
| Leslie Park, Ex Officio | P | P | E | E | E | E | E |

A= absent, P = present, E = excused, S = on sabbatical

Accomplishments of the ASSA Committee

The charges for the 2021-2022 academic year were:

1. Review policy changes recommended by the Registrar's Office.(Ongoing)
2. Review Student Disability Accommodation Letters. This work would include working with WSU Disability Services and Legal Counsel to create 1) a survey to be sent out to faculty to gauge their experience, knowledge, etc. with student accommodations; 2) clear guidelines outlining specifically for what faculty are responsible, i.e., define “reasonable accommodations” and what resources are available to faculty; and 3) clear guidelines outlining specifically for what WSU Disability Services are responsible. (Continuing)
3. Revise PPM 6-22 so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities. (Continuing)

4. Get updates from the Accessibility Council and bring any changes/concerns to Senate. (Continuing)

5. 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.

6. Review and consult with APAFT to reconcile student code PPM 6-22.5.2.7.13 with PPM 8-11.II.C and other references to frequency of student evaluations

7. Course transfer
 1. a Review course repeat and transfer policy to consider if courses repeated at another university should be transferrable to WSU with the new grade replacing the WSU grade
 2. b Review the impact of recent upper/lower division transfer policy on students transferring courses from outside the UBHE system.

8. Consider the University Curriculum Committee model for a vice-chair of ASSA.

9. Ensure that the language of new or updated documents are inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance (Ongoing)

Below is an update on charges one through nine.

Charge 1: Policy Changes Presented by the Registrar's Office

The registrar, Casey Bullock, proposed no policy changes.

Charge 2: Student Disability Accommodation Letters

The ASSA subcommittee, chaired by Brady Brower, worked with the Disability Services to create a survey to learn how faculty reacted and worked with Accommodation Letters for students. The Disability Services Faculty Survey January 2022 ASSA Subcommittee Summary and Interpretation of Results is found in Appendix A. Additionally, Stephanie Hollist of WSU Legal, wrote a précis answering the questions regarding faculty and Disability Services responsibilities with respect to student accommodations. This précis is found in Appendix B. Both documents were accepted by Faculty Senate as Senate Resolutions. This charge is complete.

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

With the help of Stephanie Hollist from WSU Legal and WSU Policy Office, PPM 6-22 (Student Code) was rewritten so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities. ASSA conducted open hearings with the help of the Policy Office on 2/10/2022 and 2/16/2022 by Zoom. There were no comments from the audience. The amended Student Code was sent on to WSUSA president, Ben Ferney. There were no comments from WSUSA. Faculty Senate passed the amended Student Code. This charge is complete.

Charge 4: Get updates from the Accessibility Council and bring any changes/concerns to Senate. There were no updates from the Accessibility Council.

Charge 5: 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.

With the help of Stephanie Hollist from WSU Legal and WSU Policy Office, PPM 6-22 (Student Code) was rewritten so that the WSU Staff Advisory Council can submit changes to the Student Code and give comment at an appropriate time during the Student Code amendment process. ASSA conducted open hearings with the help of the Policy Office on 2/10/2022 and 2/16/2022 by Zoom. There were no comments from the audience. The amended Student Code was sent on to WSUSA president, Ben Ferney. There were no comments from WSUSA. Faculty Senate passed the amended Student Code. This charge is complete.

Charge 6: Review and consult with APAFT to reconcile student code PPM 6-22.5.2.7.13 with PPM 8-11.II.C and other references to frequency of student evaluations. The ASSA subcommittee led by Andrea Gouldman communicated with APAFT that the Student Code states that students have the right to evaluate every class they take. APAFT has not made changes to PPM that change how faculty (and chairs) pick and submit student evaluations to be reviewed during the faculty review processes. This charge is not complete, but ASSA should not be involved other than to review APAFT's suggest PPM changes so that ASSA can ensure that students' rights are not ignored.

Charge 7: Course transfer: a) Review course repeat and transfer policy to consider if courses repeated at another university should be transferrable to WSU with the new grade replacing the WSU grade, b) Review the impact of recent upper/lower division transfer policy on students transferring courses from outside the UBHE system.

After reviewing the course repeat and transfer policy, no change was proposed, i.e., the only grades given out by WSU are graded earned at WSU. For the review of the impact of upper/lower division transfer policy on students transferring courses from outside the UBSE system it was decided that credit designated as lower division by the sending institution may be awarded as lower-division or based on review of content by the department course may be articulated as upper-division. Credit designated as upper division by the sending institution may only be awarded upper-division designation at WSU and cannot be awarded lower-division designation. This decision was motivated by the desire to remove senseless barriers for student graduation. This charge is complete.

Charge 8: Consider the University Curriculum Committee model for a vice-chair of ASSA. ASSA created a model for chair and vice-chair much like the University Curriculum Committee. This charge is complete.

Charge 9: Ensure that the language of new or updated documents are inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance (Ongoing).

All subcommittee summaries for each ASSA monthly meeting can be found in Appendix C.

Special Recognition

The committee would like to thank the following individuals for providing special service during the 2021-2022 academic year: all subcommittee chairs, Brady Brower (charge 2), Andrea Gouldman (charge 6), and Louise Moulding (charge 7).

