Meeting Synopsis:
1. Call to order
2. Discussion of consent agenda process
3. Consent agenda
   a. Review minutes from October 23, 2020
   b. SCAP report
4. Legislation items:
   a. Ch 115 Equivalent Courses https://drive.google.com/file/d/1kz1aSwhWopbGxFR-SZo7ayWTV9hmnWOK/view?usp=sharing
   b. Ch 110 - Register Drop https://docs.google.com/document/d/1X6o4-ASKhd9ljFp69K70lp3LhwbCsBh_fwZqLM0gkh0/edit?usp=sharing
   c. Ch 113 – Withdrawal https://docs.google.com/document/d/11Tbe2Ob21HWRz4D6eY10tANErG4HM66BM5wZ5j9jepM/edit?usp=sharing
   d. Class C legislation from FCWA
5. Good of the order
6. Adjourn

1. Call to order

The meeting was called to order at 1:30 p.m.

2. Discussion of consent agenda process

Chair Huppert provided council members with information about the new consent agenda process to streamline FCAS meetings. Routine meeting discussion points will be moved into a single agenda item. Topics which council members determine need additional deliberation will be removed from the consent agenda and individually reviewed.

3. Consent agenda
   a. Minutes from October 23, 2020
   b. SCAP report

Chair Huppert asked the council for a motion to approve the consent agenda as presented. The council voted to approve the consent agenda.

4. Legislation items:
   a. Ch 115 Equivalent Courses https://drive.google.com/file/d/1kz1aSwhWopbGxFR-SZo7ayWTV9hmnWOK/view?usp=sharing
   b. Ch 110 - Register Drop https://docs.google.com/document/d/1X6o4-ASKhd9ljFp69K70lp3LhwbCsBh_fwZqLM0gkh0/edit?usp=sharing
   c. Ch 113 – Withdrawal https://docs.google.com/document/d/11Tbe2Ob21HWRz4D6eY10tANErG4HM66BM5wZ5j9jepM/edit?usp=sharing
   d. Class C legislation from FCWA
Helen Garrett updated the council with 2 new legislative items coming from the UWRO (University of Washington Registrar Office) (Exhibit 3 and Exhibit 4). During the review of Scholastic Regulations Chapter 110, the UWRO determined the previous changes about the Registrar Drop were not codified. There were additional issues found related to gender inclusivity and sections requiring updates.

Chapter 113 (approved May 2020) received feedback from students and advisors about the current 7th week course drop through Autumn 2020 with grading opening on the 8th week. This proposed change will extend the course drop to the last day of instruction starting Winter 2021. The overall number of former quarter drops and hardship withdrawals will decrease, allowing more students to finish their graduate requirements. A student can withdraw anytime but they are still considered a student. However, there are specific methods students use to return from a period away. At the graduate level, there is also a leave policy. It allows registrars and advisors to speak with students before they choose to leave UW.

Chair Huppert updated members with revisions to the Scholastic Regulations Chapter 115 rationale.

The chair asked the council for a motion to approve the Chapter 110, Chapter 113, and Chapter 115 legislation for SEC review. The council voted to approve the legislations.

FCWA has developed draft legislation related to caregiver equity during COVID-19. They have asked FCAS for their endorsement of the legislation for final SEC review. Members noted their concern about workload allocation - when a unit’s work is reduced by one person, an unintended consequence results in more work for other people in the unit, especially small units. Council members mentioned this proposal may need to be university wide and emphasized resource compensation opportunities for small units. Units and individual educators should receive recognition and credit for their contributions during COVID-19. UW should also consider providing resources for workload reduction. The council agreed academics and teaching must be more supported than research or service.

Chair Huppert asked the council to vote for their support of the FCWA legislation. The council voted to approve their support of the legislation.

5. Good of the order
Nothing was stated.

6. Adjourn
The meeting was adjourned at 3:00p.m.

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

Present:

Faculty Code Section 21-61 A: Ann Huppert (Chair), Tom Lee, Mike Lockwood, Zhi Lin, Marjoie Olmstead, Joel Ross, Jennifer Turns, Yusuf Pisan, Steven Groening
Faculty Code Section 21-61 B: Clara Coyote, Jennifer Payne, Susanne Redalje, Sarah Garner, Luz Iniguez

President’s Designee: Phil Reid

Regularly invited guests: Helen Garrett, Tina Miller, Jason Johnson, Dan Feetham, Schott Fallgren, LeAnn Wiles

Absent:

Faculty Code Section 21-61 A: Scott Spaulding

Exhibits

Exhibit 1 – Consent Agenda
Exhibit 2 – Ch 115 Equivalent Courses
Exhibit 3 – Chapter 110 (Grades, Honors, and Scholarship)
Exhibit 4 – Chapter 113 (Withdrawals)
Exhibit 5 – DRAFT Caregiver COVID Policy 11-4-20
Routine Business:

Bioethics and Humanities (BH-20200720) Revised requirements for the Minor in Bioethics

Background: The department is proposing to change the minor requirements by reducing the minimum number of credits required for bioethics and humanities courses (from 18 to 13).

