

University of Washington
Faculty Council on Academic Standards
November 22, 2013, 1:30 pm – 3:00 pm
Gerberding 142

Meeting Synopsis:

1. Call to Order
 2. Review of the Minutes from November 8, 2013
 3. SCAP Report
 - a. Consent Agenda (Routine Actions)
 - b. Non-routine Actions
 4. Chair's Report
 5. Implementation of the Undergraduate Diversity Graduation Requirement
 6. Enrollment Task Force
 7. Adjourn
-

1) Call to Order

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

2) Review of Minutes from November 8, 2013

The minutes from November 8, 2013 were approved as amended.

3) SCAP Report [Exhibit A]

Consent Agenda (Routine Actions)

ACTION: Taggart moved approve the consent agenda excluding New Routine Business #1 - Biology. The consent agenda received unanimous approval.

Taggart explained that she held Biology because the course catalogue included Biology 144 and 145 which do not currently exist.

ACTION: Taggart moved to approve New Routine Business #1 – Biology. The motion received unanimous approval.

Non-Routine Actions

Old Non-Routine Business #1 – Jackson School/Oceanography

The proposal received glowing feedback during the tri-campus review process.

ACTION: Taggart moved to approve Old Non-Routine Business #1 – Jackson School/Oceanography. The motion received unanimous approval.

Old Non-Routine Business #2 – Electrical Engineering

The only feedback during the tri-campus review was that one course was numbered incorrectly, which is fine for the moment.

ACTION: Taggart moved to approve Old Non-Routine Business #2 – Electrical Engineering. The motion received unanimous approval.

Old Non-Routine Business #3 – Laboratory Medicine

ACTION: Taggart moved to approve Old Non-Routine Business #3 – Laboratory Medicine. The motion received unanimous approval.

New Non-Routine Business #1 – Integrated Social Sciences

Matt Sparke will speak with SCAP at its next meeting to answer questions regarding the ISS online degree program. The ISS proposal still includes its 7 thematic areas but there will be less overlap of courses.

4) Chair's Report

FCAS is seeking endorsements from the social science chairs regarding the ISS major. SCAP has a relatively lengthy set of questions and is waiting for answers before reevaluating the proposal. SCAP hopes to receive the endorsements along with the information received in order to send to FCAS. FCAS plans to have Matt Sparke and Judy Howard attend the next meeting on December 6th to discuss the proposal. A question was raised about the nature of the endorsements and whether responses from the chairs have been collected. From what Kramer has already reviewed the chairs have been supportive of the proposal. Wensel explained that she reviewed the responses as well. While there was some concern regarding governance issues and involvement with UW Professional & Continuing Education, most of the feedback was positive.

The goal is to have a clean copy of the ISS proposal to review along with the endorsements. Kramer clarified that FCAS will not vote on the proposal at the next FCAS meeting. SCAP will review the proposal on December 13th and if SCAP approves it, FCAS will review the proposal on January 10th.

Kramer reported that the Faculty Senate is currently scheduled to have a conversation on the ISS degree proposal at its January 30th meeting which will be in the middle of the tri-campus review period if it is approved by FCAS on January 10th. Kramer will look into whether FCAS is invited to be part of this discussion.

5) Implementation of the Undergraduate Diversity Graduation Requirement

Ed Taylor (Vice Provost and Dean for Undergraduate Academic Affairs) and Betty Schmitz (Director of the Center for Curriculum Transformation) presented on the implementation of the recently-passed undergraduate diversity graduation requirement. The Provost convened a committee with a broad charge to discuss and track emerging issues related to implementing the new diversity requirement. The task force has met twice and has been examining how schools and colleges are interpreting the new policy to ensure consistency across all UW campuses.