Suggestions for Future Work and Improvements

1. Review policies needing change from the Office of the Registrar (ongoing Charge 1).

Appendix A: **Disability Services Faculty Survey January 2022ASSA Subcommittee
Summary and Interpretation of Results**

Written by Brady Brower, ASSA member

In response to the Faculty Senate charge to ASSA concerning disability accommodation and in close cooperation with the ASSA subcommittee tasked with this charge, Disability Services (DS) circulated a 33-question survey to 500 faculty members on October 21, 2021 and gathered data on November 11, 2021 from 84 respondents. The two categories of faculty most heavily represented in the survey were tenure track (43%) and adjunct (36%).

Underlying Principles of the Accommodation Process

Qualitative responses indicate a widespread acceptance of the principles of “good faith,” equity, inclusion, and non-discrimination enshrined in disability law and policy. Only a very small number of responses (2 of 84) communicated the sense that disability accommodation was unfair or gave certain students an advantage over others.

Familiarity with Law/Policy and Implementation

The majority of respondents were familiar with the federal law (ADA, Section 504, etc.) and WSU policy (PPM 3-34 and 3-32) regarding the accommodation process with 46% being moderately familiar and 34% being very or extremely familiar [Q43]. Only 4% of respondents were not at all familiar with these statutes/policies. Ninety-three percent of the respondents already included statements about disability accommodation in their syllabi [Q6] and most (86%) have already had direct experience with accommodating a disabled student [Q12]. The most commonly experienced forms of accommodation were those related to testing and extended deadlines for assignments (42% of the total)[Q17]. A large majority of respondents (95%) found these accommodations either extremely reasonable or somewhat reasonable. Only 3% found the accommodations somewhat unreasonable [Q18].

The Role of Disability Services

Most respondents (80%) found that they had been provided with adequate information from DS most of the time or always [Q23] and that the process was efficient and easy to manage most of the time or always [Q24]. A similar majority (81%) found DS helpful in response to faculty queries [Q25]. The qualitative responses indicate a similar approval of DS’s role in helping faculty navigate the accommodation process. Some of the qualitative responses called for greater specificity in the accommodation letter itself regarding the implementation of certain accommodations.

Faculty Responsibilities

The responses suggest that a large majority of faculty understood their responsibility to provide an accommodation approved by DS. Most respondents (76%) agreed that denying an approved accommodation was **not** among the individual faculty member's classroom prerogatives [Q20].

Most agreed (68%) that an individual faculty member is **not** at liberty to determine if an accommodation was overly onerous [Q21].

Faculty respondents were more evenly split over the assertion that faculty members have an exclusive right to determine whether or not an accommodation "fundamentally alters the nature of their course" or program (and might, thus, meet the legally-defined threshold of "undue hardship"). Thirty-three percent of faculty agreed with this assertion while 48% expressed a correct understanding of the law and policy by disagreeing [Q22]. The variance in responses to this assertion indicates some confusion about the role of faculty in the legally specified "interactive process" by which institutional approval of a given accommodation is reached. Any future faculty training could address this confusion by underlining and illustrating the interactivity of faculty, DS, and the student in the accommodation process.

Faculty Training and Student Advising

Most faculty expressed an interest (36%) or tentative interest (38%) in learning more about course accessibility [Q29]. Qualitative responses to the survey indicated that a limited amount of faculty time figured as a challenge in the accommodation process.

Among the most frequently cited challenges [Q27] were those resulting from faculty being made aware of a student's accommodation only late in a given course or semester. It's unclear from the survey whether this phenomenon is due to delays in students' requests for accommodation, delays in processing those requests, or student confusion about when best to deliver their accommodation letter to their instructors. Depending on the cause, more student advising on protocols and expectations may be in order.

Another frequently cited challenge was that students who personally communicated an accommodation need to faculty, nevertheless failed to submit a formal request for an accommodation to Disability Services. In some of these cases, faculty members provided ad-hoc accommodations to students who had not provided the faculty member with a formal accommodation letter. Such instances suggest that students may need additional advising on the need to pursue accommodation through the formal process. They also suggest a need to clarify for faculty that accommodation is legally required only in instances approved by Disability Services.

1. What are reasonable accommodations?

Academic Adjustments (sometimes called reasonable accommodations) are defined in PPM 3-34 as, “Modifications to academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified applicant or student with a disability. For example, modifications may include, but are not limited to, changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Academic requirements that are essential to the instruction being pursued will not be regarded as discriminatory.”

A reasonable accommodation is an adjustment designed to mitigate the impact of a student’s disability without compromising the integrity of an academic course or program. Providing reasonable accommodations allows students with disabilities to have equal access to education and services at the University. Students with disabilities are required to meet the same academic and technical standards as any other student, while using reasonable accommodations.

There is no exhaustive list of reasonable accommodations nor any pre-established limits to accommodation requests from students. All accommodation requests must be reviewed by Disability Services on a case-by-case basis with the full capacity of University and state resources. Individual faculty should not make unilateral decisions regarding reasonable accommodations, but rather should collaborate with Disability Services as the campus department designated to provide a wide array of support services, accommodations, and programs to remove barriers to full participation in the life of the University.

Accommodations requests must be considered for all programs, not just traditional lecture style activities. This includes taking a class on a field trip, in lab classes, dance programs, etc. Best practice is to anticipate potential needs before the activity to make it as accessible as possible without requiring a student to make a request. Another good practice is to give students as advanced notice as possible (such as in the syllabus or other descriptions of the activity) about any requirements of a program so that any needs can be addressed as early as possible.