Action taken 10/02/2020: SCAP requested the department add a requirement to the proposed catalog copy to specify a minimum number of required upper-division courses. The committee also requested an elective course list.

Update 10/22/2020: The department has responded (p.5).

Action taken 10/30/2020: Forwarded to FCAS. SCAP discussed whether it was sufficiently clear that electives from BH can meet requirements and agreed that it was.

School of Medicine (MED-20201014) Revised program requirements for the Doctor of Medicine degree

Background: The school is proposing to change the program requirements by reducing the total required credits (from 287 to 283) for students entering 2017 or later.

Action taken 10/30/2020: Forwarded to FCAS.

Non-Routine Business:

Communication (COM-20200505) Revised admission requirements for the Bachelor of Arts degree in Communication.

Background: The department is proposing to change the application due date to one week after the quarter begins for both the major and option (currently two weeks after the quarter begins).

Action taken 05/29/2020: Forwarded to FCAS.

Action taken 06/05/2020: Approved by FCAS.

Update 10/28/2020: Posted to Tri-Campus, 0 comments received (p.6).

Action taken 10/30/2020: Forwarded to FCAS.
Background and Rationale

The Faculty Council on Academic Standards recommends amending Scholastic Regulations Chapter 115, Section 1 (Course-Numbering System) based on the following findings:

The University is a tri-campus system with three distinct curricula, but a single transcript. It is necessary to be able to define which courses are equivalent in content to others to provide students with definitive course mobility within the Tri-Campus system. This legislation codifies current informal practices into scholastic regulations. Encoding the requirement to re-evaluate course equivalency will keep data synchronized for ease of access and understanding.

1. Course-Numbering System

   University courses shall be numbered as follows:

   **M. Equivalent Courses**

   Equivalent courses are courses with the same core content that are offered independently by two or more offering units. Equivalent courses are considered duplicates for prerequisites, program requirements, when determining grade point averages, and repeated courses. Changes to an equivalent course will require re-evaluation of that course's equivalence with other courses.


   Submitted by:
   Faculty Council on Academic Standards
Background and Rationale

The Faculty Council on Academic Standards and the Office of the University Registrar, recommends amending Scholastic Regulations Chapter 110 (Grades, Honors, and Scholarship) based on the following findings:

- With the creation of the Registrar Drop (RD) withdrawal grade annotation defined in the Scholastic Regulations Chapter 113, Section 3. A, 2 & 3, the System of Grade section of this chapter updated in May 2020, this chapter needs to reflect this new grade annotation.

- When reviewing this chapter for possible revisions it became apparent that many sections had not been updated for many years. This was especially apparent with the professional school sections for the School of Law, School of Medicine, School of Dentistry, and School of Medicine.

- In the spirit of honoring gender inclusivity, prior references to “his and her” are being changed to “their.”

1. The Grading System

   A. System of Grades
The following shall be the system of grades, subject to the exceptions noted in Subsections B, C, D, and E of this section.

1) **Numeric Grades**

Numeric grades shall be entered as numbers, the possible values being 4.0, 3.9, ... and so on decreasing by 0.1 until 0.7 is reached. The numbers 0.6, 0.5, 0.4, 0.3, 0.2, 0.1 shall not be assigned as grades. The number 0.0 can be assigned as a grade.

Correspondence between numeric grades and letter grades is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade-Point Equivalent</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0-3.9</td>
<td>Honor</td>
</tr>
<tr>
<td>A-</td>
<td>3.8-3.5</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.4-3.2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.1-2.9</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.8-2.5</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.4-2.2</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.1-1.9</td>
<td>Medium</td>
</tr>
<tr>
<td>C-</td>
<td>1.8-1.5</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.4-1.2</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.1-0.9</td>
<td>Poor (low pass)</td>
</tr>
<tr>
<td>D-</td>
<td>0.8-0.7</td>
<td></td>
</tr>
</tbody>
</table>
2) Letter Grades

The following letter grades also may be used:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>N</td>
<td>Satisfactory without grade</td>
</tr>
<tr>
<td>W</td>
<td>Official Withdrawal</td>
</tr>
<tr>
<td>S/NS</td>
<td>Satisfactory/Non-Satisfactory</td>
</tr>
<tr>
<td>CR/NC</td>
<td>Credit/No Credit</td>
</tr>
<tr>
<td>HW/RD</td>
<td>Hardship Withdrawal Registrar Drop</td>
</tr>
</tbody>
</table>

Complete descriptions of the above letter grades follow.