Information on the changes occurring will be collected and reported by the task force in December. In most cases the changes are being made by department curriculum committees. UW-Tacoma has been the most organized which created a template for departments to fill out. Schmitz explained that UW-Tacoma has taken a narrow interpretation of the requirement to focus only on US diversity. Departments across other UW campuses have expressed concern that their curriculum committees do not feel qualified in determining what is considered “diversity” and have asked diversity committees for advice. The task force has encouraged departments to read the policy in its entirety and take into consideration the spirit of the policy, not just focus on specific wording. Schmitz mentioned that the College of Arts and Sciences will be providing the majority of the courses. At this time there have been 690 submissions with only 150 going forward. Schmitz clarified that the task force has not rejected any proposals, but is waiting for criteria to be developed before reviewing the remaining course.

The task force will review the list of courses submitted and recommend guidelines and criteria that can be used by units as they continue this process. Discussion ensued. Taylor explained that there are 3 categories of courses which are being submitted and vetted:

- Courses that definitely meet the requirement. These courses are being taught by faculty who specialize in diversity issues that are related to their teaching and scholarship.
- Courses that are on the margin in which content is not quite there.
- Courses in which faculty members are willing to meet the guidelines.

A question was raised asking if the task force foresees a problem with students getting access to courses in order to graduate. The task force performed a seat study which found that there will be plenty of courses available for students. Discussion ensued. Schmitz mentioned that it will be likely UW will provide supplemental information regarding the diversity graduation requirement if there are any missing courses by Fall Quarter 2014.

Discussion moved to the implementation of the diversity requirement. Schmitz explained that implementation will not begin until students come to UW in Fall Quarter 2014, not those who started this fall. Discussion ensued. The understanding was that implementation began in Fall Quarter 2013 affecting incoming students. Although they are enrolled without the knowledge of available courses, the incoming class is still required to take diversity courses to graduate. Schmitz explained that the Provost clearly indicated Fall Quarter 2014. Kramer stated that the diversity requirement is currently in the student regulations, therefore it is in effect. Discussion ensued. Kramer stated that she will look into the legislation and follow up.

A question was raised asking if UW-Tacoma would accept diversity courses taken at other UW campuses. The question was clarified explaining that if UW-Tacoma has a narrow interpretation of diversity (US diversity only) it would be possible that a UW-Seattle student who takes a diversity course would not be able to “transfer” the course if they complete their degree at UW-Tacoma. Jennifer Payne (University Curriculum Procedures Analyst) explained that would not happen because UW-Seattle and Tacoma share transcripts and completing the course would be marked as “diversity”.

Payne asked a technical question about “joint status” when coding diversity courses. For example, the College of Environment and College Arts and Sciences may have diversity courses with joint status. Payne asked Taylor and Schmitz to check for joint status to ensure there is no disagreement between schools and colleges when diversity courses are submitted for evaluation.

New courses are designated as fulfilling the “diversity” requirement as they are reviewed through the normal curriculum committee procedures.

A recent study has found that 64% of students are already taking courses under the “diversity” designation”. A comment was raised that the diversity requirement is creating two types of students:

- Students who will take the course no matter what
- Students who will be forced to take the course creating a constraint on their studies

Concern was raised that somebody should have thought about this because it seems odd to force students to take a course they would normally avoid. Discussion ensued. Nonetheless, the student regulations have been changed. The matter was heavily discussed last year in FCAS and the Faculty Senate. Additionally, there were few comments about this issue during the public comment period. A comment was raised that this still forces students to take a course that they would normally not take. Discussion ensued.

A question was raised asking if colleges are developing courses when they do not typically offer diversity courses, such as the College of Engineering. Discussion ensued. When students take diversity courses from faculty who specialize in diversity issues they feel like instructors actually care about the content. Students do not want to avoid diversity courses; rather they just want to streamline their education in order to graduate on time. A comment was raised that while diversity is appealing it is still adding a constraint which the council needs to worry about.

The next step is to develop criteria for evaluating independent study courses and what constitutes “global experience” with the framework that is already established. A question was raised asking if there is any representation of students on the task force. The task force has incorporated students from “legacy groups” to participate on the task force to provide their perspectives on implementation.