2. What are faculty responsible for in terms of accessibility and accommodation?

Commitment to Inclusivity and Obligations Under the Law.

WSU is committed to providing equal and inclusive educational opportunities for all students, including students with disabilities, and to meeting its obligations under the law. Disability Services, a department within Student Affairs, provides academic and other

accommodations for students with disabilities according to PPM 3-34. To assist students with disabilities to fully participate in the various programs, services, and activities at the institution, Disability Services requires the support, cooperation, and full partnership of faculty, staff, and administrators within the University community. Additionally, PPM 3-32 prohibits discrimination and harassment against individuals with disabilities and requires cooperation in providing accommodations.

As stated in PPM 3-34, “WSU faculty and staff shall work cooperatively with qualified students, employees and others who request accommodations in order to provide access to the programs, services, and activities of the University, as required by law.” Disability Services provides training and facilitation of the accommodation process as outlined by policy. If there are disputes regarding access or accommodations, all parties should work cooperatively to resolve such disputes.

Responsibility for Accessibility By Design

As the identified campus leaders in disability initiatives, Disability Service promotes a proactive approach to program design and inclusivity. The University should make resources accessible to all students. Faculty and staff should integrate elements of universal design and accessibility as they build programs and services. This is why all faculty need to be working to develop curriculum and teaching resources (Canvas links, videos, textbooks, reading materials, etc.) that can be accessible to students without requiring that they make requests for accommodations through Disability Services. These efforts are not only the right thing to do to include diverse learners, but significantly affect the university’s ability to meet its legal obligations. Disability Services relies on faculty to determine the best curriculum and learning materials for students in their programs, which includes intentionally choosing accessible materials.

Students need to be able to access their course materials at the same time as others in the class. If materials need to be converted to an appropriate format (i.e. captioning, tagged texts for screen readers), students with disabilities may not have the same opportunities as their peers. Some material conversion is a time-consuming, labor-intensive process. Any action on the part of faculty to select accessible materials and/or publish required materials prior to the start of the semester greatly reduces the delay in access of the student and minimizes legal risk.

Disability Services can provide training and resources for faculty who seek to explore more accessible options for student learning. These resources can be found on the Disability Services website. [Information specific to COVID can be applied to any situation](#). This includes the offer of Disability Services to provide training. “Help us help you. Disability Services offers ADA Training to any other departments. This training can be modified to fit the specific needs of the audience.” Here is a short list of some of the topics they can cover:

- Basic ADA Law
- Who is Disabled?

- Office Procedures and Policies
- Working with Disabled Students
- Documentation Requirements
- Accessible Technology
- Transition Issues for Disabled Students
- Q&A/Problem Solving

This training can be co-facilitated with WSU's ADA Coordinator and is available for almost any size audience. Please contact Disability Services at 801-626-6413 (Ogden), 801-395-3442 (Davis) or dsc@weber.edu (Ogden), dscdavis@weber.edu (Davis) to make arrangements.

Additionally, an effective collaborative partnership exists between Disability Services, Stewart Library, and WSU Online to provide many resources for inclusive course design and accessible materials. Faculty are encouraged to reach out to their assigned college librarian to find free, accessible course materials. [WSU Online](#) provides extensive support to improve Canvas accessibility and remediate course documents. These resources and partnerships strengthen daily and updates can be found on the specific websites.

Responsibility in the Accommodation Process

The student accommodation process is outlined in PPM 3-34. Any student needing an accommodation due to a physical or mental limitation may request assistance. This may be as simple as a request for something to be done to help them in the course. For example, a student may ask to sit closer to the front of the classroom or to have an assignment extension. If the adjustment is an easy one and would normally be allowed for any student in need, it can and should be provided. If the request is more complex or if faculty seeks support or consultation, all parties should reach out to Disability Services. In other words, the student does not necessarily have to use specific language, like “accommodation” or “adjustment.” They could simply say something like, “Can I have more time on a test? I’m struggling to complete the test in the time allowed.” If faculty are not sure if the student is requesting an accommodation under the law, or disclosing their need for disability-related services, faculty may contact Disability Services for consultation. In these cases, it is best for faculty to notify the student that they are considering their request. Then seek out information from Disability Services in a timely manner to meet the student’s needs.

Faculty should never ask students about their disability status, health condition, or similar, or otherwise require them to provide written or verbal documentation or information about their condition. Any verification required for temporary or disability-related health conditions should be referred to Disability Services.

A key point here is that faculty members should not seek to determine and/or otherwise make arrangements on their own to accommodate students with disabilities. If a student tells you they have a disability-related accommodation, determine whether or not the student has an Accommodation Verification Letter outlining the accommodations

approved by Disability Services. If the student does not have such a letter, do not seek to determine or arrange accommodations by yourself. Refer the student immediately to Disability Services. If you feel that a student may benefit from a disability-related accommodation, please contact Disability Services prior to initiating any conversations about this with the student.

3. Overview of the Student Accommodation Process (refer to PPM 3-34)

Initiation and Referral

The student initiates the accommodation process by registering with Disability Services and providing documentation of their disability to establish eligibility for services. Faculty and staff often are the first contact for disability-related accommodation requests and are encouraged not only to refer the student to Disability Services, but also to contact a Disability Services advisor to verify the request and referral (disabilityadvisor@weber.edu or 801-626-6413).