3) The Grade I

a) An Incomplete shall be given only when the student has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. A written statement of the reason for the giving of the Incomplete, listing the work which the student will need to do to remove it, must be filed by the instructor with the head of the department or the dean of the college in which the course is given.

b) In order to obtain credit for the course, a student must convert an Incomplete into a passing grade by the last day of the following quarter. An Incomplete grade not made up by the end of the next quarter shall be converted to the grade of 0.0 (E) by the Registrar unless the instructor has indicated when assigning the Incomplete grade that a grade other than 0.0 (E) should be recorded if the incomplete work is not completed. For Spring Quarter, the following quarter is considered to be Fall Quarter.

A student may petition the Registrar to retain the Incomplete grade on his or her record for a maximum of three additional quarters. Petitions will be granted by the Registrar if approved by the instructor of the course involved. Petitions must be received by the Registrar's Office prior to the end of the quarter in which the I grade will convert to a failure.

c) In no case shall an Incomplete on the record at the time a degree is granted be subsequently changed to any other grade.
d) The grade I shall count neither for registered hours nor in computation of grade-point averages.

e) For DL courses that do not follow the quarter schedule, an Incomplete shall be given only when the student has done satisfactory work to within two weeks of the maximum term for completion of the course, as specified at the time of registration. In order to obtain credit for the course, a student must convert an Incomplete into a passing grade by the end of the quarter following the one in which the Incomplete was given. All other provisions and deadlines of Subsections 1.A.3.a through 1.A.3.d shall also apply.

4) **The Grade N**

The grade N may be given in thesis, research, and hyphenated courses in which the grade is dependent upon the work of a final quarter. When the grade of N is given in a course it may indicate that the work has been completed to the end of the quarter in which the N is given. It shall carry with it no credit or grade until a regular grade is assigned. The use of the N grade also Subsection 1.B.3.)

5) **The Grade W RD**

The grade W RD will be assigned to any course dropped after the 14th calendar day of the quarter through the seventh week, to be followed by a number representing the week in which the course was dropped.

a) The Office of the Registrar will assign a grade of W RD to any course in which a student is enrolled when a University withdrawal is filed after the 14th calendar day of the quarter.

b) Proportional schedules will be published in the Time Schedule for Summer Quarter a and b terms.

c) The grades of W and HW RD are not computed in the grade-point average.

d) Students unofficially dropping a course will receive a grade of 0.0.

e) For DL courses that do not follow the quarter schedule, the grade W RD shall be assigned to any course dropped after the 14th calendar day after the start of the course and no later than two weeks before the end of the maximum term for completion of the course, as specified at the time of registration. The date of withdrawal shall be noted on the transcript. The provisions of Subsections 1.A.5.c and 1.A.5.d.

6) **S/NS**

a) An undergraduate may earn up to 25 elective credits of the 180 minimum credits required for graduation on a satisfactory/non-satisfactory (S/NS) basis. Each instructor shall report numeric grades to the Registrar, who shall convert satisfactory grades (2.0 or greater) to S, and non-satisfactory grades (less than 2.0) to NS for the student's transcript. S/NS shall not be considered in computation of the grade-point average.

b) An undergraduate student may register for up to a maximum of 20 credits under the satisfactory/non-satisfactory basis, with exceptions possible by approval of the campus Registrar.
c) Subject to the maximum credit limitation above, the student may indicate at the time of registration if she or he elects to take a course on an S/NS basis. The student can change to and from an S/NS option through the seventh week of the quarter through electronic registration. There is no limit to the number of S/NS credits that a student can register for in a given quarter. Withdrawal from an S/NS course is subject to the same regulations as for any other course.

d) An instructor may not submit an S or NS in a course. S/NS grades shall appear on the transcript only in the event that the student is registered on an S/NS basis.

e) Under campus-wide extraordinary circumstances, the campus registrar, in consultation with the appropriate campus faculty body, may waive the restrictions in Sections a through c above so that undergraduate students may opt for S/NS grading for elective or required courses without a maximum credit limitation. S/NS grading for campus-wide extraordinary circumstances deemed quarters will meet graduation and degree requirements. Temporary modifications to the S/NS policies will be clearly communicated to the campus community by the campus registrar.

7) Credit/No Credit

a) With appropriate departmental review and approval, faculty may offer a course or courses on a CR/NC basis. The standard for granting credit in CR/NC courses shall be the demonstration of competence in the material of the course. Grading should be consistent with the University's policy for numerically graded courses, in which students receive credit for grades of 0.7 or greater. Students demonstrating such competence shall have CR entered on the transcript; those who do not shall have NC entered on the transcript.

b) Although CR and NC grades are entered on the transcript, they are not used in the computation of the grade-point average.

c) CR/NC courses must be so designated in the Time Schedule.

2. Change of Grade

A. Grade Error

Except in cases of error no instructor may change a grade which he or she they has have turned in to the Registrar.

B. Written Appeal of Grade Error

A student who believes that the instructor erred in the assignment of a grade, or who believes a grade recording error or omission has occurred, shall follow the following procedure to resolve the matter:

1) The student shall first discuss the matter with the instructor before the end of the following academic quarter (not including Summer Quarter.)