6) Enrollment Task Force

Kramer is participating in the enrollment task force chaired by Ballinger and Jerry Baldasty (Senior Vice Provost for Academic and Student Affairs). One issue that the task force is addressing is making sure that UW is admitting students who have a reasonable expectation in succeeding here. UW provides support for in-state students in need, but not for non-resident students who only receive funding from the federal government. Part of the holistic review process takes into consideration appreciation for a student’s perceived socioeconomic background. Ballinger explained there is a small group of students who are out-of-state, in-country, non-athletes and meet the minimum academic requirements who are bumped up in the holistic review because of their socioeconomic status. The problem is that they come to UW with little financial aid, paying out-of-state tuition, and are not successful. The task force has discussed moving away from admitting these students since UW cannot provide these students support as they attempt to pursue a degree.

Ballinger explained that UW continues to admit out-of-state students with high academic capacity. However, for those on the borderline they are getting bumped up solely because of their lower socioeconomic status. Ballinger stated that the task force does not want to encourage these students to enroll, take on massive debt, and not attain a college degree. He believes the intent of changing the current policy is a positive. UW would continue to admit out-of-state students who are academically strong. There is concern, however, for low-income, lower-performing students who are borrowing

\$30,000 a year to attend UW. Ballinger clarified that there are only ~150 students who meet this classification. There are approximately 400 students who are low-income, but they are admitted because of their strong academic scores and high potential in graduating. Ballinger explained that some of these low-income, high performing students are provided a letter suggesting that they consider the potential debt that will accrue.

Kramer and the chair of the Subcommittee on Admissions and Graduation (Cunningham) have been consulted and are in favor of this change. Now FCAS needs to weigh in on the matter. The decision needs to be made soon and the Enrollment Management Advisory Council will be meeting shortly. Ballinger explained that the deadline is December 1st.

A question was raised asking if this means UW will deny admission to these students. The proposal is to test the effect of making this change for a couple years. A question was raised if there is any data to support making this change in admissions policy. There is data but only for the last cycle beginning in Fall Quarter 2013; the rest is only anecdotal. While the question about data is useful, agreeing to this proposal now does require an element of trust, but the consensus opinion is clear: these students should not come here if they are borrowing so much money. These students may want to attend UW for a number of reasons but the resources do not exist and UW cannot support them.

Discussion ensued. The holistic review process was initially developed when the enrollment profile was much more residential. However, the portion of the out-of-state students has grown over the years prompting UW to consider these students. A question was raised asking if the intent of the holistic review was crafted to be more reflective of the community, or to act as a service to the state. The intent was related to UW's mission with respect to residents in Washington. The sense was that students who came from a disadvantaged background, and were successful, could also succeed at UW.

Discussion ensued. This change in policy appears to be a good practice. A comment was raised that UW is not doing a favor to students by admitting those who are not prepared. When these students fail they have incomplete degrees and are completely demoralized. However, the most significant factor is that they accrue so much debt with no likely prospect to pay it off. A question was raised asking if the task force noticed any correlation between these students and their chosen major. For example, if one of these students chose a competitive major, are they more likely to fail? Discussion ensued. From previous experiences it is important to provide a process that educates these students and provides them a choice in how to proceed.

One concern about educating these students is that they receive loan counseling once they are here and already incurring debt. A suggestion was made that UW could provide these students letters prior to admissions explaining their financial situation, similar to the previously-mentioned letters for low-income, high performing students. A comment was raised stating that UW should provide alternative solutions to this problem rather than simply not admitting these students.

Ballinger explained that these students have other options. UW is not saying "no" to college, just "no" to UW. In rejecting these students, we may push them to search for other colleges which may result in a better situation. A comment was raised that this fails the fairness test because it is creating a different admission criteria for a specific group of students based entirely on income. Discussion ensued. If being low-income is the primary reason for offering admission to UW then the university is not doing them a favor.

Discussion ensued. The proposal seems logical but there is no data. A question was raised asking for the fraction of students who would actually complete the degree and have a large debt load. This information can be found from UW Office of Financial Aid.

Discussion moved to admissions policy between resident and non-resident applicants. Ballinger explained that UW is not admitting non-resident students who are weaker than in-state students which UW denies. There is a process to control the number of non-resident students who are admitted, and Ballinger explained that non-resident students are being admitted at a lower rate than residents. Discussion ensued. A comment was raised that UW is admitting these students because they are poor kids and they are not adequately prepared.

