

## UNIVERSITY OF WASHINGTON FACULTY COUNCIL ON ACADEMIC STANDARDS

The Faculty Council on Academic Standards met on **October 11, 2002** at 1:30 p.m. Chair Carolyn Plumb presided.

### **Synopsis**

1. Introductions of new and returning members.
2. Approval of the minutes of the May 31, 2002 FCAS meeting.
3. Announcements / upcoming issues:
  - a. Working committee on changing academic calendar (beginning Autumn Quarter earlier).
  - b. Writing Committee in Arts and Sciences.
  - c. Expectations for student learning (ensuring that our courses are challenging).
  - d. Program approval process at the Tri-Campus level.
4. Subcommittee on Admissions and Programs: SCAP. (SCAP Chair Susan Woods: Review of procedure, summary of routine items, discussion and vote on any non-routine items.)
5. New members for SCAP, Honors, and Admissions.
6. Discussion of, and vote on, a proposed change to the Faculty Code: an additional President's Medal award to a transfer student with an Associate of Arts degree from a community college in Washington State.
7. The Rose Report: first discussion.
8. "Match Day" concept for student admission to departments: Deborah Friedman, Associate Provost for Academic Planning.

### **Introductions of new and returning FCAS members**

New and returning FCAS members introduced themselves and identified their departments and disciplines.

### **Approval of the minutes**

The minutes of May 31, 2002 were approved as written.

### **Announcements/upcoming issues – Carolyn Plumb**

#### Working committee on changing academic calendar (beginning Autumn Quarter earlier)

The council has some questions about the proposed change in the academic calendar, which would result in an earlier beginning of Autumn Quarter. Washburn distributed a "Current Handbook Text" and "Proposed Handbook Text," and "Autumn Quarter Calendar Comparisons" from 2001 to 2007, including the proposed changes in the calendar. In the "Proposed Handbook Text," Section 1, Number 1 would read: "The autumn quarter shall begin on the fourth Wednesday of September, except when the 1<sup>st</sup> of September falls on Wednesday, in which case the quarter shall begin on the fifth Wednesday. The quarter shall end on the twelfth Friday thereafter." Stygall said there are problems with the proposed calendar for units in the Arts and Sciences whose TA orientation and training sessions would be adversely affected, in certain cases, by the new calendar. "It's a budget and impact issue," she noted.

#### Writing Committee in Arts and Sciences

Plumb recalled the visit by William H. Gates, George Bridges and others last year, in which they and the council discussed writing standards at the University of Washington, and possible ways to redress the decline in those standards. Plumb is on a committee addressing this issue, with both faculty and administrative members from within the Arts and Sciences. Plumb noted what many council members voiced during and following the discussion last spring, that a problem of this magnitude, concerning an

issue of perennial difficulty, will not be easily or soon redressed. She will report to the council on further discussions in the Arts and Sciences committee.

Expectations for student learning (ensuring that UW courses are challenging)

Plumb said she will be meeting with Sandra Silberstein, chair of the Faculty Senate, and Doug Wadden, vice chair of the Faculty Senate and FCAS chair for the past two years, George Bridges, and Jan Carline, chair of the Faculty Council on Instructional Quality, to discuss various issues under the rubric “academic standards,” one of which is expectations for student learning, and the academic quality of UW courses.

Program approval process at the Tri-Campus level

Plumb will also be attending the initial meeting of the Faculty Council on Tri-Campus Policy, and will share highlights of that council’s discussion that bear upon issues of academic standards. A major issue currently on the table in FCTCP is cross-campus coordination on curriculum proposals, an issue of enormous relevance to both FCTCP and FCAS. Last spring, several members of FCTCP visited FCAS to discuss curriculum coordination and the tri-campus review process. This will be an important issue in upcoming FCAS discussions.

**SCAP: 11 “routine” proposals**

The following 11 proposals were deemed “routine” by the Subcommittee on Admissions and Programs (SCAP) at its meeting on October 4, 2002. (Six of these proposals were signed by FCAS chair Carolyn Plumb, and five were either slightly rewritten for clarity of presentation or sent back to the departments for further signatures, and will be signed by Carolyn Plumb once they are ready.)