2) A student who is not satisfied with the instructor's response may submit, no later than ten class days after his or her their discussion with the instructor,* a written appeal to the chair of
the department (or the dean in a non-departmentalized school or college), with a copy of the appeal to the instructor. Within ten calendar days of receipt of the appeal, the chair shall consult with the instructor to determine whether the evaluation of the student's performance was fair and reasonable or whether the instructor's conduct in assigning the grade was arbitrary or capricious. Should the chair believe the instructor's conduct to be arbitrary or capricious and should the instructor decline to revise the grade, the chair (or the dean in a non-departmentalized school or college), with the approval of the voting members of his or her their faculty, shall appoint an appropriate member, or members, of the faculty of that department to evaluate the student's, or students', performance and assign a grade. The dean and Provost shall be informed of this action.

*This time may be extended by the chair in exceptional circumstances, such as the situation in which the student did not learn of the appeals process deadlines in time.

3) Once a student submits a written appeal, this document and all subsequent actions on this appeal shall be recorded in written form for deposit in a department (or college) file.

C. Instructor Unable to Assign Grades

In the event that an instructor is physically or mentally incapacitated and unable to assign course grades, or unable to address requests for grade changes as provided in Subsection 2.B, or in the event that the instructor is no longer in the employ of the University and is unavailable or refuses to address requests for grade changes as provided in Subsection 2.B, the chair (or the dean in a non-departmentalized school or college) with the approval of the voting members of his or her their faculty, may designate another instructor, or instructors, to act in the stead of the original instructor to assign grades or address requests from students in accord with Subsection 2.B.


3. Honors Awards

A. Annual Senior Awards

Four Medals shall be conferred at the annual commencement ceremonies.

1) At the Seattle commencement ceremony, a President's Medal shall be conferred upon the graduating senior who has completed at least three-fourths of his or her their degree requirements at the University of Washington Seattle campus and who has the most distinguished academic record among such students. The President's Medalist shall be selected from among graduating seniors eligible for University Honors.

2) Also at the Seattle commencement ceremony, a President's Medal shall be conferred at the Seattle commencement ceremony upon the graduating senior who entered the University of Washington Seattle campus with at least 60 transfer credits from a Washington community college, and who has the most distinguished academic record among such students. The President's Medalist shall be selected from among graduating seniors eligible for University Honors.
3) At each of the Bothell and Tacoma commencement ceremonies, a medal shall be conferred upon the graduating senior with the most distinguished academic record.

B. Annual Junior, Sophomore, and Freshman Awards

The following awards shall be presented annually by the President in the name of the faculty:

1) The Junior Medal, which shall be awarded to the senior having the highest scholastic standing for the first three years of his or her course. To be eligible, students must have completed at least 40 credits in residence at the University of Washington.

2) The Sophomore Medal, which shall be awarded to the junior having the highest scholastic standing for the first two years of his or her course. To be eligible, students must have completed at least 40 credits in residence at the University of Washington.

3) The Freshman Medal, which shall be awarded to the sophomore having the highest scholastic standing for the first year of his or her course. To be eligible, students must have completed at least 36 credits in residence at the University of Washington.

C. Quarterly Dean's Lists

Quarterly dean's lists shall include the names of registered undergraduate students who have attained a grade-point average, non-cumulative, of 3.50 in the final grades for at least 12 registered credits. They are published in many newspapers in Washington State about four weeks after the end of each quarter.

D. Annual Dean's List

The yearly dean's list shall include the names of all undergraduates who have achieved a cumulative grade-point average of 3.50 or better for at least 36 credits in resident instruction in three quarters or 46 credits of resident instruction in four quarters at the University of Washington during the preceding academic year.


4. Degrees with University Honors

Degrees with University honors may be conferred by determination of the Registrar and deans of the colleges and schools, following guidelines provided by the Faculty Council on Academic Standards with the confirmation of the Faculty Senate Executive Committee. Students are eligible for honors if they have earned at least 90 approved credits at the University of Washington of which at least 60 are numerically graded.

HB, 1966; S-B 177, April 14, 2010 with Presidential approval.

5. Alumnus Summa Laude Dignatus Award

Annually at Commencement, the University of Washington Alumni Association awards to a former student who is judged to be an outstanding living alumnus, distinguished for service over a period of
years, the designation of Alumnus Summa Laude Dignatus. The recipient of the award is chosen by a special committee composed of representatives of the Alumni Association and the University. The award is given for achievement not only during the preceding year, but also during an individual's entire career. "Alumnus" is construed to mean a student who has been awarded any bachelor's degree, or a graduate student who, after not less than two years of resident study, has been awarded a degree, or a former student who, in the opinion of the committee of selection, has qualified for this honor.

A1, March 1966; S-B 158, March 1995 with Presidential approval.