To facilitate disability awareness, inclusion, and timely accommodations, all WSU faculty should include a Disability Accommodation statement in their course syllabi. In addition, faculty and program administrators should consider disability accommodation instructions in their program handbooks, syllabi, or other departmental materials. Faculty and program administrators are encouraged to seek the advice of Disability Services when creating accommodation statements. A general disability syllabus statement may be found on the Disability Services website, under Faculty & Staff Resources.

Accommodation Determination & Verification Letter

Disability Services advisors work in confidence with students to determine what academic accommodations and services are needed based on the documented disability, and in the context of each individual student's program of study and current class schedule. Disability Services' recommendations are included in an Accommodation Verification Letter, which the student may provide (in confidence) to their faculty. Faculty should read the letter and review the accommodations requested and instructions from Disability Services. Faculty then works with the student and Disability Services to implement and/or negotiate the recommended accommodations.

Faculty should always keep disability-related information confidential. Inappropriate disclosure of disability information must be avoided. Communication with the student about accommodations should not take place in front of other students. If faculty need to discuss an accommodation request with their colleagues or supervisors, it should be discussed without disclosing the name or identifying characteristics of the student. Prior to disclosing information in person or via digital communication, faculty should consult with Disability Services.

Timeliness of Accommodation Request and Implementation

Students may choose to provide accommodation letters to faculty at any point in a program or class. Disability Services encourages, but cannot require registered students to provide faculty with their letters at the beginning of each semester. A student can register with Disability Services or request an accommodation at any time. Accommodations are not necessarily retroactive, but this should be determined by Disability Services. If faculty cannot implement or negotiate the requested accommodation in a timely manner, they should contact Disability Services to determine an appropriate course of action. Rather than deny an accommodation request due to insufficient timeliness of notification, the faculty should consult with Disability Services who may advise that the accommodation be provided on an interim basis, or that the course/program requirement be postponed until the request can be implemented.

Interactive Process or Negotiated Alternative Accommodations

Academic accommodations are determined on an individualized, case-by-case basis. Accommodation Verification Letters often contain broad recommendations with requests for faculty to contact a Disability Services advisor for more specific information. To find out more about the student's needs and what might be an appropriate academic accommodation, Disability Services will need the cooperation and expertise of the faculty member. This is especially important for clinical placements, internships, practicum experiences, or similar.

Faculty should note, as described in the letter, that not all requested accommodations may be appropriate based on essential elements of a course. Faculty should consult with Disability Services before making a determination that the requested accommodation or service would compromise the essential elements of a course and cannot be implemented. Disability Services will facilitate an interactive process, or negotiated alternatives, amenable to all parties, or refer the case to the campus ADA Coordinator. Faculty should in no way make unilateral decisions regarding requested accommodations.

Once an accommodation has been approved by Disability Services and verified in a letter from the student, faculty and staff are required to provide it. In the event the faculty member disagrees with the approval or request, they should meet with the Director of Disability Services. If that still does not result in an acceptable result, the Executive Director of AA/EO may need to review the situation for final determination.

A faculty member can always call Disability Services if there are questions about the adjustment. A description of the processes can be found here:

<https://weber.edu/disabilityservices/registering.html>

https://www.weber.edu/disabilityservices/ssdPP01_letters.html

Cost for Accommodations or Adjustments

In the event the determination is made for an accommodation or adjustment that would involve effort or money, those pieces need to be negotiated between Disability Services and the faculty member or their department. For example, if the student needs a note

taker, Disability Services may be able to provide the note taker, but the faculty member must facilitate the note taker being with the student in the class. When it comes to accessibility of electronic information, faculty must be engaged in finding those resources for their own classes. If an issue arises about how services are to be provided, or cost provisions, that needs to be raised to Disability Services, who can work with the department or college to resolve the matter.

Disability matters are the responsibility of everyone working together in a timely manner. If a student is not appropriately accommodated, nobody wins, especially the student. In addition, there are potential legal and disciplinary consequences for not providing appropriate timely access and accommodations.

Disability Services will be using results from the recent faculty survey to develop website and training materials for faculty. They will be collaborating with ASSA members or other faculty members in an ongoing effort to improve disability awareness and inclusivity on campus.

APPENDIX C: Subcommittee Summaries in Chronological Order

Subcommittee Summaries for 10/29/2021 Meeting

2021 -2022 ADMISSIONS, STANDARDS AND STUDENT AFFAIRS (ASSA)

PPM 1-13, Article 5, Section 4.2: 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.

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

Summary: *na*

2. Review Student Disability Accommodation Letters. This work would include working with WSU Disability Services and Legal Counsel to create 1) a survey to be sent out to faculty to gauge their experience, knowledge, etc. with student accommodations; 2) clear guidelines outlining specifically for what faculty are responsible, i.e., define “reasonable accommodations” and what resources are available to faculty; and 3) clear guidelines outlining specifically for what WSU Disability Services are responsible. (Continuing)

Summary: *The ASSA subcommittee charged with assessing the disability accommodation process met with Angela McLean and Shawna Werner of Disability Services (DS) on October 1 to discuss the survey to assess faculty understanding of the accommodation process. The survey is scheduled to be circulated to a representative sample of 500 faculty on October 21. Results will be collected over a period of several weeks following.*

We also discussed DS's faculty training material as well as the explanation of disability law authored for our committee by WSU legal counsel Stephanie Hollist. Stephanie's précis presents WSU's working understanding of the key legal terms and concepts in federal and state disability law (e.g., "reasonable accommodation," "undue hardship," "interactive process," etc.). DS's new training materials communicate in summary form the essentials of WSU policy regarding disability accommodation and the role played by Disability Services in this process.