1. College of Arts and Sciences – Women Studies (WOMEN-072202). Revised requirement within existing program. [See “Proposed Catalog Statement”: the following numbers correspond to the numbers in that statement.] 1. “Women 299 – *Women Studies Community in Colloquia*: This is a new discussion topics course that will introduce new majors to Women Studies and create a stronger sense of community. The course will also encourage continuity in the department’s feedback process, prior to senior exit interviews, by establishing communication within the department. The course may also be linked to service learning, to encourage discussions about experiential learning.” 2. Drop Women 250; no longer being offered. Add Women 290. 3. Add Women 357. “This existing course is foundational in the sense that its focus is ‘the body.’ Women Studies majors want to add the class as a requirement, since ‘the body’ is frequently invoked in the other core classes. Some background, they feel, would help them in their studies.” 4. Many students feel ill-prepared for upper-division feminist theory. The more challenging Women 455 course is recommended for students pursuing theory-related track studies or thesis topics, or those considering graduate school. Additionally, an existing course, Women 206, will also satisfy the theory requirement, since it addresses theory at a broad and introductory level. *Note*: If students take one of the lower-division courses for their theory requirement, the class cannot satisfy the lower division elective requirement.”

2. College of Arts and Sciences – Music (MUSIC-052102). Revised major requirements. Music 250 duplicates material taught in 316 and 317. As a separate course, Music 250 conflicts with other teaching priorities, making it impractical to offer every year. By excluding 315 and/or 317 as part of the core (with a special section for majors), we will be giving Music majors more flexibility in planning their curriculum. Students who find a 5-credit course to be an unacceptable burden will have the option to take a 400-level course in Ethnomusicology.”

3. College of Arts and Sciences – International Studies (SIS-051502). Revised minor requirements. “The development of the Asian Studies major has brought into being two survey courses that did not exist when the requirements for the five Asia minors were written: SISA 210 (The Rise of Asia), which focuses on the modern period with emphasis on the 20<sup>th</sup> century; and SISA 209 (Asian Civilizations: Traditions),

which will examine Asian societies from ancient times through the 17<sup>th</sup> century. SISA 209 will be taught for the first time in Winter Quarter 2003; a new course application was submitted to the College on May 1, 2002. The Asian Studies curriculum committee wishes to give students in any of the Asian minors the flexibility to count either SISA 209 or SISA 210 toward the 10-credit 'Asian civilization' requirement. Under this plan a student's 'first civ' course still must correspond to the title of the chosen minor. The 'second civ,' however, may be focused on a second Asian country or region, or may be dedicated to an overview of modern or pre-modern Asia in broad outline."

4. College of Arts and Sciences – International Studies (SISa-051502). Revised major requirements. "Professor Deborah Porter, a specialist in pre-modern Asia who joins the JSIS faculty in Autumn 2002, has developed a new survey course and proposed to teach it for the first time in Winter Quarter 2003 (course application submitted to the College on May 1, 2002). SISA 209 (Asian Civilizations: Traditions) will explore the religion, philosophy, literature, art, and social and political thought of East Asian, Southeast Asian, and Indian civilizations from ancient times to the 17<sup>th</sup> century. Under existing requirements, students majoring in Asian Studies must take SISA 210 (The Rise of Asia), a course that emphasizes the 19<sup>th</sup> and 20<sup>th</sup> centuries. The Asian Studies curriculum committee wishes to take advantage of the School's new expertise and permit majors to satisfy the required Asian overview with a course that focuses on either the modern or the pre-modern era. While requiring both courses would be desirable in many respects, the committee judges this to be impractical at present because it is not clear that SISA 209 can be staffed every year."

5. College of Arts and Sciences – International Studies / African Studies (SIS-072802). Revised minor requirements. "Adding four new courses appropriate to the African Studies minor; correcting others because of re-numbering in History (HIST 251 now 151-152; HIST 361 now 260; dropping one course no longer taught [HIST 455] )."

6. College of Arts and Sciences – Slavic Languages and Literatures (RUSS-052302). Revised major requirements. Additions and deletions to major requirements; minor requirements unchanged. "Transfer students must meet all of the above requirements and are required to complete at least 15 graded credits in Slavic Department courses at the UW."

7. College of Arts and Sciences – Philosophy (PHIL-072902). Revised major requirements. "Allow additional course options under the core requirements."

8. College of Arts and Sciences / Undergraduate Interdisciplinary Programs – Program on the Environment (ENVIR-071902). New option: "International Perspectives". "The Program on the Environment's curriculum is designed to approach environmental trends and problems from a multitude of different perspectives and to recognize that many of these problems are at least international if not global in scale. As a result, an ever growing number of classes that examine environmental issues on a global level are being added to our list of approved matrix courses. PoE's students are naturally drawn to these courses and are actively seeking out avenues to participate in the global arena through study, travel and work abroad experiences. Our goal is to allow these students to use such experiences towards an official option within our existing major."

