

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON ACADEMIC STANDARDS
FRIDAY, FEBRUARY 4, 2011
142 GERBERDING HALL
1:30-3:00 PM

Meeting Synopsis:

1. Chair's Report
 2. Approval of the minutes of January 21, 2011
 3. SCAP Report (Brad Holt)
 - A. Non-routine actions
 4. Admission and Graduation Subcommittee Report (Susanna Cunningham)
 5. Undergraduate Cross Campus Enrollment Policy Final Report
 6. Credit Bank for AP and IB Credits
 7. ASUW Class Presentations Student Survey (Jed Bradley)
 8. Adjournment
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Call to Order

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

Reports & Business Items

1. Chair's Report (John Schaufelberger)

Chair Schaufelberger reported on a number of items:

- Last meeting there was a question on how it's set that fee-based students are not able to get into regular programs. The answer is that they're not matriculated into the university, and therefore unable to take other classes unless there is space available and the fee-based student obtains approval and pays an extra fee. Schaufelberger said that if there is going to be an increase in fee-based programs, policy language needs to be looked at to clarify this situation.
- The proposed Aeronautics & Astronautics degree to be offered in Abu Dhabi looks like it will be a new degree, and therefore must go through the Higher Education Coordinating board.
- There is concern among some parties that UW has too severe of a math requirement for admission to the university, but there may not be sympathy on the part of UW faculty to change. Currently three years of math are required, at least at the level of algebra, geometry, and intermediate algebra. Community colleges would like for UW to not review credit requirements for transfer students, and to instead accept an associate's degree, as the other in-state four-year institutions do.
- A written policy needs to be developed for the situation where a student attempts to re-enroll but their degree program has been discontinued.

2. Approval of Minutes

The minutes from the January 21, 2011 meeting were approved as written.

3. SCAP Report (Brad Holt)

A. Non-Routine Actions

1. **Materials Science and Engineering - (MSE-20101208)** New option in Nanoscience and Molecular Engineering (NME) within the Bachelor of Science in Materials Sciences and Engineering degree and revised admissions requirements for the Bachelor of Science in Materials Engineering degree

Background: The Materials Science and Engineering program would like to establish a NME option, modeled after the Chemical Engineering NME option, and add a section to the admissions requirements explaining the requirements to declare the NME option (not competitive - open to all admitted students)

SCAP Action Taken: 01/28/2011 - Approve via E-vote non-routine. Forward to FCAS.

The council discussed the fact that a student would have to take 183 credits to graduate with this degree option. Some expressed concern that it was setting a policy to let departments pick whatever number of credits they wanted. Others pointed out that it was in some way self-policing, as students may tend to turn away from majors or options with excessive credit requirements. The consensus of the council was approval of this action, but recognition of the need to remain vigilant and aware of this issue.

Approved

4. Admission and Graduation Subcommittee Report (Susanna Cunningham)

Cunningham presented a report [Attached – Appendix A] from the subcommittee, explaining that it was a clarification of an existing policy. This report lays out exceptional circumstances regarding students that cannot take an English language proficiency exam due to time requirements, and is written for all international students, not just athletes.

5. Undergraduate Cross Campus Enrollment Policy Final Report

The Undergraduate Cross Campus Enrollment Policy Final Evaluation Report was presented to FCAS, available online at

http://www.washington.edu/faculty/committees/fctcp/fctcp_issues/CrossCampusEnrollmentEvalReport.pdf.

The council went over the five main recommendations. Wensel said she'd already done some informal work on recommendation #2 (disseminating the final report to all advisers). Regarding recommendation #3 on cross-campus minors, Holt pointed out that no registration preference is given, making them more difficult to obtain.

6. Credit Bank for AP and IB Credits

Wiegand said a survey of other colleges had been completed, as well as talks with the registrar's office, financial aid, admissions, and the student information system, to get information on what would be feasible. There are three options:

- Students enroll and all their previously earned credits are added to their credit totals, counting as normal credits for the purposes of major declaration and graduation.

- There is a limit on the number of AP/IB credits added in.
- Credits come in and are included in the credit total, but do not count against when a student is expected to declare a major or graduate.