Finally, we discussed the challenges of meeting the principles of universal design and accessibility in course content, the considerable service load of Disability Services, and its essential role in fulfilling the EDI component of WSU's strategic plan.

Given Stephanie Hollist's explanations of faculty and institutional responsibilities and DS's efforts to communicate these to faculty in newly-developed training materials (which address parts 2 and 3 of our charge), we feel that the Executive's Committee charge will be satisfied after results from the forthcoming survey (part 1) have been collected and evaluated. We anticipate then closing out this charge before the end of the current semester.

3. Revise PPM 6-22 so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities. (Continuing)

Summary: *Michelle Paustenbaugh met with Stephanie Hollist 10/18/2021 to discuss this and other charges. Stephanie relayed that there was another court case in our district (X) that related to this charge. Her office held a retreat over the summer and discussed the harassment piece she authored for the student code. She has received comments from others in her office and she is currently revising the code. She will forward it to this subcommittee when her revisions are complete.*

4. Get updates from the Accessibility Council and bring any changes/concerns to Senate.
(Continuing) **Summary:** *na*

5. 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.

Summary: *The subcommittee for charge 5 and Stephanie Hollist from the Policy Institute met 10/6/2021 to review the old amendment process and suggest changes. The motivation for the changes was to put comments from faculty (via Faculty Senate), staff (via Staff Association Committee) and students (via WSU Student Association/Senate) on equal footing. To make the process fair, the committee asked the Policy Institute to accept proposed amendments, host open hearings for the WSU community, and coordinate getting feedback from Faculty Senate, Staff Association, and WSUSA, disseminating feedback from each entity and the original proposer of the amendment. The Policy Institute was also made the mediator to work with the different entities and the original proposer to create the final proposed amendment. These changes and a few more were incorporated in a new amendment process which was distributed to the subcommittee members for comment. The final "new" amendment process will be presented to the entire ASSA committee at our next meeting on 10/29/2021.*

6. Review and consult with APAFT to reconcile student code PPM 6-22.5.2.7.13 with PPM 8-11.II.C and other references to frequency of student evaluations.

Summary: *The subcommittee discussed the charge. Revisions should be made to PPM 8-11.II.C and other*

references to frequency of student evaluations (not PPM 6-22.5.2.7.13). The position of the subcommittee is that students should have the opportunity to evaluate all courses even if select courses are used for evaluation purposes for tenured faculty. Revisions suggested by the subcommittee are provided below. In addition to addressing frequency, the subcommittee also made revisions to reflect that teaching evaluations should only be part of the evaluation of teaching performance. Discussions during this meeting also resulted in recommendations for additional charges for APAFT as indicated below. A. Gouldman reached out to P. Crow and M. Ollilainen in APAFT to provide them with an update on where the subcommittee is with this charge and to see if they had any specific deadlines or requirements related to this charge.

Additional information

Charge Recommendations for APAFT:

- *8-11-G could be organized in a more cohesive and clear manner. As it reads now, it is a bit confusing with various standards of evaluation, for different groups, mixed up throughout the section.*
- *Since evaluations are no longer available in the library, consider making evaluations more accessible to students*

7. Course transfer

- a. Review course repeat and transfer policy to consider if courses repeated at another university should be transferrable to WSU with the new grade replacing the WSU grade. [PPM 4-19.3.6](#)
- b. Review the impact of recent upper/lower division transfer policy on students transferring courses from outside the UBHE system. [PPM 4-21a.3.1.5](#)

Summary: *Our subcommittee met on October 7 and discussed the following pertaining to student transfer*

Review course repeat and transfer policy to consider if courses repeated at another university should be transferrable to WSU with the new grade replacing the WSU grade. PPM 4-19.3.6

The committee felt this policy should stand since the transcript and GPA is a report of work completed at WSU, not at other institutions. If a poor grade is earned at WSU and a student repeats that course elsewhere, the new grade will not replace the old grade.

Review the impact of recent upper/lower division transfer policy on students transferring courses from outside the UBHE system. PPM 4-21a.3.1.5

Courses transferred in will reflect upper/lower division UNLESS the program at WSU determines that a transferred lower-division course fulfills an upper-division requirement in which case the course could be counted as upper-division. We felt that course content was more important than course level, especially in the middle (2000- and 3000-). We want to modify the language of the policy to indicate that an upper-division course at another institution will NOT be "downgraded" to a lower division course when transferring the credit to WSU, and in general, course credit should be awarded at the same level. However, departments should have the flexibility to award upper-division credit for a course that matches content with an upper-division class at WSU, even if it was at a lower-division level at the original institution.

Casey and I(Louise Moulding) will be meeting early next month to draft the language at which time we will send it to the subcommittee, then bring to the full committee.

