

**University of Washington**  
**Faculty Council on Academic Standards**  
January 29, 2021  
1:30 p.m. – 3:00 p.m.  
Zoom

**Meeting Synopsis:**

1. Call to order
  2. Consent agenda
    - a. Minutes from January 15, 2021
    - b. SCAP report
  3. Diversity credit requirement update – Guest: Gautham Reddy, FCMA Chair
  4. English Language Proficiency Requirement
  5. Good of the order
  6. Adjourn
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**1) Call to Order**

The meeting was called to order at 1:29 p.m.

**2) Consent agenda**

- a. **Minutes from January 15, 2021**
- b. **SCAP report**

A council member asked for the Undergraduate Academic Affairs Minor in Leadership to be removed from the consent agenda SCAP report for further discussion.

A motion was made to approve the item. The council voted to approve the item.

Chair Huppert asked the council for a motion to approve the consent agenda with changes. The council voted to approve the consent agenda.

**3) Diversity credit requirement update – Guest: Gautham Reddy, FCMA Chair**

Faculty Council on Multicultural Affairs Chair Reddy joined the council to examine the collaborative diversity credit taskforce and reviewed draft legislation on the undergraduate diversity credit requirement (Exhibit 2, Exhibit 3).

Council members discussed both the draft Class B legislation to change the number of required credits and Class C resolution to convene a university-wide taskforce on diversity course content and definition review.

The council voted to approve the Class C resolution with amended changes. The council will not continue discussions with the proposed Class B legislation.

**4) English Language Proficiency Requirement**

Marjorie Olmstead provided an update from SCAG on the ELP requirement for new undergraduate students and proposals of alternative processes (Exhibit 4).

A member made a motion to suspend the requirement of ELP. The council voted to suspend the ELP requirement.

#### 5) Good of the Order

Chair Huppert will organize a meeting next week to continue discussions on revisions of the diversity credit requirement.

#### 6) Adjourn

The meeting was adjourned at 3:06 p.m.

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*Minutes by Alexandra Portillo, council analyst, xanport@uw.edu*

#### **Present:**

**Faculty Code Section 21-61 A:** Ann Huppert (chair), Tom Lee, Zhi Lin, Mike Lockwood, Marjorie Olmstead, Joel Ross, Jennifer Turns, Yusuf Pisan, Steve Groening

**Faculty Code Section 21-61 B:** Jennifer Payne, Susanne Redalje, Clara Coyote, Sarah Garner, Luz Iniguez

**President's Designee:** Phil Reid

**Guests:** Scott Fallgren, Tina Miller, Dan Feetham, Jason Johnson, Dave Sundine, LeAnne Jones Wiles, Helen Garrett, Gautham Reddy

#### **Absent:**

**Faculty Code Section 21-61 A:** Scott Spaulding

**Faculty Code Section 21-61 B:** Joe Wilson

#### **Exhibits**

Exhibit 1 – Consent agenda

Exhibit 2 – Draft Class B - Diversity Credit

Exhibit 3 – Draft Class C resolution regarding Diversity Credit requirement

Exhibit 4 – 21-01-29 ELPR Proposal

## Subcommittee on Admissions and Programs (SCAP) Report

January 22, 2021, 1:30pm-3:00pm

### Routine Business:

**French and Italian Studies** ([FRENCH-20-0-0](#)) Revised requirements for the Minor in French Language, Literature, and Culture

Background: The department is proposing to revise program requirement #1 (replacing FRENCH 304 with FRENCH 303), remove current requirement #2 (FRENCH 305 or FRENCH 306), and add a new requirement (5 elective credits from a list of approved upper-division courses). The overall required minor credits are not being changed (30 credits).

Action taken 01/08/2021: Forwarded to FCAS, pending approval of FRENCH 303 by the UW Curriculum Committee (UWCC) at the January UWCC meeting on January 19, 2021.

Update 01/19/2021: FRENCH 303 approved by the UWCC.

SCAP Chair Notes: SCAP unanimously voted in support of these changes.

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### Non-Routine Business:

**French and Italian Studies** ([UG-FRENCH-MAJOR](#)) Revised program requirements for the Bachelor of Arts degree in French

Background: The department is proposing to reduce the overall required credits for the program to 50 credits (currently 55 credits), reducing the core course requirement to 20 credits (currently 30 credits), not changing the advanced requirement (10 credits), and increasing the elective requirement to 20 credits (currently 15 credits).

