

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON ACADEMIC STANDARDS
FRIDAY, NOVEMBER 5, 2010
142 GERBERDING HALL
1:30-3:00 PM

Meeting Synopsis:

1. Chair's Report
 2. Approval of the Minutes of October 22, 2010
 3. SCAP Report (Brad Holt)
 - Consent agenda (routine)
 - Non-routine actions
 4. Educational Outcomes for URM Students (Emile Pitre)
 5. Changes in Grade Submission (Virjean Edwards)
 6. Draft Guidelines on Class Presentations (Jed Bradley)
 7. Adjourn
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Call to Order

The meeting was called to order at 1:31 p.m.

Reports & Business Items

1. Chair's Report (John Schaufelberger)

Schaufelberger said that FCAS has been invited to participate in scheduled program reviews, and distributed a sheet with the schedule of program reviews for the next two years. He asked members of the council to inform him if they are interested in participating, which involves attending a charge meeting with the dean and leader of the program, and a 2-day site visit that culminates in an out-briefing.

Schaufelberger also said that the scheduled November 19 FCAS meeting would be canceled unless significant issues arose at the next SCAP meeting.

2. Approval of Minutes

The minutes from the October 22, 2010 meeting were approved with minor changes.

3. SCAP Report

A. Holt introduced the consent agenda, consisting of 2 items.

1. **Disability Studies - (DISST-20101004)** Revised program requirements for the minor in Disability Studies.

Background: The unit would like to update the list of core courses and change the Internship/Independent Study requirement to a capstone course.

SCAP Action Taken: 10/29/2010 – Approved Routine. Forward to FCAS.

2. **Program of the Environment - (ENVIR-20100924)** New continuation policy for the Bachelor of Arts degree in Environmental Studies.

Background: The program has a grandfathered 2.0 grade in each course requirement and thus would like to adhere to the new rules that require a continuation policy for any requirements over a cumulative 2.0 GPA to ensure that all majors maintain an academic plan for timely completion of all degree requirements.

SCAP Action Taken: 10/15/2010 – Approved Routine. Forward to FCAS.

Approved

B. Non-routine items.

1. **Global Health - (GH-20100514)** New minor in Global Health.

Background: The Department is proposing an minor in Global Health to address the growing demand at the University and across the country for this growing field.

SCAP Action Taken: 10/15/2010 – Jennifer to invite the department to the next SCAP meeting to discuss the elective list, the grade requirements, minimum number of upper division credits, lack of track?

SCAP Action Taken: 10/29/2010 - Global Health Representatives attended to discuss issues. See attached memo. Approved Non-Routine pending changes to catalog copy for grades in courses, updating the elective lists, and adding a minimum upper division credit requirement.

Holt said that concerns were addressed at the last SCAP meeting. Philosophical discussions included whether one can obtain a minor with almost no upper-division courses, and appropriate grade point average requirements.

Approved

Holt also talked about “clone courses” or course equivalents between the three campuses. No real mechanism for consistency exists. The idea is they will eventually move to an equivalency guide. Each unit can maintain its autonomy on curriculum. Winslow’s office is going to keep track of the courses. Schaufelberger asked how DARS would recognize the courses. Winslow said his department will let DARS know and the information will be programmed in.

4. Educational Outcomes for Underrepresented Minority Students

Emile Pitre, Associate Vice President for Assessment in the Office of Minority Affairs and Diversity, introduced data on the retention and graduation rate trends for underrepresented minorities (URM) and all students across the UW-Seattle campus. He pointed out that first-year URM have about 3% lower retention rates than all students combined, which is better than over half of all research universities.

Pitre noted that 60% of URM students leaving the university were in good academic standing, and that students are doing well in part because of the support they receive from the Office of Minority Affairs, including academic advising and a study center. The goal is to narrow the retention and graduation gap completely. Many things can affect those who leave: cultural or financial issues, transferring in order to pursue a specific major, or the campus climate.

Schaufelberger asked how Husky Promise affected rates. Pitre said the program is great for tuition, although there are still other college costs to worry about. Only 1/5th of those who receive Husky Promise are underrepresented minorities, but 40% of URM receive Husky Promise. This helps UW's image in those communities.

Holt brought up that concern had arisen for students that are being admitted but failing academically. Pitre said that 1/4th of all students who leave the university are in academic trouble. More stringent criteria could be applied to ensure that all admitted students are successful, but it is also important to give opportunities to gain an education. Moreover, the admissions process is not scientific enough to "pick all winners."