8. Consider the University Curriculum Committee model for a vice-chair of ASSA.

Summary: *The subcommittee for charge 8 met 10/7/2021 and reviewed the University Curriculum Committee's model for a vice-chair of ASSA. There was unanimous agreement that*

a similar chair and vice-chair arrangement would be desirable for ASSA albeit with a caveat to honor future ASSA committee's right to function as they see fit. A draft agreement was written and circulated via email to the subcommittee to view and give comments. This final version is to be presented to the entire ASSA committee at our next meeting on 10/29/2021.

9. Ensure that the language of new or updated documents are inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance.

Subcommittee Summaries for 11/19/2021 Meeting

2021 -2022 ADMISSIONS, STANDARDS AND STUDENT AFFAIRS (ASSA)

PPM 1-13, Article 5, Section 4.2: 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.

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

Summary: *na*

2. Review Student Disability Accommodation Letters. This work would include working with WSU Disability Services and Legal Counsel to create 1) a survey to be sent out to faculty to gauge their experience, knowledge, etc. with student accommodations; 2) clear guidelines outlining specifically for what faculty are responsible, i.e., define “reasonable accommodations” and what resources are available to faculty; and 3) clear guidelines outlining specifically for what WSU Disability Services are responsible. (Continuing)

Summary: *Brady Brower (subcommittee chair) has been in contact with Shawna Werner of Disability Services to inquire after the progress of the faculty survey circulated on October 21. Shawna told him those results have been gathered and that she and Savannah Grotz will be sitting down next week to evaluate them. Brady Brower will share Shawna and Savannah's assessment with Brad, Shijun, and McKenzie for comment and draw up an overview for ASSA for our December 10 meeting.*

3. Revise PPM 6-22 so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities. (Continuing)

Summary: *Stephanie Hollist of the Policy Office forwarded the new piece on harassment for the Student Code (PPM 6-22) to this subcommittee. The subcommittee had no comments. This new piece will be discussed by the entire ASSA committee at the 11/19/2021 meeting. Stephanie Hollist will be attending this meeting. Please review this document (PPM 6-22, 10.3.1) found at the end of these summaries.*

4. Get updates from the Accessibility Council and bring any changes/concerns to Senate. (Continuing) **Summary:** *na*

5. 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.

Summary: *Stephanie Hollist of the Policy Office reviewed the proposed amendment and made a few minor changes. Please find the document at the end of the subcommittee summaries. The final “new” amendment process will be presented to the entire ASSA committee at our next meeting on 11/19/2021.*

6. Review and consult with APAFT to reconcile student code PPM 6-22.5.2.7.13 with PPM 8-11.II.C and other references to frequency of student evaluations.

Summary: *The changes were forwarded to the Policy Office and APAFT (Paul Crow). We are awaiting their comments.*

7. Course transfer

c. Review course repeat and transfer policy to consider if courses repeated at another university should be transferrable to WSU with the new grade replacing the WSU grade. [PPM 4-19.3.6](#)

d. Review the impact of recent upper/lower division transfer policy on students transferring courses from outside the UBHE system. [PPM 4-21a.3.1.5](#)

Summary: *Language drafted for PPM 4-21a.3.1.5 was sent to Stephanie Hollist at the Policy Office for approval before reviewing it with the full ASSA committee.*

8. Consider the University Curriculum Committee model for a vice-chair of ASSA.

Summary: *The suggested changes approved at our last ASSA meeting were approved at Faculty Senate on 11/11/2021.*

9. Ensure that the language of new or updated documents are inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance.

PPM 6-22, 10.3.1

10.3.1 Scope:

Generally, University jurisdiction and discipline shall be limited to conduct which occurs on University premises, or in University activities that occur off-campus or virtually, ~~or~~ and that adversely affects the University community and/or the pursuit of its objectives. Off-campus behavior by students or student groups acting as official representatives of the University or utilizing the name of the University in any capacity or by students or student groups engaged in any violent behavior (as further described in PPM 3-67, Violence Prevention) may be referred by any interested party to the Dean of Students for review. Where a reasonable person would believe the behavior presents a risk to the safety or welfare of the University community or security of University property, University action may be taken and sanctions may be imposed.

PPM 6-22, 6.3.1

6.3.1 Engaging in or supporting hazing, harassment, violent behavior, or other behavior as described in PPM 3-67, Violence Prevention;

PPM 6-22, (new definition, 3.11, renumbering to follow)

3.11 Harassment – any unwelcome written, verbal, or physical act or any electronic communication, directed toward an individual that based on the severity, nature, or frequency, would cause a reasonable individual to suffer, and that actually causes an individual to suffer, physical harm or substantial emotional distress and thereby adversely affects the ability of another person to participate in or benefit from the University’s educational programs or activities. Harassment does not include constitutionally protected activity. Discriminatory harassment based on protected categories is defined in PPM 3-32, Discrimination, Harassment, and Sexual Misconduct (including Title IX).