6. Honorary Degrees

Upon the recommendation of the faculty, the Board of Regents may confer honorary degrees upon a person or persons of exceptional merit, other than graduates of this University. The Special Committee on Honorary Degrees will have jurisdiction over all matters pertaining to the award of honorary degrees. Nominations for candidates may come from a variety of sources, including faculty councils, committees, departments, programs, schools, colleges, or campuses. The names of nominees approved by the special committee will be forwarded to the President of the University. After consultation with the President, the special committee will, on behalf of the faculty, recommend candidates for honorary degrees to the Regents. Honorary degrees will be presented at either a commencement ceremony or a formal academic convocation.

S-B 168, February 2002; S-B 176, January 13, 2010: both with Presidential approval.

Submitted by:

Faculty Council on Academic Standards
Class B Legislation

Student Governance and Policies

Scholastic Regulations

Chapter 113 (Withdrawals)

**Background and Rationale**

The Faculty Council on Academic Standards and the Office of the University Registrar, recommends amending Scholastic Regulations Chapter 113 (Withdrawals) based on the following findings:

- In the process of implementing the updates to Scholastic Regulations Chapter 113, section 3, made in May 2020, there was significant interest on the part of advisers and students to extend the Current Quarter Drop process through to the last day of instruction. The current process extends to the 7th week of the quarter since grading begins on the 8th week. The Current Quarter Drop process will be amended to allow students to submit a Current Quarter Drop - Adviser Assist request through the last date of instruction, as the drops will not have a negative impact on grading since current systems do not reflect students who have been dropped or are inactive. After the 8th week a courtesy email will be sent to the instructor to let them know that the student has dropped after grading has commenced.

- This section continues to reference the former "W" grade, which has been replaced by the Registrar Drop (RD) grade and this chapter needs to be updated accordingly.

- In the spirit of honoring gender inclusivity, prior references to “his and her” are being changed to “their.”

Student Governance and Policies

Scholastic Regulations

Chapter 113

Withdrawals

1. Withdrawal from the University

   A. Voluntary Severance
Withdrawal from the University is voluntary severance by the student of his or her their connection with the University for a specified quarter.

B. Official Notice

Withdrawal from the University is official when a signed written notice is submitted of the withdrawal is received by the Registrar’s Office or the student withdraws from all classes using the Current Quarter Drop withdrawal process.

C. Transcript Entry

University withdrawals received prior to the quarter will result in no entry on the transcript for that quarter.

D. Withdrawal During the First 14 Days

University withdrawals during the first 14 calendar days of the quarter will result in the student's transcript showing only the date of withdrawal. No courses will be listed.

E. Withdrawal After the First 14 Days

After the first 14 calendar days of the quarter, an official withdrawal will be entered on the student's record with a grade of W RD for each course held at the time of withdrawal and the date of the withdrawal.

F. Last Day to Withdraw

The last day to withdraw from the University will be the last day of instruction in each quarter. No withdrawals can be made once the final examination period has begun.

G. Summer Quarter
A proportional withdrawal schedule will be printed in the Time Schedule for Summer Quarter a and b terms.

H. Unofficial Withdrawals

Withdrawals accomplished by any other method are not official, and result in the entry of the grade 0.0 in each course for which the student is registered in that quarter.


2. Withdrawal from the University for Military Service

If a student is conscripted into the Armed Forces, or is called to active military duty, he or she they may take advantage of military withdrawal from the University under the conditions listed below. Students who voluntarily enlist are subject to the regular withdrawal procedures specified in Section 1 above.

A. Credit and Refunds for Courses Begun

A student who withdraws may receive credit for courses and refund of fees, under the following schedule:

1) Withdrawal through the seventh week of the academic quarter: No credit. Full refund.

2) Withdrawal after the seventh week of the academic quarter: University withdrawal with full refund of fees, or credit with grades reported by instructors as either credit (CR), no credit (NC), or numeric grades (1.7-4.0). Students may elect to have passing numeric grades recorded as reported or to have them recorded as a CR. NC grades will be recorded as withdrawals.

B. Last Quarter Before Obtaining a Degree
If a student is in his or her last quarter before obtaining a degree from the University, he or she will be granted the degree PROVIDED: that at the beginning of the quarter his or her cumulative grade-point average is high enough for graduation; that his or her degree has been approved by his or her department chair and dean; and that his or her grades for the completed portion of the quarter are 1.7 or greater in each course necessary for graduation. The third proviso may be waived if the withdrawal occurs so soon after the beginning of the quarter that determination of a grade is impossible.

C. Report Date

The student will be expected to attend classes and withdraw no more than 15 calendar days before his or her date to report for duty.

D. Duty Requirement

The privilege of military withdrawal will be granted only to students whose induction or enlistment is for extended active duty, not for short-term National guard or Reserve duty, or annual active-duty requirement.

E. UW Continuum College Courses

The provisions of military withdrawal apply to students enrolled in UW Continuum College classes as well as those in day school.