She explained that some schools don't award any AP/IB credit, but that doesn't seem feasible for UW. The current system is a limit on lower division transfer credits (no more than 90), which AP and IB fit into. There is a 45 credit limit for IB, a 30 credit limit for armed forces training school, and no limit on AP.

Wiegand said that comments from groups she met with included that setting a limit on the number of credits would improve graduation efficiency compared to doing satisfactory progress; that the third option would change when students get a message saying they must declare a major or file their graduation plan, but wouldn't necessarily change how departments advise students as the graduation total would be the same; and that one issue may be social justice, as the assumption is that students with AP/IB credits are likely to come from higher socioeconomic groups than students with Running Start credits, which are handled as transfer credits.

In response to questions, it was clarified that there was no reason running start couldn't count against the early declaration of a major, because they are regular transfer credits and don't have any kind of flag on them. Also, students can choose to have test scores sent or not, but they may not be entirely aware of the implications of their decision at the time they make it. Sometimes, students have good reason to take UW courses in subject they already have AP credit for.

Janssen suggested that if a student is using higher credit totals for registration priority, they should also count them toward graduation.

Wiegand said she would further look into the issues, noting that she hadn't had a chance to discuss impacts on athletes, veterans, and other groups, and would also seek to get input from advising and find socioeconomic data. She said that the current options are a revision from the credit bank idea previously discussed, as there are financial aid issues with that model, and it is not seen at other schools.

7. ASUW Class Presentations Student Survey (Jed Bradley)

Bradley went through the basic results of the survey [Attached – Appendix B]. He said the questions were generally about how often various groups presented in class and if they were relevant, and also tried to identify keywords and specific class types or locations and common presenting organizations.

He said the most common groups presenting were for profit and not relevant to the class material. Large lecture halls, specifically Kane Hall, were the main venue.

8. Adjournment

The meeting was adjourned at 2:32 p.m.

*Minutes by Craig Bosman
Council Support Analyst*

Faculty Council on Academic Standards (FCAS) Policy on English Language Proficiency for International Undergraduate Admission

All *international* applicants for undergraduate admissions must, except in rare circumstances, submit English proficiency test scores that meet the University's minimum requirement for admission. Avenues for providing proof of an acceptable minimum level of English language proficiency are as follows:

International students who submit test scores that do not meet the minimum requirement for admission are not routinely admissible. To remedy this deficiency, they should first work to improve their English skills and then retake the TOEFL or IELTS examinations to achieve acceptable test score levels. A complete policy description is at <http://admit.washington.edu/Requirements/International/English/Proficiency>.

If exceptional circumstances prohibit an applicant from achieving the minimum score on an accepted examination (see policy above), the applicant may petition to be considered for admission on the basis of an alternative UW assessment. If the petition is approved, the student would be subject to an assessment process conducted by the UW Educational Outreach English Language Programs. If the determination of the English Language Programs is that the individual is (with adequate support) capable of matriculation at the UW, the program will identify the AEP or IEP coursework requirements needed to bring the applicants English language skills up to the required level. (Note: The UW will not absorb the cost of the alternative assessment process. The costs for travel and assessment must be covered either by the applicant or other sources, e.g., UW Athletic Program funding).

Continued enrollment at the University of Washington by such specially admitted students requires enrollment in and successful completion of all AEP, IEP, or other coursework identified via the alternative UW assessment.

International students who are recruited student athletes and who are approved for admission with a TOEFL, IELTS, or other score below the minimum admission requirement must be counted as a "student athlete special admit".

Adopted by the Faculty Council on Academic Standards on February 4, 2011.

ASUW Class Presentation Survey Results

Prepared by: Jed Bradley, ASUW Director of University Affairs

Survey Basics:

- Conducted from December 6th, 2010 until January 6th, 2011.
- Sent to all members of the Associated Students of the University of Washington via the ASUW President's campus-wide email.
- n=363

Executive Summary:

- The majority of class presentations are occurring in large lecture halls, namely in Kane Hall.
 - Most non-relevant for-profit companies are presenting in large lectures that are unrelated to business, marketing, or communication.
 - Most relevant for-profit companies are presenting in classes in business, marketing, and communication.
- The majority of comments had a negative attitude toward in-class presentations.
- Six companies were identified as the most common for-profit in-class presenters.
- Three organizations (including one on-campus student organization) were identified as the most common non-profit in-class presenters.

