

UNIVERSITY OF WASHINGTON FACULTY COUNCIL ON ACADEMIC STANDARDS

The Faculty Council on Academic Standards met on Friday, **April 30, 2004** at 1:30 p.m. Chair Carolyn Plumb presided.

Synopsis

1. Approval of the minutes of the April 16, 2004 FCAS meeting.
2. SCAP (Subcommittee on Admissions and Programs).
3. New Advising Initiatives – Debbie Wiegand.
4. Transfer Admissions Policy and Procedures (this will be presented to SEC on May 3rd if FCAS approves).
5. Electronic Devices in the Classroom Policy.
6. Special Topic Distance Learning Courses.

Approval of the minutes of the April 16, 2004 FCAS meeting

The minutes of the April 16, 2004 FCAS meeting were approved as written.

SCAP (Subcommittee on Admissions and Programs)

The following proposals were deemed “routine” by SCAP at its April 23, 2004 meeting:

1. College of Arts and Sciences – International Studies / China Studies (SIS-021004). Revised Minor Requirements. “Adding new courses taught by Professor Patricia Ebrey, Professor of History and member of the China Studies faculty (‘Gender Histories of Modern China, 18th to 20th Centuries’; ‘Women in China to 1800’).” **THIS PROPOSAL WAS DEEMED “ROUTINE” BY SCAP.**

2. College of Arts and Sciences – School of Music (MUSIC-022604). Revised Program Requirements for the Major in several Bachelor Degree programs in the School of Music. “This wording change effects every undergraduate degree program in the School of Music. When the original phrase ‘to include 3 credits of MUHST at 300 level’ was added to these programs, the requirement was that a 300-level MUHST course was a necessary prerequisite for 400-level MUHST courses. NOW, upon completion of the Music Theory-History Core, students may take any 400 level MUHST without the 300 level prerequisite. 300 level MUHST courses are still offered periodically, and can satisfy up to 3 credits (6 credits in String areas) of the required upper division Music Theory of History electives.” **THIS PROPOSAL WAS DEEMED “ROUTINE” BY SCAP.**

3. College of Arts and Sciences – Chemistry (CHEM-021104). Revised Program Requirements for the Major in Chemistry within the Bachelor of Science-ACS Certified. “The Department of Chemistry offers a B.S. in Chemistry, currently called Option B, which is certified by the American Chemical Society (ACS). We must maintain their approval to award this degree. In order to meet the current ACS criteria we need to require a Biochemistry course for the ACS degree. We determined that BIOC 405 would satisfy this requirement and are complying with the ACS decision by requiring BIOC 405 and lowering the number of upper division electives. We would also like to change the name of the ACS certified degree from Option B-ACS Certified to B.S. in Chemistry-ACS Certified. We feel that this name change more accurately reflects the nature of the ACS certified degree.” **THIS PROPOSAL WAS DEEMED “ROUTINE” BY SCAP.**

New Advising Initiatives – Debbie Wiegand

Wiegand distributed a description of seven “Undergraduate Advising Projects for the 2003-05 Biennium.”

The first project is the **Community College Connection**. This involves outreach to community college advisers and faculty to prepare for advising students for admission by major. A group of advisers from Wiegand’s office [Academic Counseling, Undergraduate Education] will be participating in this project. This also is an outreach to community college students, particularly students of color, to assist them in preparation for majors at UW. This is done under the auspices of the Office of Minority Affairs. Wiegand said this constitutes “a change in the transfer admissions policy.” She also noted that, because admission is no longer guaranteed, applications from students of color are down from what they have been.

The OMA Transfer Admissions Counselor will develop new OMA initiatives to identify, recruit and connect with underrepresented community college students by intensifying application processing, financial aid and support service resources. Kenney observed: “We’re dealing with cultural barriers, with students who have a fear of competition that is hard to overcome.”

The project will offer a monthly information session for prospective underrepresented community college transfer students. And it will provide admissions requirement information for competitive majors. Campus and off campus offices will collaborate to work with this student population. It was noted that this will be “a temporary adjustment.”

Gateway advisers will communicate with community college advisers and faculty; will develop advising resource materials for community college advisers, faculty and students; and will conduct workshops for students on choosing majors at the UW. Wiegand said, “The funding for this will be temporary; it won’t be long-term.”