9. College of Arts and Sciences – Chemistry (CHEM-083002). Undeclared classification. "Justification: CHEM 120 and CHEM 142 are similar in content and as such students should not be allowed to receive credit for both if both courses are taken."

10. College of Arts and Sciences – Economics (ECON-091302). Revised major requirements. "Effective Winter 2003, the University approved Econ 486 – Economics of Information. This course meets the department's theoretical and quantitative requirements to be included as a Theory and Methods course for

the Bachelor of Science degree program, and includes a considerable amount of mathematics. It is likely that many students will take Econ 485 (Game Theory) and Econ 486 (Economics of Information) as a series, resulting in a solid background in this methodological framework. Currently, the Bachelor of Science program requires that a student take Econ 300 and 301, an advanced topics course (400, 401), 10 credits of theory and methods courses (including Econ 454, 473, 481, 482, 483, 485) and 15 credits of additional 400-level Econ courses. Including 486 in the options will help the BS students to finish their requirements in a timely manner.”

11. College of Art and Sciences – Art, Art History and Design: Printmaking Program (PRINT-080102). Revised major requirements. “This change will remove one course (ART 247) from the degree requirements and replace it with another (ART 246). Art 247 (Intaglio) has traditionally been taught as a beginning course in the Printmaking program. It is, however, a course that requires a higher skill level due to the difficulty and the resources used for each work produced. Thus, the proposed course, ART 246 (Monotype/Works on Paper) will replace ART 247 with a content that is better suited to the skill-level of beginning Printmaking students.”

As Woods and others pointed out, SCAP and FCAS are part of the extended review process for new undergraduate programs at the University of Washington. (The council’s charge is to address undergraduate degree programs only, not graduate programs. And SCAP does not address individual courses, only programs.)

#### **New members for SCAP, Honors, and Admissions**

Plumb asked for volunteers to serve on the council’s subcommittees: SCAP, Honors, and Admissions. Nancy Kenney volunteered to serve on both the SCAP and Honors subcommittees. Gianola volunteered to serve on the Admissions subcommittee. Membership of the subcommittees is as follows:

SCAP: Buike, Corbett, Kenney, Washburn, Wiegand, and Woods (chair); and regular guest: Scott Winter.  
HONORS: Fan, Kenney, Newell, Washburn, and Wiegand.  
ADMISSIONS: Eastin, Gianola, Newell, Stygall, and Washburn.

SCAP: This subcommittee has been involved, and is still refining, the online 1503 form. Departments are now able to print out the 1503 form from the Web. As Plumb pointed out, “The work of SCAP is an important part of our work on the council.” She noted that Scott Winter, Academic Counselor-Lead in the Undergraduate Advising Center, also looks over the newly submitted proposals before the actual SCAP meetings, and participates in those meetings whenever possible. Winter brings a helpful expertise to SCAP, along with that of Robert Corbett, Debbie Wiegand, and Tim Washburn. And Woods has been an extremely effective chair of the subcommittee.

HONORS: The Honors subcommittee selects the President’s Medalists. Plumb, who served on the subcommittee, said it is a most enjoyable experience. “You’re evaluating the best students in the University. It’s a genuine pleasure to study the accomplishments of these scholars.”

ADMISSIONS: Washburn said one of the chief current projects in the Admissions subcommittee is to look at petitions (for graduation) seeking to waive courses for Distance Learning.

**President’s Medalists: proposed change to the Faculty Code for an additional President’s Medal to a transfer student with an Associate of Arts degree from a Washington State Community College:** Washburn distributed a sheet showing the current wording of Volume Four, Part III, Chapter 11: Grades, Honors, and Scholarship: Section 3. “Honors Awards”; and a proposed change to that wording, a change that would allow for four President’s Medals to be conferred at the annual commencement ceremonies.

In the proposed change, a medal would be conferred, at the Seattle commencement, “upon the graduating senior who has completed at least three-fourths of his or her degree requirements at the University and who has the most distinguished academic record among such students.”

Also at the Seattle commencement ceremony, “a medal shall be conferred upon the graduating senior who entered the University with an Associate of Arts or Sciences degree from a Washington community college and who has the most distinguished academic record among such students.”

And lastly, “at each of the Bothell and Tacoma commencement ceremonies, a medal shall be conferred upon the graduating senior with the most distinguished academic record.”