F. Authority of Dean or Chair in a Professional College or School

Should the foregoing provisions conflict with standards imposed upon a professional college or school by accrediting or licensing agencies, the dean or chair of the college or school shall approve the conditions of military withdrawal.


3. Dropping a Course
A. Officially Dropping a Course

A drop from a course is voluntary severance by the student of their connection with the course. To be official it must be made under the following conditions:

1) Before the 14th Calendar Day

Courses may be dropped for any reason through the 14th calendar day after the start of the quarter. In some cases, departmental approval will be required. There will be no transcript entry for courses dropped by the 14th calendar day of the quarter.

2) Current Quarter Drop

Students may drop courses weeks three through seven during the current quarter after the Unrestricted Drop Period has ended through the Current Quarter Drop process. An annotation of RD (Registrar Drop) will appear on the student academic record.

3) Former Quarter Drop

Students may petition to drop courses for a former quarter using the Former Quarter Drop process. The Registrar will grant such a petition if in the Registrar's judgment the student was unable to complete the course in question. Approved drops will be entered on the transcript with an annotation of RD (Registrar Drop).

4) Withdrawal Through Last Day of Class

A student may drop all courses through the last day of classes by withdrawing from the University for that quarter.

B. Unofficially Dropped Courses

Drops from a course not officially transacted with the Registrar's Office are not official and result in a grade of 0.0 (E) for the course.
C. Summer Quarter

Proportional drop schedules will be publicized in the Time Schedule for Summer Quarter a and b terms.

D. Off-Calendar Courses

For DL courses and other courses that do not follow the quarter schedule, the drop deadline is two weeks prior to the end of the maximum term for completion of the course, as specified at the time of registration. All other provisions of Subsections 3.A—3.C apply.


Submitted by:

Faculty Council on Academic Standards
Equity is a central value at the University of Washington. This is exemplified by the Race and Equity Initiative that made a collective commitment to “combat the racism and inequities, both individual and institutional, that persist here and throughout our society” (Race and Equity at the UW, 2020). Even before the COVID-19 crisis, caregivers faced multiple workplace challenges, but the pandemic has exacerbated these hardships and created systemic imbalances that threaten UW’s commitment to equity. Through no fault of their own, many caregivers face an untenable choice: to honor their child/elder care responsibilities or their job responsibilities. In many households, women shoulder the majority of caregiving tasks and responsibilities. As a result, women and their careers may experience greater hardship from this consequential shift as our society moves to protect the health and well-being of our communities. Additionally troubling, people of color experience more devastating COVID-19 outcomes and these inequities will be even more stark. By not addressing these issues, we are creating a hostile environment toward caregivers - one where caregiver discrimination is baked into our policies and deepens existing inequities. Without support and systematic adjustments to productivity expectations, we are creating conditions for discrimination based on caregiving obligations, family health status (e.g., immune-compromised families who cannot safely bring in additional care), and wealth (since only those who have the means to pay for care can do so now).

Our institution actively recruited the best and the brightest. Without strong and immediate action, our institution could see the reversal of hard-fought gains in representation. All faculty at UW, no matter their gender, race, or caregiving status, deserve equitable access to support and accommodation to ensure people can stay in their careers, especially during this crisis. Equity requires us to re-examine how we define contribution and productivity, and how we distribute labor, seen and unseen. With meaningful commitment, UW may yet retain its best and brightest.

This Class C legislation proposes the following to help support those instructors (part-time, full-time, graduate students) and faculty influenced by the COVID pandemic:

1. **Adjusting performance expectations** for caregiver faculty in the short term until this crisis is over, and accounting for these differences in expectations in performance evaluations now and moving forward. Specifically, announce a Caregiver Adjustment Policy that advises all units to reduce performance expectations (teaching, research, and service) between 25%-75% - noting that the specific adjustment would be determined as a discussion between the unit leader and instructor. Personnel committees should be charged with creating unit specific models of these Caregiver Adjustments. Units should publicize this adjustment and adopt a simple process for colleagues to invoke the Caregiver Adjustment when materials are submitted for review and throughout the academic year so long as this crisis and its impacts persist. If a caregiver’s teaching responsibilities cannot be reduced (for example, the caregiver is the only person available to teach a class), then the unit leader should make large performance expectation adjustments to research and service areas to account for the caregiver’s teaching load. This adjustment cannot be used against caregivers now or during any future reviews, merit or promotion decisions. Further, teaching evaluations during this crisis should not be used for merit or performance evaluations – unless the individual faculty member makes the personal choice to include teaching evaluations in their performance reviews.
after viewing them. Also note that the effect of changing performance expectations should be assessed over time to ensure that inequity is not exacerbated by this recommendation (see Antecol, Bedard, & Stearns, 2018). Specifically, research indicates that the benefit of adding a year to the tenure clock for parents disproportionately benefits male faculty members and further exacerbates gender disparities. Unit leaders should ensure that equity is enhanced (and that inequity is not exacerbated) by this recommendation.