Question summaries:

Each question will be presented as stated in the survey followed by basic results.

Question 1

We are trying to get a better idea of the groups that present in classes, if they are for-profit or non-profit and if they are relevant to class material. Please estimate the frequency that each listed type of group has presented in your classes *per year*.

The following results indicate the frequencies of class presentations by type:

- **Non-profit and not relevant**
 - 47% report at least one
 - 4% report more than five
 - Students that reported more than five often mentioned political science and Kane Hall
- **Non-profit and relevant**
 - 59% report at least one (highest of all categories)
 - 7% report more than five
 - Students that reported more than five often mentioned political science and Kane Hall
- **For-profit and not relevant**
 - 56% report at least one
 - 14% report more than five (highest of all categories)
 - A majority of respondents that reported more than five mentioned 'large lectures' and/or 'Kane Hall'
- **For-profit and relevant**
 - 35% report at least one
 - 5% report more than five
 - Students with high frequencies mostly indicated that they were business and communications majors.

Question 2

To understand which classes are being targeted most frequently, please identify your major and in what type of classes you most typically see outside presenters soliciting class time from instructors.

Academic majors of respondents were used to correlate majors with frequencies in other questions of the survey.

A word frequency program was used to determine the words most commonly used in association with in-class presentations in the second part of the question.

- 'Large'- 151 (42% of respondents)
- 'Kane'- 107 (30% of respondents)
- 'Biology'- 34
- 'Chemistry'- 30
- 'Political Science'- 25
- 'Psychology'- 17
- 'Science'- 16
- 'Bagley'- 11

Question 3

We are currently in the process of targeting specific for-profit companies and internship providers that attempt to present in classrooms and use university facilities for commercial purposes. If you have been able to identify any of these groups, please indicate their name, business type, or any other identifying information below:

Groups identified that present in classes and frequency of response:

- College Pro Painters- over 40
- Teach for America- 20 (non-profit)
- College Works- 17 (also a painting company)
- Student Edge- 11 (also a painting company)
- Southwestern Inc.- 4 (likely because they don't disclose their name)
- Peace Corps- 4 (government, non-profit)
- Kaplan- 4
- Microsoft Windows 7 Representatives- 3
- WashPIRG- 3 (on-campus student non-profit)

Question 4

If you have any contact information for campus representatives of any of the above-indicated groups, please indicate below:

No relevant contact information for any groups was collected, mostly random phone numbers and names.

Question 5

After hearing about this issue are you more or less likely to confront outside presenters during class or talk to your instructors about outside presenters?

Answer	Frequency	Percentage
More likely	155	44.29%
Less likely	12	3.43%
About the same- I do confront them	22	6.29%
About the same- I don't confront them	161	46.00%

- More than 50% of respondents already confront or are more likely to confront presenters.

Question 6

Do you have any further information or comments regarding in-class presentations? Please direct questions to the email address at the bottom of this page.

Comment summary:

- Total: 128 comments (*note: comments either fit into zero, one, or two categories*)
- 61 comments against all in-class presentations by for-profit organizations (irrelevant)
- 27 general comments or questions
- 12 comments against all in-class presentations
- 9 comments in support of student and non-profit presentations
- 5 comments in support of relevant presentations from for-profit companies (all mentioned being in business, engineering, or architecture)
- 5 comments in support of all in-class presentations

Comments shown:

- 21 comments
- 16 agreeing with guidelines, against irrelevant for-profit presentations, or general comments
- 5 disagreeing with guidelines or in support of relevant for-profit presentations (*italicized*)

Comment Samples

-“They are interruptive, distracting from the mindset necessary to start a class focused, and ask for personal information.”

-“I think that preventing these people from coming to classes is great! Especially since so many so called "internships" are actually gimmicks, I appreciate my class time not being wasted. Thank you!”