Action taken 01/08/2021: Forwarded to FCAS, pending approval of FRENCH 303 by the UW Curriculum Committee (UWCC) at the January UWCC meeting on January 19, 2021.

Update 01/19/2021: FRENCH 303 approved by the UWCC.

SCAP Chair Notes: SCAP unanimously voted in support of these changes.

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**Undergraduate Academic Affairs** ([LEAD-20201113](#)) Minor in Leadership

Background: Undergraduate Academic Affairs is proposing a new Minor in Leadership.

Update 01/08/2021: Some discussion ensued, no official comments.

Action taken 01/22/2021: Forwarded to FCAS.

SCAP Chair Notes: SCAP requested that UWCR remove the S/NS requirement as it is already a University requirement and unnecessary. We also discussed the 15 credits outside the major requirement as it is an FCAS guideline that Interdisciplinary minors require that 60% of the credits applied to minor do NOT also count towards a student's major. At the conclusion of our discussion, SCAP unanimously voted in support of this new minor.

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**Class B Legislation  
Student Governance and Policies  
Scholastic Regulations  
Chapter 114 (Degrees, Graduation, and Commencement)**

**Background and Rationale**

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**Student Governance and Policies**

**Scholastic Regulations  
Chapter 114**

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**Degrees, Graduation, and Commencement**

**2. Requirements for the Bachelor's Degree**

- A.**  
**B. Required Credits**

To be eligible for graduation from the University with the Bachelor's degree, a student shall satisfy all other specific requirements and shall offer a minimum of 180 academic credits.

- 1) The requirements for graduation shall include:
  - a) No fewer than 40 credits of general education courses approved by the appropriate school or college, including no fewer than 10 credits in each of three areas of study: The Natural World, Individuals and Societies, and The Visual, Literary, and Performing Arts;
  - b) No fewer than 12 credits of writing consisting of 5 credits of English Composition and two additional writing-intensive courses (the latter may be satisfied through several options: "W" courses, senior seminars, senior thesis, or courses for which students and faculty contract for a substantial amount of writing);
  - c) No fewer than 5 credits of courses devoted to reasoning skills (courses to fulfill this requirement include quantitative, symbolic, or formal reasoning which may be satisfied within the discipline).
  - d) No fewer than 3 5 credits of courses, approved by the appropriate school or college, which focus on the sociocultural, political, and economic diversity of human experience at local, regional, or global scales. This requirement is meant to help the student develop an understanding of the complexities of living in increasingly diverse and interconnected societies. Courses focus on crosscultural analysis and communication; and historical and contemporary inequities such as those associated with race, ethnicity, class, sex and gender, sexual orientation, nationality, ability, religion, creed, age, or socioeconomic status. Course activities should encourage thinking critically on topics such as power, inequality, marginality, and social movements, and effective communication across cultural differences.
- 2) Courses taken to fulfill the writing, reasoning, diversity, and major requirements may apply as appropriate to the general education requirements.

**Class C resolution regarding Diversity Credit requirement**

WHEREAS, diversity is one of the University of Washington's six stated values; and

WHEREAS, in May 2013 the Senate passed a diversity requirement for undergraduate students which aligned with the University's values and curriculum. The requirement was meant to help students develop an understanding of the complexities of living in an increasingly diverse and interconnected world; and

WHEREAS, in the eight years since the original passage of the diversity credit requirement, and especially during the past year, our country has seen a number of events that have brought to the fore issues of institutional and structural racism, including a pandemic that has disproportionately sickened and killed Black, Indigenous, and people of color (BIPOC); an economic downturn that has had an inordinate effect on BIPOC; numerous police killings of Black people, highlighting racially-biased policing; a rise in white supremacy exposing a deeply rooted legacy of racist structures; and a violent attempt to overturn the results of a presidential election by excluding the votes of states in which the ballots of Black people were critical to the outcome; and

WHEREAS, the 2017-2021 Diversity blueprint calls for assessing the impact of the student diversity requirement that was implemented in 2014; and

WHEREAS, appropriate changes may include increasing credit requirements and improving the quality or content of a designated diversity course to address issues of equity, inclusion, power, bias, systems of oppression, and anti-racism; and

WHEREAS, acknowledging the role that universities (including the faculty, staff, and students) play in continuing structural racism by perpetuating unwelcoming academic cultures for BIPOC students gives the UW community an invitation to uphold our values of diversity, equity, and inclusion; and