The second project is **Intensive Advising**. The project will offer proactive advising for sophomore students who have selected an academic direction. For second-year pre-majors, Gateway advisers will customize their advising approach to reflect the students’ interests, talents and options. Advisers will use individual appointments, workshops, testing, and advising tutorials in working with these students. “We will be looking at students in the pool who entered the University in Autumn Quarter 2003,” said Wiegand. She added, “We want to interact with students in their second year, before they have 105 credits. We want to be proactive. *Most* of these students will be between 45 – 60 credits when we start with them. Three FTE advisers will work on this project. They will personally contact students and help them target majors. We will report back to the provost on how well this project works.”

The third project is the **Academic Development Program**. OMA/EOP Counselors will enhance academic and career development services by increasing individual student contacts and implementing seminars and workshops to enrich students’ educational experiences. The project will use tools such as the Student Expectations Inventory, Meyers-Briggs, the Strong Interest Inventory, and other resources to assist EOP students in making choices that are compatible with their abilities and interests. “This project is parallel to the Intensive Advising Project,” noted Wiegand.

The fourth project is a **Comprehensive Mentor Program**. The OMA Mentor Program Coordinators will augment the current peer and career mentor components by offering academic and personal enrichment activities to an expanded cohort of first-generation, economically and/or educationally disadvantaged, underrepresented students, with special emphasis on EOP Bridge students.

These interactive programs will increase students’ positive experiences and sense of belonging to the University of Washington and empower them to be successful students and future leaders. A tracking and

assessment mechanism will be used to measure the retention of first year students in the program and the overall success of the mentor program. Wiegand pointed out that this is “an existing program.” She said a goal is to make the relationship of mentor to mentoree more valuable and concentrated than it has been. “And there are plenty of mentors available.” Newell said, “Students *do* go to see their TA’s. Departments should make sure that TA’s know more about advisers and mentoring, to help advise students when they come to them.”

The fifth project is **Classroom Advising**. This project will develop class sessions or assignments that raise advising issues for students. A Gateway adviser will work with interested departmental advisers and faculty to create and implement class sessions or assignments. Depending on instructor needs, advisers may help teach class or grade assignments. The question was asked: “Can we infuse advising pieces into classes?” It was noted that, in Spring Quarter, an advising piece *was* inserted into an Economics class. “This would help students start to consider options and a possible back-up plan,” Wiegand observed.

The sixth project is **Residential Advising**. This is a pilot project to develop advising services within student living communities. Starting in Spring Quarter an adviser will provide advising services in one campus dormitory. Wiegand said, “We will target registration weeks; there will be advisers in dormitories from, say, three to six p.m. or so.”

The seventh project is **Advising Information Systems**. This project will develop and implement an advising information system that tracks students’ use of advising services. Wiegand said there will be an electronic check-in system that will anticipate the future use of electronic advising.

The eighth project is **On-line Advising**. This project will develop and implement advising tutorials that respond to stages in students’ academic development. A prototype will be developed using the “How to Choose a Major” model designed by the MAP Project Committee.

Transfer Admissions Policy and Procedures (this will be presented to SEC on May 3rd if FCAS approves) – Tim Washburn and Philip Ballinger

Washburn distributed the final version of the “Transfer Admissions Policy and Procedures.”

After discussion, **THE FACULTY COUNCIL ON ACADEMIC STANDARDS:**

- 1) UNANIMOUSLY APPROVED THE POLICY THAT 100% OF TRANSFER ADMISSIONS WILL BE BASED ON A COMPREHENSIVE REVIEW;**

and:

- 2) UNANIMOUSLY ENDORSED THE TRANSFER ADMISSIONS POLICY AND PROCEDURES (EFFECTIVE WINTER QUARTER 2005) IN GENERAL.**

(It is anticipated that no changes will be necessary in the Faculty Code of the University Handbook.)

The Transfer Admissions Policy and Procedures will be reviewed at the Senate Executive Committee Meeting on May 3, 2004 as an information item.

Washburn said, “Operationally, there may be varied attention given to particular review. We will leave it up to departments to come up with their own comprehensive review.” He noted: “We realized that the draft did not have core requirements enumerated on the first page. This version does.” Ballinger said, “We got rid of the list and put in generalized language.”

Washburn told the council that “the proportion [of transfer students] will still be 30% of the [undergraduate] student population.” He said the policy “could help students who started slowly [in

community colleges] and then improved, as well as students from underprivileged backgrounds.” Ballinger said, “We think there is a good balance of weight given to a transfer student’s background and his or her intellectual achievements, in this version of the Transfer Admissions Policy.”