Ballinger explained that the holistic review of all applicants currently includes the following socioeconomic factors in determining admission to UW:

- Percentage of high school population on free/reduce lunch programs
- Education level of parents
- Classified as “low-income” based on the Washington State needs grant

The education level of parents is used because it is correlated with family income. Ballinger explained that the task force is looking for permission to exclude these three socioeconomic factors in reviewing out-of-state students. Discussion ensued. It does not require a formal approval, but Ballinger would like to get a sense of the committee on its position towards the issue. Ballinger will come back and provide more information in the future.

ACTION: Janssen moved that the council express its intention that the holistic review of out-of-state applicants exclude the following socioeconomic factors in determining admission to UW:

- Percentage of high school population on free/reduce lunch programs
- Education level of parents
- Classified as “low-income” based on the Washington State needs grant

A condition of approving this motion would require Ballinger to provide:

- Data from the admissions office on the educational outcome of previously admitted nonresident/non-international students as soon as it can reasonably be accomplished. The data may also include "anecdotes" from the financial aid office.
- A report in 2 years (or after 2 cycles) of whether or not the change works.

Discussion ensued. A member requested Kramer to call the question. The council voted as followed:

- Approved – 10
- Opposed – 1

7) Adjourn

The meeting was adjourned by Chair Kramer at 3:00 p.m.

Minutes by Grayson Court, Faculty Council Support Analyst, gcourt@uw.edu

Present: **Faculty:** Kramer (Chair), Brock, Hoff, Janssen, Melin, Pengra, Salehi-Esfahani, Taggart
 President's Designee: Ballinger
 Ex-Officio Reps: Chin Roemer, McNerney, Wensel
 Guests: Ed Taylor, Betty Schmitz

Absent: **Faculty:** Cunningham, Harrison
 Ex-Officio Reps: Kollet

Subcommittee on Admissions and Programs (SCAP) Summary**1:30-3:00 pm****November 15, 2013****Gerberding 036****Old Non-Routine Business:**

1. **Jackson School/Oceanography** - ([ARCTIC-20130510](#)) New minor in Arctic Studies.

Background: The Jackson School, in conjunction with the School of Oceanography, are proposing an interdisciplinary Arctic studies minor for students interested in the science and policy issues in the Arctic. The minor will provide further opportunities for students to participate in the UArctic international cooperative network of institutions from around the circumpolar world.

Action Taken: 10/04/2013 - Pending. Confirm 17 credits must come from outside of major, that the grade requirements is 2.0 cumulative GPA not a 2.0 in each course, and that the departments listed in the approved list of electives have signed off.

Update: 10/7/2013 - all above have been confirmed. Approve and forward to FCAS.

Action Taken: 11/15/2013 - Post Tri-Campus Review. Approve and forward to FCAS.

2. **Electrical Engineering** - ([EE-20130502](#)) New option in Nanoscience and Molecular Engineering within the Bachelor of Science in Electrical Engineering degree.

Background: In accordance with many of the other engineering departments on campus, the Electrical Engineering department would like to establish an option in NME

Action Taken: 10/04/2013 - Approved and forward to FCAS.

Action Taken: 11/15/2013 - Post Tri-Campus Review - Approve with edit to BIOEN course and forward to FCAS.

3. **Laboratory Medicine** - ([LABM-20130805](#)) Change name of major from Medical Technology to Medical Laboratory Science.

Background: The department is revising the name of their major to align with the newly merged professional certification.

Action Taken: 10/04/2013 - Approve and forward to FCAS.

Action Taken: 11/15/2013 - Post Tri-Campus Review. Pending

New Non- Routine Business:

1. **Integrated Social Sciences-** ([ISS-20131008](#)) New online Bachelor of Arts degree in Integrated Social Sciences.

Background: The College of Arts and Sciences is proposing a new online major in Integrated Social Sciences to serve as a degree completion program for returning students.