WHEREAS, it has been shown faculty members' perceptions of the curriculum matter: The more that faculty members perceive the undergraduate curriculum as inclusive of diversity, the more likely they are to include diversity in their own courses. Faculty members who include diversity in their courses are much more likely to engage in effective educational practices such as emphasizing deep approaches to learning, using active classroom practices, interacting with their students, and promoting learning outcomes like intellectual and practical skills or personal and social responsibility (Banks, "Approaches to Multicultural Curriculum Reform," in *Multicultural Education: Issues and Perspectives*, ed. J. A. Banks and C. A. McGee Banks, 7th ed., 2010, 233–56); and

WHEREAS, our students are an integral part of our community and should have a voice in major curricular changes that will affect their educational outcomes and the health of the university community as a whole; therefore

BE IT RESOLVED, that the UW Faculty Senate supports the formation and work of a faculty-student task force to examine the current diversity requirement, assess the efficacy of the current requirement in meeting student needs, make recommendations for improving and supplementing the diversity requirement, and address issues of equity, inclusion, power, bias, systems of oppression, and anti-racism.

BE IT FURTHER RESOLVED, that the UW Faculty Senate supports drafting of Class B legislation amending the scholastic regulations based on the recommendations made by the task force.

BE IT FURTHER RESOLVED, the task force will report initial findings during Spring 2021 and final recommendations during Fall 2021.

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## English Language Proficiency Requirement

UW Seattle: <https://registrar.washington.edu/students/elpr/>

UW Tacoma: <https://www.tacoma.uw.edu/admissions/english-proficiency>

UW Bothell: <https://www.uwb.edu/admissions/apply/engprof>

Current FCAS Policies are in the last page of this document

### Proposal from SCAG to FCAS:

- Suspend English Language Proficiency Requirement starting with students arriving in Summer 2021
  - Create additional communication to be sent after admissions letter letting students know about the Academic English Program (AEP) and prior policy
  - Create guidance for the Undergraduate Academic Affairs (UAA), Office of Minority Affairs and Diversity (OMA&D) and Departmental advising communities to ensure they can direct students to the appropriate courses
  - Open lines of communication with AEP to minimize impact on the students who need these courses and on those who teach them.
- Recommend Vice-Provost convene a task force to revisit the ELP requirement
  - Propose updated policy of ELP identification, placement and remediation that does not involve commercial standardized tests
  - Explore alternate distribution of the cost burden for both the placement exam and the remedial coursework (currently extra fees for students).
  - Include representation from multiple stakeholders (including AEP)

### Background

Without access to standardized tests under COVID restrictions, admitted students who are flagged as English-language-learners (ELL) do not currently have a straightforward means to prove they are English-language proficient. Under current procedures, this means that about 5 to 10 times as many students as in previous years would be required to pass UW's AEP placement test (\$100) and/or the AEP courses (\$1788 each); this could totally overload the AEP courses with students who don't need or want to be there, as well as have a major impact on student finances and morale. To avoid this major impact on the hundreds of students who get flagged as ELL but have sufficient proficiency to succeed at UW, SCAG is proposing we suspend this requirement for 2021-22 admissions and use advising to steer the roughly 150 students each year who need this support to AEP. The idea is for well-advised students to gauge their own needs and abilities rather than having an inflexible requirement.

While problems with the ELP situation were brought to the forefront by the difficulty in getting standardized test scores this year, there are other issues with the ELP process. The current policy requires all entering students who have neither standardized test scores above threshold nor an AA degree to pass the AEP placement test and/or classes; when the policy was implemented there was no charge for the test (though not the courses). In current practice, however, only students flagged as ELL have been required to prove their ELP (which many consider discriminatory) and the test now costs \$100. This has caused particular distress for transfer students who have not completed their AA, but think they should be able, for example,

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to use successful completion of one or more English composition classes at community college to demonstrate proficiency; it also disproportionately hits students who migrated to the US early in high school and likewise are not permitted to prove ELP with their subsequent HS record. The policy also puts pressure on the Office of the Registrar, who spend considerable time enforcing and explaining this policy.

Students who are directed to the AEP courses (about 150 undergraduates each year) are well-served by these courses. We want to ensure that the students who would benefit from these courses continue to take them. The main barrier to (and complaint about) taking AEP courses is not desire, but rather that the courses are fee-based and are not included in their tuition to UW nor in the initial calculation of their financial aid. A dozen or so years ago, a task force recommended that these courses become tuition-based rather than fee-based for matriculated students; SCAG strongly supports this recommendation.