Almgren said that a concern is if there is a group of students that have a 95% chance of failure and are knowingly admitted – if they are here for a couple years accumulating debt and end up dropping out, what have we done for them? And what can be done to mitigate risk factors? Pitre said that prior to holistic application review, the Admissions Index, a more quantitative basis, was used and there has been little difference in overall retention and graduation rates. He pointed out that the argument is for educational opportunity and that there is an inequality in state schools and preparation.

Janssen asked if there was any comparison data between URM students and all students with similar comprehensive ratings at most risk academically. Pitre said that they compare fairly favorably.

Stroup asked if there was some "perfect storm" of factors seen among students who leave in poor academic standing. Pitre said they are aware of some factors with students who have rough goals but get in academic trouble or behind. He said it would be good if students didn't have to take out loans their first two years. Intrusive advising is a prevention approach, and they are thinking about an electronic early warning system to intervene and make sure students don't get behind. Another issue is found with students that want to work too much and forsake their studies. Pitre said it would be good to have an in-depth exit questionnaire for students.

Sahr asked if there was associated data for transfer students. Pitre said that all students who transfer generally graduate at a 6-8% higher rate.

5. Changes in Grade Submission

Virjean Edwards, Registrar, introduced changes to grade submission procedures. Currently, there are two procedures going on at the same time: grades can be submitted through the faculty grade report or online through the Catalyst Gradebook. For the next three quarters, this will continue, but in Summer 2011 the faculty grade reports (bubble sheets) option will be eliminated.

Edwards enumerated a number of changes that online-only grade submission will entail: reduced costs; extended submission deadline (by 24 hours); expanded training; and better meeting of deadlines, which are important for financial aid, graduation, scholarships, prerequisites, athletic eligibility, admission to majors, work and pay increases, and certification.

Council members brought up difficulties they'd had with online grade submission and made suggestions for changes. These included creating a simpler way to submit grades when away from internet access; including built-in formulas for grade calculation; the ability to copy two columns of data and paste them for submission of grades; a way to do the whole class at one time instead of section-by-section; and easier integration with online homework like Webassign.

Guidelines Regarding In-Class Presentations by Outside Organizations

It has come to the attention of the Faculty Council on Academic Standards that off-campus for-profit organizations, student groups, and other parties have been requesting class time to solicit student involvement and personal information. To help faculty members handle these requests, this set of guidelines were crafted.

The Washington Administrative Code states the following regarding the use of university facilities:

*478-136-030 WAC: (4) University facilities may not be used for private or commercial purposes such as sales, advertising, or promotional activities unless such activities serve an educational purpose, as determined by the appropriate chair of the committee on the use of university facilities; **and**, (6) Solicitation, or distribution of handbills, pamphlets and similar materials by anyone, whether a member of the university community or of the general public, is not permitted in those areas of campus to which access by the public is restricted or where such solicitation or distribution would significantly impinge upon the primary business being conducted.*

According to Volume IV, Part III, Chapter 2, Section 1.A. of the University Handbook, “*No person, other than guests approved by the instructor, may take part in a University course in which she or he has not been registered.*” While we understand that instructors are eager to provide forums for employment and internship opportunities, care must be taken to ensure that presentations come from reputable organizations and do not interfere with student learning. Please consider the following:

- Instructors are not obligated to allow presentations in the classroom.
- Presenters should disclose the group or company they are associated with, why they want to present, and how their presentation is relevant to student learning.
- Presenters should contact an instructor at least one week in advance of the class period at which they are requesting to speak.
- Gathering of student information for commercial purposes should not be allowed.
- Be aware that some students in your class may be compensated by for-profit presenters for asking to use class time.
- Be aware that these groups sometimes misrepresent their programs as internship opportunities.
- Instructors are encouraged to ask presenters to finish or excuse themselves from the classroom if any of these guidelines are violated.
- Please direct any for-profit companies and internship providers to the Career Center.

Any questions regarding these guidelines or requests for assistance in identifying common offenders of them can be directed to Gus Kravas, Administrator of the Use of University Facilities Committee (gkravas@uw.edu).

These guidelines were approved by the Faculty Council on Academic Standards on November 5, 2010 and drafted in conjunction with the ASUW Director of Faculty, Administration, and Academic Affairs.