2. **Offer teaching relief and support to improve efficiencies in teaching.** Deans, Associate Deans, and Department Heads should reach out to professors and lecturers to assess their teaching and wellness needs at this time. Unit leaders should provide the following options to instructors during this crisis.

   a. **Teaching Relief.** Some individuals do not have the possibility to teach during this crisis due to caregiving, illness, or other dire circumstances. These individuals should be provided teaching relief (not be expected to teach) without experiencing negative consequences in their contract, status, or pay.

   b. **Flexibility in Teaching.** Unit leaders should encourage creative ways to accomplish teaching during this crisis. When multiple sections of the same course are offered, merge sections when possible if merging will reduce the workload and when instructors agree to do so. Another option is to offer flexibility in timing of the course if students are not engaged in synchronous activities. We also recommend that the time schedule states if the class contains synchronous activities or is only asynchronous, so that students and instructors have consistent expectations.

   c. **Provide additional support to those teaching.**

      1. **Pool of “stand-by” educators and technical support.** Individual educators are facing momentary crises (e.g., day care shutting down due to sickness) that impact their ability to teach on a given day or for multiple class sessions. To address this, each unit should a) create a climate of understanding and (at minimum) do not penalize or sanction faculty canceling synchronous class meetings, b) when possible create a system of stand-by backup educators and/or provide technology support to help faculty provide video content to students. Provide funding for these resources if needed. Backup videos or instructors are especially important for core classes. Recognizing that many primary educators are facing the same stressors and challenges, Chairs, Associate Deans, and others with reduced course loads could be an option or a willing peer stand-by educators if they have the expertise to teach the course. Units may also develop peer support models with a careful eye toward who steps into that work (monitoring ongoing inequities based on gender and race). Note that the individual instructor will make the determining choice for the specific backup video or instructor.

      2. **Backup Care** – Expand and provide information for affordable backup care options for child and elder care. Most of our child (e.g., Bright Horizons Backup Care) and elder care resources are taxed at this time. We
recommend resources like UW child care connections including a backup care option.

3. **Additional Assistance** - Offer additional assistance to faculty such as teaching assistants and graders. Unit leaders could consider working with the Graduate School and other entities on campus to provide and fund this additional assistance.

4. **Invest in resources and 5-minute video training on efficient grading.** Existing technology (such as Gradescope) allows grading to be accomplished in an efficient manner. UW should invest in these technologies and train faculty how to use them. Further, short video training sessions should be shared with faculty on how to engage in low-stakes writing and grading practices. Prioritize the creation of 5-minute tips videos (or share existing videos) and asynchronous resources that are rapidly digestible and accessible to faculty who have limited time to attend involved trainings.

3. **Remove Non-emergent Service Obligations.** During this time, all non-essential service activities should be suspended or canceled. Pause or defer all responsibilities of administrative roles when possible. Note that all service related to equity and inclusion, as COVID-19 directly impacts equity, is deemed essential at this time. Empower faculty to address which responsibilities can be delayed and determine new due dates. When decision-making cannot be delayed allow the instructor to appoint a substitute. Also, delay or cancel nonessential events and do not require participation for events that are not canceled. Allow faculty to determine their own level of participation in events without experiencing negative consequences.

4. **Reallocate a High Level Administrator’s time to Faculty Wellness and Career Development.** The consequences of this crisis on wellness, equity, and career development could endure a decade or more. Reallocating an existing administrator’s time to wellness and career development will allow the UW to have a high-level administrator to proactively monitor and address these challenges. Providing funding to support local monitoring and implementation will ensure each campus has clear leadership on this issue. All existing bodies charged with addressing equity and wellness across campuses should be engaged in this work, as well, and the administrator could focus efforts and provide updates to these groups (e.g., Diversity Councils, Offices of Equity and Inclusion, Well-being for Life and Learning Initiative).

   A. **Wellness.** UW requires a high-level administrator to proactively consider the wellness of all individuals on campus. This administrator should be responsible for convening related bodies (Resilience Lab, Well-being for Life and Learning, Counseling Centers) to share best practices and communicate and focus efforts, and appointing faculty advocates within units to work with caregivers. Faculty have experienced their own trauma during this crisis, as well as vicariously experienced the trauma of others. Many instructors are carrying this additional burden without reprieve. Burnout and turnover are possible consequences of this additional trauma, fatigue, and stress stemming from this crisis.
B. Career equity. Many faculty face significant challenges during this crisis (e.g., those who are caregivers, those who conduct research or engage in work in diversity spaces, and those who have become ill or have cared for family members who are ill). Other faculty are not experiencing these same challenges and have remained productive. UW requires a high-level administrator to proactively address and help eliminate the inequities that will inevitably arise from these different experiences. As part of annual reporting, each unit is expected to provide evidence that they are identifying and making adjustments to support caregivers impacted by this crisis. In addition to administrators providing their record, UW should have an open call for individual faculty to submit letters speaking to the support they are receiving and adjustments made. These will be reviewed and aggregate anonymized summaries by campus will be made publicly available.