PPM 6-22, 6.3.6

Obstructing or disrupting teaching, including engaging in academic disruption, research, administration, disciplinary procedures, computing services, other University-sponsored activities, services, or events, including public service functions;

PPM 6-22, (new definition, 3.2, renumbering to follow)

3.2 Academic Disruption - behaviors that, by virtue of their intensity and/or repetitiveness, substantially interfere with the teaching or learning process in a University academic activity (e.g., classroom, remote or online learning environments, lecture, lab, workshop, or other instructional activity, whether the University activity is conducted in an on-campus, off-campus, or virtual setting). This may include but is not limited to: persistently talking without being recognized; creating noise that obstructs the learning process; repeatedly interrupting others; monopolizing or dominating discussion outside the bounds of reasonable classroom engagement after being notified of the problem; repeatedly entering and leaving the classroom; threatening the instructor or other students, directly or indirectly; harassing, or deliberately engaging in other behavior that unreasonably and illegitimately distracts from or interferes with the educational experience or otherwise violates University policy. It must be emphasized that this provision is not designed to be used as a means to punish appropriate expression of classroom dissent. Mere

expression of disagreement, differences of opinion, or of differing values or beliefs do not in and of themselves constitute academic disruption. (See section 6.4.8 and PPM 9-5.)

Proposed 10/4/2021 Amendment Process for the WSU Student Code
from Charge 5 ASSA Subcommittee – Approved by the Policy Office.

A. Amendments to this Code may be proposed by the Board of Trustees, the President of the University, the Vice President for Student Affairs, the Provost, the Due Process Officer, the Faculty Senate, the WSUSA Student Senate, or by written petition of not less than two hundred and fifty (250) members of the University community.

B. Proposed amendments to the Student Code shall be submitted to the Policy ~~Institute~~Office. The Policy ~~Institute~~Office shall, within a reasonable timeframe of receiving the amendment(s), make the proposed amendment available for viewing and solicit comment from the members of the University community via open hearings. The Policy ~~Institute~~Office will gather comments during these hearings.

C. After the open hearings and within a reasonable timeframe, the Policy ~~Institute~~Office shall transmit concurrently the proposed amendment and open hearing comments, to the Faculty Senate, Staff ~~Association Committee~~Advisory Council, WSUSA Student Senate, and the original amendment proposer.

D. Each entity, the Faculty Senate, the Staff ~~Association Committee~~Advisory Council, the WSUSA Student Senate, and the original amendment proposer shall return its written comments regarding the proposed amendment(s) to the Policy ~~Institute~~Office within ~~sixty-thirty~~ (630) working days or as specified by the Policy ~~Institute~~Office.

E. The Policy ~~Institute~~Office will then transmit all written comments regarding the proposed amendment to the Faculty Senate, the Staff ~~Association Committee~~Advisory Council, the WSUSA Student Senate, and the original amendment proposer within a reasonable time period.

F. The Faculty Senate, the Staff ~~Association Committee~~Advisory Council, the WSUSA Student Senate, and the original amendment proposer will review all written comments regarding the proposed amendment within a time period specified by the Policy ~~Institute~~Office.

G. ~~A~~ representative designated by the Faculty Senate, the Staff ~~Association Committee~~Advisory Council, the WSUSA Student Senate, the original amendment proposer, and the Policy ~~Institute~~Office will meet, if needed, to consider and incorporate any written comments about the proposed amendment. The Policy ~~Institute~~Office will ~~serve as the mediator~~assist to reconcile conflicting comments and accordingly modify the amendment.

H. In the event that the representatives of Faculty Senate, the Staff ~~Association Committee~~Advisory Council, the WSUSA Student Senate, or the original amendment proposer cannot agree on how to modify the original amendment, any of the entities may choose to submit

its proposed amendment(s) to the President, with the opportunity for ~~students and faculty~~a representative of the other entities to be present during such a presentation.

I. The President shall, within ~~sixty~~thirty (~~60~~30) working days of receiving the proposed amendment(s), recommend either proposal without change or a modified version thereof to the Board of Trustees.

J. The Board of Trustees shall, at their next regular meeting after ~~within sixty (60) working days~~ of receiving the proposed amendment(s) from the President, act thereon. The Board of Trustees may approve or disapprove the amendment(s), or may approve the same with modifications as it deems necessary.

Subcommittee Summaries for 12/10/2021 Meeting

2021 -2022 ADMISSIONS, STANDARDS AND STUDENT AFFAIRS (ASSA)

PPM 1-13, Article 5, Section 4.2: 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.

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

Summary: *na*

2. Review Student Disability Accommodation Letters. This work would include working with WSU Disability Services and Legal Counsel to create 1) a survey to be sent out to faculty to gauge their experience, knowledge, etc. with student accommodations; 2) clear guidelines outlining specifically for what faculty are responsible, i.e., define “reasonable accommodations” and what resources are available to faculty; and 3) clear guidelines outlining specifically for what WSU Disability Services are responsible. (Continuing)

Summary: *Brady Brower will share Shawna and Savannah’s assessment and his overview for ASSA for our December 10 meeting. Please see attachment SS 12/10 Disability Services Faculty Survey 2021 ASSA Summary of Results.docx (found in reminder email).*

3. Revise PPM 6-22 so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities. (Continuing)

Summary: *Stephanie Hollist of the Policy Office is modifying the Harrassment piece of the Student Code to take into account disruptions from disabilities and/or medical conditions. This revision will be presented at the January 2022 ASSA meeting.*

4. Get updates from the Accessibility Council and bring any changes/concerns to Senate. (Continuing) **Summary:** *na*

5. 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.