### **REPORT of the SCAG Working Group (presented to SCAG January 21, 2021)**

Autumn 2020 Working Group: Luz Iniguez (Office of Minority Affairs & Diversity), Tina Miller (Registrar's Office), David Sundine (Undergraduate Admissions), Sarah Garner (Mathematics)

In the interest of acknowledging the complexities of this policy, this SCAG working group recommends pausing the policy for a year, exempting all incoming undergraduates in the 2021 academic year from the requirement. Admissions will still flag applicants that historically would be subject to the policy.

Applicant communications: we request admissions to continue with their process of flagging applicants with ELL coursework and manage communications with applicants soon after they receive their admissions notifications. The communication would convey that they were identified as someone who may benefit from the AEP support courses. To learn more, they can contact UAA, OMAD and/or AEP. Applicants who think they may benefit from an AEP course, are encouraged to take the AEP placement test to determine which course might be the appropriate support for their current abilities.

In this interim year, we request that FCAS call for a working group, similar to the one formed in ~2008 that included representatives from a broad range of units. This group should make a recommendation regarding ELPR to this council in Autumn 2021.

Finally, we recognize the cost of the placement test and courses are a barrier for many students. We ask that SCAG encourage the above-mentioned working group to find ways to significantly reduce or eliminate the extra fees.

Working-group considerations:

- It seems that the majority of students actually taking AEP classes are in the right place, but the pathway to get to that smaller groups of students is convoluted, and potentially more so now without ACT/SAT to help differentiate who needs support. What is the

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current pathway now and moving forward for students (especially with the lack of ACT/SAT)?

- This is a relatively small group of students compared to the larger newly admitted student population.
- Access barriers to try and address:
  - Cost of classes
  - Transfer students face several levels of requirements at their institutions
  - ELPR registration holds and process
  - UWB/UWT ELPR differs which impacts students transferring from those campuses to UW Seattle.

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**Current FCAS Policies:**

[Faculty Council on Academic Standards \(FCAS\) Policy Relative to Student Completion of English Language Proficiency Requirement](#)

For the English Language Proficiency Requirement to have any effect, it needs to support and direct students after they are admitted to the University and working on completion of this requirement. For those students who enter the Academic English Program (AEP), it is imperative that the courses they test into be completed satisfactorily early in the student's academic career. With that in mind, the Faculty Council on Academic Standards approved an addition to the policy to be effective autumn 2010. A student may repeat an English 101, 102, 103 or 104 course once. If the student fails the course a second time, a hold will be placed on the student's registration and the student will do one of the following: a. Take an approved standardized test that places them into the next level of AEP or satisfies the requirement completely; b. Successfully complete the Intensive English Program (IEP); c. Stop out for a quarter and take the AEP evaluation exam after a time away. They may then take an AEP test that will place them into the next level or allow them to satisfy the requirement entirely. Adopted by Faculty Council on Academic Standards on March 5, 2010.

[English Language Proficiency Screening](#)

1. To identify and support students who need help with English language, all undergraduate students who do not possess an approved transfer Associate of Arts, Associate of Science, or Associates of Arts and Science degree from a Washington state community college will be screened for English language proficiency at the time they enter the University of Washington. Screening methods and criteria will be determined by the Office of Admissions, the Registrar, and the Department of English. All revisions to screening requirements will be presented to the Faculty Council on Academic Standards for information. Students required to be screened must do so before they may register for classes. 2. Students who do not meet screening criteria will be required either (a) to participate in mandatory advising or (b) to participate in English diagnostic placement, as described below: a. Students who enter the University with four years of (non-ESL) English credit from English-medium high schools stipulated by the Office of Admissions and who do not meet screening criteria will participate in mandatory advising. Such advising must be completed before the students may register for classes. b. Students who do not enter the University with four years of (non-ESL) English credit from English medium high schools stipulated by the Office of Admissions and who do not meet screening criteria will be required to participate in English diagnostic placement and may be required to enroll in specified English courses to improve their English skills. Students who are required to undergo diagnostic placement must do so before they will be able to register for classes. Students whose diagnostic results indicate that they need to improve their English proficiency will be required to enroll in specified English classes. Enrollment in these classes must begin during the student's initial quarter of registration and must be continued in each succeeding quarter until the sequence of courses is completed. During any quarter in which students are enrolled in English 101, they will not be allowed to register for more than 18 credits. Approved by the Faculty Council on Academic Standards on May 8, 2009.