Action Taken: 11/15/2013 - HOLD for additional review

Questions to date:

*Want data on student and occupational demand

NEXT MEETING: December 13, 2013

- *Plans for registration priority in non-ISS courses and opening registration to on-site students.
- *Questions on prerequisites (ex. ECON 382, JSIS B 331, PHIL 362 - ? PHIL 360)
- *Will all topics taught under PHIL 102 count or only selected topics?
- *COM 468 - Is it Media or Journalism Ethics?
- *Want the language about requiring 3 courses from 3 disciplines and the list of departments participating in the major added to catalog copy.
- *Is ISS 355 2, max. 8 or 2, max. 20 with a minimum of 8 credits for the major?
- *Check for joint status of courses listed in the 7 areas.
- *What does the involvement of the UWB faculty entail?

New Routine Business:

1. **Biology** - ([BIOL-20131009](#)) Revised program requirements for both the Bachelor of Arts degree and the Bachelor of Science degree in Biology.

Background: The department is requesting to revise the math requirement for the majors to make it easier for students to complete the necessary coursework.

Action Taken: 11/15/2013 - Approved pending catalog copy edits for clarity and forward to FCAS.

2. **Classics** - ([CLASSICS-20131016A](#)) Revised program requirements for the minor in Classical Studies.

Background: The department is proposing to allow students to count additional language credits towards the minor requirements.

Action Taken: 11/15/2013 - Approve and forward to FCAS.

3. **Classics** - ([CLASSICS-20131016B](#)) Revised program requirements for the minor in Greek.

Background: The department is proposing to allow students to count some coursework in culture and history of the ancient world towards the minor requirements.

Action Taken: 11/15/2013 - Approve and forward to FCAS.

4. **Classics** - ([CLASSICS-20131016C](#)) Revised program requirements for the minor in Latin.

Background: The department is proposing to allow students to count some coursework in culture and history of the ancient world towards the minor requirements.

Action Taken: 11/15/2013 - Approve and forward to FCAS.

5. **Comparative Literature** - ([CLIT-20131023](#)) New admissions requirements for the option in Literary Studies within the Bachelor of Arts degree in Comparative Literature; revised program requirements for the option in Cinema Studies within the Bachelor of Arts degree in Comparative Literature; and revised program requirements for the minor in Comparative Literature.

Background: The department wants to add an admission requirement to the Literary Studies option similar to the option in Cinema Studies; add additional course options for satisfying the requirements for the option in Cinema Studies and the minor.

Action Taken: 11/15/2013 - Approve and forward to FCAS.

NEXT MEETING: December 13, 2013

6. **Gender, Women, and Sexuality Studies - ([GWSS-20131023](#))** Revised program requirements for the Bachelor of Arts degree in Gender, Women, and Sexuality Studies.

Background: The department wants to add a residency requirement to ensure that students are taking at least 25 credits of the major in residence at the UW.

Action Taken: 11/15/2013 - Approve and forward to FCAS.

7. **Integrated Sciences - ([INTSCI-20131016](#))** Revised admission requirements for the Bachelor of Arts degree in Integrated Sciences.

Background: The program wants to start admitting students Autumn, Winter, and Spring quarters and is also adjusting the admission deadline dates from a specific calendar day to the 3rd Friday of each respective quarter.

Action Taken: 11/15/2013 - Approve and forward to FCAS.

8. **Philosophy - ([PHIL-20131008](#))** Revised program requirements for the Bachelor of Arts degree in Philosophy

Background: The department is proposing to add an additional course to satisfy the major's logic requirement.

Action Taken: 11/15/2013 - Approve and forward to FCAS.

9. **Slavic Languages and Literatures - ([SLAVIC-20130916](#))** Revised program requirements for the option in Eastern European Languages, Literatures, and Culture within the Bachelor of Arts degree in Slavic Languages and Literatures.

Background: The department is proposing to change the number of language credits from 25 to 15 to count towards the program requirements to bring it in line with the requirements of the Russian Language, Literature, and Culture option. They want students to take additional coursework in literature and culture.

Action Taken: 11/15/2013 - Approve and forward to FCAS.

Other Business:

1. What is an [option](#)? - Hold for next SCAP meeting.

NEXT MEETING: December 13, 2013