Washburn said FCAS member Gail Stygall will be helping in the “norming” process. Ballinger added: “We’ll try to get a ‘touchstone norm.’” Washburn said, “Faculty on the Admissions Committee can help. Overall, we’ll need ten to 15 faculty to work on the ‘norming’ process. There will probably be four meetings, at about two hours each, just to get started.”

Plumb said, “Colleges may want to help in this process. We could check with the Board of Deans.” Washburn said, in response to a question, “All students with a 2.5 GPA will have a comprehensive review.”

Electronic Devices in the Classroom Policy – Joint Resolution of UW, Bothell EC and ASUWB

The Joint Resolution is worded as follows:

1. An instructor can choose to ask students to switch off cell phones, pagers, laptops or similar electronic devices if they are disruptive to the classroom experience.
2. Students may use laptop computers in the classroom to take notes or do work that is relevant to the class. Checking or sending e-mail, playing games and surfing the Web are considered disruptive activities when the class is in session.
3. Per the Student conduct Code (Chapter 1, Section 2, Part III) – An instructor has the authority to exclude a student from any class session in which the student is disorderly or disruptive.

Plumb asked council members if they were interested in applying the Joint Resolution at UW, Seattle. Kenney said, “This is wimpy. We should specify the right to ask them to turn electronic devices off. And the bigger concern is whether they are doing this during testing. All such devices during exams should be turned off. We can tell our students what we want and need to tell them.”

Plumb said, “But we don’t have a definition for this.” The question was asked: Where does it [the Joint Resolution] go? Plumb said, “It might be part of the Student Conduct Code.” Newell said, “The disruptive issue is easy. But the cheating issue is separate.” Washburn said the question needs to be asked: “What is *our* responsibility to notify students?” Janssen suggested that FCAS could “act as a conduit to forward an ASUW recommendation [if the ASUW wished to endorse the Joint Resolution at UW, Seattle].” Plumb said, “But if it goes to the Faculty Senate, *then* where is it placed?” Newell suggested: “This *could* be a *sentence* in the Student Conduct Code.” Plumb said, “Laptops are an issue too.” Janssen, continuing his argument, said, “It would be best to have this be a student initiated proposal. FCSA – the Faculty Council on Student Affairs – would be a good forum, so faculty wouldn’t be seen as imposing its will on students.” [It was pointed out that FCSA is the one faculty council whose agenda items are brought forward by students themselves.] Newell said, “It should be emphasized that ‘any activities *not* related to classroom goals’ would be considered disruptive. That would be the best wording.”

Plumb said she would approach FCAS student representatives Sam Castic and Ryan Mattson about ASUW interest in the Joint Resolution, and report back to the council.

Special Topic Distance Learning Courses

Washburn pointed out that Distance Learning courses (which are not to be confused with correspondence courses) must go through a curriculum review process. One guideline of that process is that, *if* there is an existing classroom-based course that is a counterpart for the proposed Distance Learning course, then a comparison must be made to determine equivalence of quality. Washburn said there are now “special topic” courses, and “special topic” Distance Learning courses. His question is: “Should we have special topic courses in Distance Learning, or restrict special topic courses to some other forum?”

Kenney said, "If the department says 'OK,' that's one thing. But departmental approval is *not* required for special topic courses." Washburn said, "UWEO – University of Washington Educational Outreach – manages Distance Learning courses. They often select adjunct faculty, and the like, to instruct DL courses. *If* a department approves special topics for Distance Learning courses, should we approve that?" Newell said, "Special topics is just a course number; once that's approved, *anything* can be offered."

Plumb said, "This is a big issue. If they approved a special topics prefix, they could offer anything they want." She said this issue would be discussed at greater length in another council meeting.

Next meeting

The next FCAS meeting is set for Friday, May 14, 2004, at 1:30 p.m., in 142 Gerberding Hall.

Brian Taylor
Recorder

PRESENT: *Professors* Plumb (Chair), Janssen, Kenney and Newell;
 Ex officio members Navin, Washburn and Wiegand;
 Regular guest Robert Corbett, Coordinator of New Programs;
 Guest Philip Ballinger, Director of Admissions, Office of Admissions.
ABSENT: *Professors* Buck, Fan, Keith, Labossiere, Reusch, Simon and Stygall;
 Ex officio members Bridges, Castic, Erickson-Brown, Nyquist, Pitre and Richards.