Summary: *The subcommittee met on 12/3 with Gail Niklason (SAC) and Mark Denniston. Mark Denniston drafted several versions of proposed amendment processes which include SAC participation. The subcommittee, Gail, and Mark, agreed to support one of the proposals with slight modification. Gail is running the proposal by SAC on 12/7 and then sending it back to Michelle P. to send to the Policy Office for approval. It is planned that the entire ASSA committee will view and vote on the proposal at our January 2022 meeting.*

6. Review and consult with APAFT to reconcile student code PPM 6-22.5.2.7.13 with PPM 8-11.II.C and other references to frequency of student evaluations.

Summary: *APAFT has submitted the following comment to Andrea G. (chair of this subcommittee): Is it necessary for department chairs to archive all evaluations given that only 2 are required for evaluation post-tenure? (our (ASSA) proposed changes conflict with this.) Andrea also has additional questions:*

- *What happens to the teaching evaluations once we move away from ChiTester (this is where the evaluations are currently stored? Also, the evaluations are only available to students if the instructor gives permission...this is in violation of the Student Code).*
- *What are departments currently doing?*
- *Is there a limit on how far back students can see evaluations?*

A subcommittee meeting with APAFT will be scheduled for January 2022, to discuss these and additional questions.

7. Course transfer

e. Review course repeat and transfer policy to consider if courses repeated at another university should be transferrable to WSU with the new grade replacing the WSU grade. [PPM 4-19.3.6](#)

f. Review the impact of recent upper/lower division transfer policy on students transferring courses from outside the UBHE system. [PPM 4-21a.3.1.5](#)

Summary: *Stephanie Hollist of the Policy Office suggested a change for PPM 4-21a3.1.5. Please see attachment **SS 12/10 PPM 21a Revision.docx** (found in reminder email).*

8. Consider the University Curriculum Committee model for a vice-chair of ASSA.

Summary: *The suggested changes approved at our last ASSA meeting were approved at Faculty Senate on 11/11/2021.*

9. Ensure that the language of new or updated documents are inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance.

Subcommittee Summaries for 2/4/2022 Meeting

2021 -2022 ADMISSIONS, STANDARDS AND STUDENT AFFAIRS (ASSA)

PPM 1-13, Article 5, Section 4.2: 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.

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

Summary: *na*

2. Review Student Disability Accommodation Letters. This work would include working with WSU Disability Services and Legal Counsel to create 1) a survey to be sent out to faculty to gauge their experience, knowledge, etc. with student accommodations; 2) clear guidelines outlining specifically for what faculty are responsible, i.e., define “reasonable accommodations” and what resources are available to faculty; and 3) clear guidelines outlining specifically for what WSU Disability Services are responsible. (Continuing)

Summary: *The ASSA subcommittee charged with assessing the disability accommodation process met on January 21 with Shawna Werner of Disability Services (DS) and Jason Francis of Stewart Library's accessibility task force to discuss our summary and interpretation of results of the faculty survey conducted by DS last October 2021.*

Aside from reviewing the summary to be forwarded to the Faculty Senate Executive Committee in fulfillment of element 1 of our charge, we discussed conferring with Stephanie Hollist about forwarding her précis of disability law and policy (or a summary of it) to the Executive Committee in fulfillment of elements 2 and 3 of our charge. On the topic of accessibility of online course content, Jason Francis announced the WSU Online Course Documents Remediation Service. General discussion was had concerning the EDI benefits of bringing disability issues into the university's curriculum, perhaps in the form of a Disabilities Studies program or more disability-focussed courses. Finally Shawna Werner confirmed the interest of Angela McLean in forming a Disability Services faculty advisory committee.

3. Revise PPM 6-22 so that the student code is applicable to online, hybrid, and other academic WSU-sponsored student activities. (Continuing)

Summary: *The Policy Office and ASSA have agreed to Open Hearings via Zoom on February 10 at 3 pm and February 16 at 7 pm. Announcements have been sent out to College Deans, Student Affairs, and the email Announcements.*

4. Get updates from the Accessibility Council and bring any changes/concerns to Senate. (Continuing) **Summary:** *na*

5. 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.

Summary: *The Policy Office and ASSA have agreed to Open Hearings via Zoom on February 10 at 3 pm and February 16 at 7 pm. Announcements have been sent out to College Deans, Student Affairs, and the email Announcements.*

6. Review and consult with APAFT to reconcile student code PPM 6-22.5.2.7.13 with PPM 8-11.II.C and other references to frequency of student evaluations.

Summary: *APAFT discussed our proposed changes to Charge 6 and will send their recommendations once legal counsel looks it over. Mostly their recommendations relate to clarifying some of the language about assuring all courses may be evaluated and recorded, while two are chosen by post-tenure faculty be used for reviews. After consultation with Stephanie Hollist from University Legal Counsel, they recommend that all evaluations be archived and overseen by each college dean's office.*

7. Course transfer

g. Review course repeat and transfer policy to consider if courses repeated at another university should be transferrable to WSU with the new grade replacing the WSU grade. [PPM 4-19.3.6](#)

h. Review the impact of recent upper/lower division transfer policy on students transferring courses from outside the UBHE system. [PPM 4-21a.3.1.5](#)

Summary: *Item b) passed in Faculty Senate (1/20/2022). Item a) did not need to go up for a vote because nothing changed.*

8. Consider the University Curriculum Committee model for a vice-chair of ASSA.

Summary: *na*

9. Ensure that the language of new or updated documents are inclusive. Review those documents to see how they may inadvertently impact particular communities in an adverse manner. As issues are identified, consult with EDI committee for guidance.