-“CollegeWorks Painting passed around sign-up sheets in my Econ class multiple times without identifying or explaining who they were.”

“I’ve found that these presentations almost always occur towards the beginning of the quarter.”

-“*They are not an inconvenience to me and I think it's helpful to know about various internships. Of the few I have experienced, the audience seems somewhat interested.*”

-“The painting definitely “trick” students into giving out contact information. The info sheets they pass around simply market internship opportunities, advertising a high average earning for students. Students show up to the info session only to learn that it's not at all what they expected. I'm definitely sick of getting the info sheets in my classes at the beginning of the quarter, and I'd love to have them excluded from lectures.”

-“I think that it is great that ASUW has done this. The presentations are a waste of time and you hear the same ones over and over again each quarter.”

-“I did not know that we could tell them no. I've also noticed an increasing trend to try to start to give these presentations before the professor is in the room, so that when they enter, the presentation has already started and the professor does not have the ability to tactfully end the presentation. I think it is a practice that needs to stop.”

-“If you want to shoot all engineers in the balls, you'll limit the amount that we can have outside presenters in class. The measure is not needed, and quite honestly, one of the most ridiculous things I've heard in a long time.”

-“In every single large lecture course I've taken in 2010, at least weekly, ‘sign up’ sheets on clipboards are passed around for a myriad of “opportunities.” I find it distracting and offensive. Sometimes I put them under my seat and don't continue the pass around.”

-“I am in agreement that only groups affiliated with the University of Washington and which are concerned with my current major, should be able to take up class time in order to present opportunities that may be beneficial to the student body to whom they are presenting. Other groups (for or non-profit) should be sought by the student body on their own time.”

-“I believe it is up to the instructors to decide if presentations might be beneficial for the students. It is also very useful to have the information you have just provided, so that instructors are better informed in making that decision.”

-“Besides presentations, groups also pass around flyers/handouts in large lecture halls like Kane to encourage students to attend information sessions on summer internships”

-“Think it's important to distinguish between speakers invited by the instructor, and speakers who make the request TO the instructor.”

-“The presentations do not take up much time at all and I think it is good that various opportunities are made known to students when it doesn't take much time to do so. Especially for freshmen who have not had a lot of exposure and are eager to learn more.”

-“In my three years at UW, every 100+ person lecture class I've had has had a presenter. None of these organizations have disclosed their company name, or what exactly they were doing with our info. They're also distracting and annoying and take away valuable time in class. “

-“This sort of un-necessary bullshit is precisely why I specifically decline ASUW membership every time I register for classes. If the professors at the UW are too stupid to figure out that a presentation doesn't have educational value, then the UW has a problem with how it's selecting professors, not with its regulation of outside presentations. If this sort of thing is truly a problem, hire professors who are smart enough to tell when they're being gamed. Otherwise, quit wasting time and resources with ridiculous regulations that won't make a damn bit of difference.”

-“As someone who works for an (on-campus) group that occasionally uses in-class presentations for volunteer recruitment, I think that as long as the professor agrees and it is an on-campus cause than

people should be allowed to present, but off-campus (non-UW affiliated) groups are often annoying, ignored and waste time.”

-“I like the opportunities presented.”

-“This isn't a question, but I think it's in the power of the instructors. I know that when College Pro painters present in my classes, a few instructors rave about these internships to the students. I think there needs to be a time and place; however, class is not that place.”

-“Thank you for bringing this up; I personally think it's getting WAY out of hand in the business school. I am paying an incredible sum of money to learn and to earn a diploma. Presenters that do not relate information DIRECTLY RELEVANT to the coursework anger me very deeply. I take it as a personal insult that I pay thousands of dollars to be forced into watching an in-person advertisement. I would support an outright ban on these presenters, as well as a pro-rated tuition reimbursement for all students who have paid to learn, but in fact paid to be marketed to.”

Words mentioned most frequently:

- 'Internship'- 78
- 'Annoying'- 19
- 'Waste of time'- 16

Full survey results (minus identifiable information) available upon request.