Washburn noted that it has “gotten so complex to select the President’s Medalists.” He said it has seemed to many people that transfer students have always been at a disadvantage in the selection process of President’s Medalists, with the medals invariably being awarded to students who have spent their entire four years at the University. He said those selecting the medalists came eventually to feel that the University would do well to honor its partnership with the community colleges in Washington State by having a President’s Medal specifically for a student who had come from a community college to the UW with an Associate of Arts or Sciences degree.

Washburn said UW Bothell and UW Tacoma confer medals as well, honoring their best students. “We select UW Seattle’s medalists, and UW Bothell and UW Tacoma select their medalists.”

Asked about Section 3, A., iii, Washburn said it reads as it does “because UW Bothell and UW Tacoma have upper division students only.”

Washburn said that, to qualify for a President’s Medal, a student must graduate *summa cum laude*, and grades must be earned at the University of Washington. He noted that different departments have “different standards for Honors.” He also said, “We do look at everything, in making our decision, including the quality of high school that a student comes from, and his or her qualities of leadership and participation at the University.” This is necessary in part because, purely on the basis of students’ grades, several candidates might be equally deserving of a President’s Medal.

Plumb said it is difficult to separate out these students’ accomplishments: transfer students, for instance, do not have Honors classes, and are thus left out on that particular score.

Janssen expressed concern over the fact that the “transfer medal” criteria would be stricter at the main campus than at the Bothell and Tacoma campuses. The current wording requires that transfer medal candidates at the Seattle campus have an Associate’s Degree from a Washington community college, while the Bothell and Tacoma campuses could award a similar President’s Medal to a student who transferred from anywhere, with or without an Associate’s Degree.

Stygall moved to approve the proposed changes to the University Handbook. Woods seconded the motion.

THE MOTION PASSED WITH FOUR VOTES IN FAVOR, ONE VOTE OPPOSED, AND TWO ABSTENTIONS.

### **The Rose Report: first discussion**

Plumb said there is currently a proposal in the Senate Executive Committee (SEC) to realign faculty councils and current administratively-appointed committees into “University Councils.” As the letter from the Rose Committee to Faculty Senate chair Sandra Silberstein states: “The heart of our proposal is

to replace current Faculty Senate Councils and the Senate Planning and Budgeting Committee with University Councils. These councils are to be focused on the university-wide functions or activities within the purview of the President's portfolio and those of the Provost and the Executive Vice President. On each of these councils an equal number of representatives shall be designated by the Senate on behalf of the faculty and by the President, Provost and Executive Vice President on behalf of the administration."

The "University Councils" would be co-chaired by a faculty member and a member from the administration.

The "Rose Report" (named for Professor Emeritus Norman Rose of UW Bothell, who chaired the committee assigned to assess the faculty council structure) will be discussed by FCEO at subsequent council meetings.

Plumb said a motivating factor behind the development of the Rose Report was the question: Are faculty councils as efficient as they should be? The responses thus far in Senate Executive Committee meeting discussions have been mixed. Some faculty wonder if their collective power in faculty governance would be weakened in such a realignment, in which continuously-serving administrators would serve on the same University Councils, with the same representation, as faculty members who would serve for a limited number of years, and then be succeeded by new faculty members.

On the other hand, Plumb said, "There is a desire to increase joint governance, to improve faculty and administrative rapport and interaction." At the present time there are "parallel" councils and committees who have little or no interaction, while addressing essentially similar issues.

Woods said the suggestion of combining the Academic Standards, Instructional Quality, and Educational Outreach faculty councils "sounds good," but she wondered how much "overlap" exists in those councils. The issue of "overlap" is one of intense consideration in several council discussions. As some have noted, in particular academic years there may be considerable overlap because of the nature of an issue that cannot help but interest more than one council: an issue such as Distance Learning, or that of Grade Inflation.

Stygall said, "There are concerns about our charge [FCAS's charge], and FCAS and FCFA [the Faculty Council on Faculty Affairs] are two of the central councils of faculty governance. What if we give up our control? The Faculty Senate has often told us that this is our bailiwick."

Bridges said, "It might be better for some kinds of work than others. In some areas, the Rose Report's proposed changes would work better; in other areas, they would not." Washburn said, "Many of the 'Current Administration Committees' shown on page 11 of the Rose Report have not met for years, and others would not be taken care of by combining the councils and committees."

Hazard Adams asked about the "impulse" behind the Rose Report. Plumb said, "There is a sense on the part of many faculty that the faculty does not always have a voice, or a very strong voice, in University governance." Adams said, "You might not get what you want this way. You get what faculty want more through *spirit* than through *matter*." He said he came to this conclusion, in part, as a former Vice Chancellor in the University of California system, as well as through his experience as a faculty member.

