

General Faculty Organization

TO: Campus Council on Assessment & Learning Membership:

- Sarita Shukla (SES), Associate Teaching Professor, CCAL Chair
- Yolanda Padilla (IAS), Associate Professor, FYPP Rep
- Thomas Humphries, Associate Professor, STEM Rep
- Sara Maxwell, Associate Professor, IAS Rep
- Alejandro Francetich, Assoc.Prof., BUS Rep

FROM: Tyson Marsh, GFO Chair and Heather Galindo, GFO Vice Chair

RE: CCAL Charge for 2025-26 Academic Year

DATE: Oct 14, 2025

Dear Campus Council on Assessment & Learning,

Thank you for serving on the General Faculty Organization's Campus Council on Assessment and Learning (CCAL). In order to provide more transparency and clarity about the work of the GFO to our faculty and UW Bothell students, staff, and administration, the GFO's Executive Council (EC) is formally charging each GFO standing committee and will publicize these charges at the Fall GFO meeting on October 23. We have developed the priority items in this charge letter collaboratively with you, during individual meetings and discussions as well as during the second EC meeting of the academic year on October 21.

The GFO has identified the following faculty priorities for its work in 2025-26:

1. Strengthen Faculty governance
 - a. Increase engagement with Faculty
 - b. Clearly articulate the interdependence and relationship between the GFO, EFCs, and the Faculty Senate
2. Budgeting and finance
 - a. Increase transparency and Faculty input in a challenging budgetary context
 - b. Advocate for widespread budgetary literacy in relation to the trajectory of our institution.
 - c. Engage with the UWB Strategic Planning Process
3. Improve communication, oversight, transparency, and engagement with:
 - a. Offices of the Chancellor and Vice Chancellors
 - b. Tri-campus structures
 - c. UWB Schools and Faculty governance structures (EFCs, Deans, and planning for School-based Faculty Senators next year)

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4. Support a sustainable model for a diverse, equitable, inclusive, and just Faculty community that prioritizes fair Faculty labor and well-being.
5. Promotion & Tenure
 - a. Change CCPT Bylaws to address role of Teaching-Track Faculty

The GFO have identified that **item(s) 1, 3, and 4** on the GFO's priority list intersect with your work and we look to your input and recommendations on these issues.

- A. In relation to these items, we ask that you continue your work in relation to the assessment of UW Bothell's Undergraduate Learning Goals. While there are still unknowns in relation to the final status of the Tri-campus Learning Goals, our UWB Undergraduate Learning Goals can and should be situated within those learning goals, as they are distinct to our campus.
- B. Provide input and feedback related to faculty assessment and peer evaluation processes as needed in consultation with the Learning and Teaching Collaborative at UWB, as those conversations have been tied to the development of Tri-campus Learning Goals
- C. Continue to work with OSAS and the Vice Chancellor for Student Success to clarify and account for recent staff departures in relation to assessment and learning.
 - a. Goals:
 - i. Work closely with the VC of Student Success to develop processes and procedures for clear communication regarding assessment, in partnership with the Chair of CCASC.
 - ii. Consult with CCASC around issues concerning academic standards and curriculum related to sparking discussion and informing policy and best practices on issues including but not limited to:
 1. Distance Learning Courses
 2. Artificial Intelligence
 3. Tri-campus and UWB specific learning goals, and teaching evaluations.

In addition, we anticipate the continuation of several campus-wide priorities from 2024-2025 which will carry over in 2025-26, including:

- A. Clarify UW Bothell's tri-campus role (and how related to the campus undergraduate learning goals) as part of preparation for the NWCCU 7-year report and visit based on feedback during FY24's mid-cycle report and visit.

We understand that not all of the listed priorities will align with your committee's responsibilities, and that your work may also include other important matters. That said, we do ask that your committee engage with any priorities that fall within your purview, as part of the GFO's broader effort to address these issues collectively. Please note that

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we will be paying close attention to campus-wide priorities that will be articulated and shared by our Executive Vice Chancellor for Academic Affairs.

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

- A. Collect and analyze remaining unit feedback on the utility of the Diversity Report to inform actionable recommendations for ULG #2 assessment.
 - a. Follow up with units that have yet not responded
 - b. Synthesize feedback received across different units
 - c. Identify themes and gaps to guide next steps in the assessment cycle—particularly inform if this current assessment strategy is providing valuable feedback on how UWB is supporting students in meeting this learning goal
- B. Finalize recommendations for ULG#6 (Community-Engaged Learning)
 - a. Complete review of the CEL ULG report and submit formal recommendations to the GFO EC by Winter 2026
 - b. Finalize draft of recommendation letter
 - c. Present recommendations to GFO EC and incorporate feedback as needed
- C. Actively monitor and engage with tri-campus learning outcomes initiatives to ensure that CCAL is updated to be effective consultants for our campus assessment needs
 - a. Attend and/or invite key individuals to meetings
 - b. Follow up with individuals engaged in this work
 - c. Identify opportunities for CCAL to contribute to tri-campus learning outcomes assessment planning
 - d. Develop a productive relationship with ambiguity around assessment and be nimble to changes
- D. Strengthen CCAL's capacity by engaging campus experts and critically examining institutional assessment practices
 - a. Host invited sessions with faculty and staff engaged in assessment
 - b. Facilitate discussions that problematize current approaches to evaluating campus-level learning goals
 - c. Develop a framework for CCAL's role in supporting institutional and School-level assessment efforts
- E. Offer timely consultation and feedback on faculty assessment and peer evaluation processes in collaboration with the Teaching and Learning Center.
 - a. Respond to TLC requests for input
 - b. Engage in discussions on evolving teaching evaluation practices

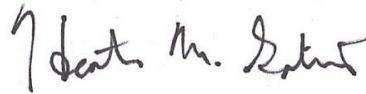
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We look forward to continuing our collaborative work to strengthen our campus for our faculty, staff and students.

Sincerely,

A handwritten signature in black ink, reading "Tyson E. Marsh". The signature is written in a cursive style with a large, stylized 'T' and 'M'.

Tyson Marsh, Associate Professor
Chair, General Faculty Organization

A handwritten signature in black ink, reading "Heather M. Galindo". The signature is written in a cursive style with a large, stylized 'H' and 'G'.

Heather Galindo, Associate Teaching Professor
Chair, Executive Council