5. Publicize Data to the UW Community showing statistics for salient outcomes (e.g., pay, promotion, performance evaluations, teaching evaluations, service obligations) by caregiver status during the COVID crisis, and for other demographic groups who are disproportionately impacted during this crisis (e.g., race/ethnicity, gender, and disability status). This will provide important information regarding if our equity goals are being translated into meaningful outcomes for affected faculty.

WHEREAS, research demonstrates that individuals have implicit biases or unconscious preferences based on demographic group membership (e.g., Greenwald, Poehlman, Uhlmann, & Banaji, 2009); and, these implicit biases lead to systematic outcome differences (e.g., Rudman & Ashmore, 2007). As they are unconscious, these implicit biases are not likely to be apparent to the decision-maker and are not likely to be explicitly articulated to others. This creates a situation in which a decision-maker could inadvertently allocate compensation and other outcomes to employees based on protected demographic membership. Such outcome differences could create and exacerbate inequity for faculty. For example, Princeton University agreed to pay almost $1.2 million to settle an investigation from the U.S. Department of Labor that suggested that female full professors were paid less than their male equivalents (de León, 2020). The COVID-19 pandemic creates a situation in which these implicit biases could operate to further create systematic outcome differences based on demographic group membership.

WHEREAS, the UW Campus Climate Assessment conducted in the Autumn of 2019 prior to the onset of COVID pandemic demonstrated men versus women faculty viewed the tenure/promotion process more positively and that childcare was a significant issue on campus. Specifically, the results indicated that men versus women faculty were more likely to agree that the standards for tenure were clear and that the standards for promotion/tenure were applied equally to faculty in their schools/divisions (Rankin & Associates Consulting, page 288-289). Further, the report showed that men versus women were more likely to agree that faculty who qualify for delaying their tenure clock felt empowered to do so. Only 25% of faculty respondents agreed that UW Seattle “provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care)” (Rankin & Associates Consulting, page 307); and, lack of support for child care was a theme that emerged from participants’ qualitative responses (page 316). These results suggest that prior to the COVID pandemic gender differences in the promotion process were perceived and that childcare support was a significant issue.
WHEREAS, research suggests that including objective factors such as analyzing salient outcomes by demographic group membership can help to correct for decision errors due to implicit bias (Banaji, Bazerman, & Chugh, 2003). In addition, pay disparity based on demographic group membership decreases when organizations are required to disclose outcome disparities (Bennedsen, Simintzi, Tsoutsoura, & Wolfenzon, 2019).

WHEREAS, victims of discrimination (or the experience of receiving lower outcomes based on group membership) not only receive lower outcomes, but discrimination also negatively affects self-esteem, life satisfaction, positive affect, anxiety, and depression (Schmitt & Branscombe, 2002; Schmitt, Branscombe, Kobrynowicz, & Owen, 2002; Schmitt et al., 2014). In addition, discrimination negatively affects employees’ sense of belonging (Brands & Fernandez-Mateo, 2017; Carvallo & Pelham, 2006; Good, Rattan, & Dweck, 2012). Thus, the experience of discrimination affects the individual employee’s well-being, his/her/their connection to the organization, and compensation.

WHEREAS, the Equal Pay Act of 1963 affirms that pay discrimination based on sex is illegal. Title VII of the Civil Rights Act of 1964 affirms that discrimination in terms of race, color, religion, sex, or national origin is illegal. Titles I and V of the Americans with Disabilities Act of 1990 affirms that discrimination based on disability status is illegal.

BE IT RESOLVED
• The UW Faculty Senate strongly urges unit leaders to provide between 25%-75% reduction in performance expectations - noting that the specific adjustment would be determined as a discussion between the unit leader and instructor. In addition, the UW Faculty Senate strongly urges unit leaders to provide specific additional information regarding how they will support faculty who are caregivers during COVID 19 crisis.
• The UW Faculty Senate strongly urges the University to offer teaching relief, teaching flexibility and teaching resources.
• The UW Faculty Senate strongly urges unit leadership to remove non-emergent service obligations. This includes deferring all non-essential service activities, delaying or canceling non-essential events and not requiring participation for events that are held during this crisis, and empowering individual faculty to make these choices.
• The UW Faculty Senate strongly urges reallocating an existing senior administrator's time to wellness and career development.
• The UW Faculty Senate strongly urges the University to publicize data to the UW community showing salient outcomes (promotion, pay, performance evaluations, teaching evaluations) by COVID caregiver status, gender, race, ethnicity, disability status, and other demographic groups disproportionately influenced by the COVID crisis.
References


Bennedsen M., Simintzi E., Tsoutsoura M., Wolfenzon D. (2019). Research: Gender pay gaps shrink when companies are required to disclose them. Harvard Business Review Digital Articles