### **"Match Day" concept for student admission to departments: Deborah Friedman, Associate Provost for Academic Planning**

Friedman's discussion chiefly concerned student entry into majors, and the "Match Day" concept. She said this would be the first in a series of conversations she will have with the council.

She first addressed the history that led to the “Match Day” proposal, a history that goes back to her beginnings at the University of Washington as Associate Dean of Undergraduate Education. “Despite our rule that all students must have a major by the time they accumulate 105 credits, many do not,” said Friedman. “Quite recently, 1,000 students did not have a major by that time. It is hard to graduate without graduating in a major.”

Friedman said many things were tried, to get students into a major. But many students, she said, would “hope or hide.” They had a difficult time establishing a “Plan B” when “Plan A” had failed. Friedman said, “Advisors are key [in this process].” The quality of advising students get can make the difference in their finding a major. “This problem is growing,” she stressed. “There are now 1,500 students without a major at the University of Washington. “And students need to get their advisor’s signature to then register.”

“There are two other challenges,” Friedman said. One is that of transfer students. It is not beneficial for transfer students to come to the University without a major. “There are fewer options if they can’t come with a major.”

Friedman said the University has traditionally accepted all direct transfer students who had a 2.75 GPA. She said, “This needs to be renegotiated. Are we going to be able to do that? The community colleges say: If you qualify, you can go to the University of Washington. But we want to raise the bar. We want the community colleges to do something good for transfer students. And we want to help students be accepted into majors before coming to the UW.” Friedman also said, “We want to recruit top freshmen. But we’re competing with top universities to do so.”

She reiterated three key points: “We have too many students beyond 105 credits without a major; we would like transfer students to enter the University with a major; and we’re trying to recruit top freshmen against strong competition.”

Friedman discussed the “National Residency Match Day” used in medical schools. She said all residency openings are made known at Match Day. Students rank the colleges and the colleges rank the students. “We met with the Assistant Dean of the Medical School. I learned some things that were startling. For instance, many medical students do not know what kind of doctor they want to be when they graduate. This increases the need for effectiveness of advising.”

Friedman likes the *concept* of Match Day “because it allows students to do more searching. But it would not change anything of the way departments actually work.” This is the basis of Friedman’s enthusiasm, not Match Day itself. Match Day is not as important as the issues behind it. “This is a public goods problem,” said Friedman. “This is not an overall departmental issue. Departments have very different realities. Reaction to this depends very much on the department one comes from.”

Many of the students without a major fall into clusters. From a quarter to a third, for instance, are waiting to get into Business, said Friedman. Many others are waiting to get into Nursing. The number of students waiting to get into departments like Psychology goes up and down.

Friedman said that in some cases it will be difficult to find a Plan B for those students who cannot get into their desired majors. And here, advisors are crucial, she noted. “Say, in Architecture or Nursing, a second option would not be at all closely related to these disciplines.” Then there are those students who are not academically strong, and are simply not desired by departments at the University.

Friedman said that following Match Day is “Scramble Day.” Students who have not been placed during the Match Day process meet with their professors, who try to place them. And most always they are placed by the end of the day.

“With undergraduates, we want the responsibility for finding a major to be theirs, but also the University’s, and the advisors’, responsibility,” said Friedman. Asked about increased advising, she said that resources for increased advising is a “serious issue, but not one we’re dealing with right now.”

Friedman said she “will come back to FCAS after she has spoken with others.” She said, “We might try to work this [Match Day concept] with transfer students first, before, say, a group such as those students who reach 105 credits without a major.”

Adams asked, “What about the possibility of not requiring a major?” Friedman said, “That would be a radical solution, but probably not necessary at this time.”

**Next meeting**

The next FCAS meeting is set for Friday, October 18, 2002, at 1:30 p.m., in 36 Gerberding Hall.

Brian Taylor  
Recorder

**PRESENT:** *Professors* Plumb (Chair), Buike, Eastin, Fan, Gianola, Janssen, Kenney, Labossiere, Stygall and Woods;  
*Ex officio members* Adams, Bridges, Croft, Liston, Washburn and Wiegand;  
*Guest* Debra Friedman, Associate Provost for Academic Planning;  
*Regular guest* Robert Corbett, Coordinator of New Programs.

**ABSENT:** *Professors* Fan and Newell;  
*Ex officio member* Gerhart.