

**UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON STUDENT AFFAIRS**

The Faculty Council on Student Affairs met at 2:30 p.m. on Wednesday, **November 19, 2003**, in 36 Gerberding Hall. Co-chairs Jeffrey Schwartz and Clark Pace presided.

Approval of minutes

The minutes of October 22, 2003 were approved as written.

Introductory Remarks – Jeffrey Schwartz, Co-chair

Schwartz said that he and Co-chair Clark Pace met with Faculty Senate Chair Doug Wadden and discussed the possibility of an FCSA Class “C” Resolution on academic support structures for student athletes. Wadden said he will be working with the President’s Committee on Intercollegiate Athletics and will promote a better communication to the Faculty Senate on what is happening with Intercollegiate Athletics at the University of Washington, and with the University’s student athletes.

Wadden asked that the council pass on to him any draft it produces of a Class “C” Resolution. He observed that such a resolution can be an excellent idea, but that it can sometimes backfire if clear-cut faculty support is not behind the resolution. Pace said he thought it was important “to inform the faculty,” and that in his view the faculty will in all likelihood be appreciative of the council’s doing so. The council concurred. Pace said he would draft a resolution and then pass it on to the council for their suggestions and comments.

Fearn-Banks said the Student Athletes brochure being prepared by Kristin Henderson is due to arrive at the printers by Wednesday, December 17th, with a press check to follow in two to three days. Newman-Burrows Northwest Publishing Center was awarded the printing contract. The text of the brochure will be determined by December 1st, and will include information on UW student athletes, language from the University’s Faculty Code addressing care and treatment of student athletes, a comparison of UW student-athletes’ GPA averages and those of non-athlete students, a list of what some former UW athletes have accomplished in their non-athletic post-University careers, and suggestions for contacting the organization if professors have questions about student-athletes. Fearn-Banks said the brochure will be shown to the council before it goes to the printer.

ASUW Representative: Introductory Remarks – Sam Castic (and Student Regent Daya Mortel)

Castic reiterated the point he made at the October 22nd FCSA meeting: that “students want to be included in the decision-making process” when decisions are being made that affect the academic, financial and cultural life of students at the University of Washington. “We would like the Regents to make a task force composed of representatives of the University community: students, faculty and administration together. We want a larger talk on the issue of extending the Conduct Code, without rash decisions being made.” It was noted that the Regents are considering extending the Conduct Code.

Student Regent Daya Mortel said that Dr. Ernest Morris, Vice President for Student Affairs, “has talked with us; a lot of Regents have mixed feelings on this issue. Student Conduct Code practices at other campuses of similar stature to the UW are being looked into. Those campuses are being asked what responses they are getting to their Conduct Code: how students and others are reacting to them.” Lewis was told by Dr. Morris that he would be glad to talk to FCSA at one of its upcoming meetings. Kravas said that if the Conduct Code were to change, it would need to go through the Washington Administration Code process, a process of some length.

Castic said student legislative representatives and the administration coordinated last year on the legislative agenda they would take to Olympia. He said he is not certain if that same coordination will

occur this year. He noted that students disagree with the administration's stated desire to control tuition at the University, but added that students want to work with the administration as much as possible. Schwartz observed that, historically, it has been more effective for the University to go to the legislature "with a single voice."

Institutional Over-enrollment and Academic Progress of UW Undergraduates – George Bridges, Dean, Undergraduate Education

George Bridges, Dean, Undergraduate Education, distributed a chart outlining a presentation he gave to the Board of Regents on May 16, 2003, entitled: "Institutional Over-enrollment and Academic Progress of UW Undergraduates."

Bridges said he would be glad to discuss University resources viz. access to majors at another meeting, but that recently-collected data on this issue is still being analyzed and studied. "We're getting data from all departments, schools and colleges on the number of applicants to majors and the number of students being accepted. Once we have a sense of all this data, I'll share it with the council."

Bridges said that, today, he would discuss the important issue of academic progress and the related issue of institutional over-enrollment. The challenging goal for the University, he averred, is to have its undergraduate students progress "quickly but qualitatively" through their pre-major and major curricula, and to graduate in a timely manner. "This is an important philosophical issue for the University," he stressed: "Can the quality of learning be easily measured?"

Bridges noted that Legislative Bill 5135 instructs the University to watch students who have accumulated 180 credits without graduating. "We have to report by January 30, 2004 on what we have found." He said the whole issue of access presents great challenges to the University. "There are many more students who want in to the Seattle campus in particular than there is room to accommodate them. We're over-enrolled by 1,500 students, 1,000 of whom are undergraduates. The University must 'eat' \$8,000 for each of those 1,000 students."

Bridges said undergraduate students must declare a major by the time they accumulate 105 credits, with a minimal completion of 90 credits to declare a major. 1,500 students have recently received pre-major extensions, he pointed out. None of these students has a major.

As for undergraduate advising, Bridges said there are over 200 advisers on campus, but only 25 advisers work in Undergraduate Education and OMA. The other advisers all work in individual departments. "There is no cohesive group of advisers," said Bridges. "There are very good advisers all over campus, but no cohesive group."

Bridges said, "We don't admit transfer students into majors; students transfer to the University, then apply to get into their desired major." He said this is somewhat "unusual," and that most peer institutions do allow students to transfer into majors. "But those institutions do not have pre-major extensions," he added. Morales told the council that Associate Arts students only need a 2.75 GPA to be able to transfer to the University. "That takes care of about two-thirds of all transfer students," he said.

Bridges said, with respect to the issue of communication, "Historically, we have not done a good job of communicating to new students at the University what they will need to do to complete their major in a timely fashion. Once they are *in* their major, the minimum requirement to complete their degree is 180 credits; so it should be 210 credits and out."

Bridges said students often diverge from their degree path, and change their major or perhaps study abroad. "Some of these divergences are good things," he said.

Bridges pointed out that, in Spring 2003, there were 1,293 undergraduate students with 105 credits or more who had not declared a major, and who received a pre-major extension. In Fall 2003 there were 726 students in this category. In Spring 2003 there were 345 students with 210 credits or more who had diverged from their degree path and not completed their baccalaureate degree. In Fall 2003 there were 514 students in this category.

Regarding academic progress, Bridges said, "We need to know who exactly is over the credit limit. Some are exceptional students: perhaps a third. Others, for lack of a better term, are 'wandering.' They don't know what they want to do. They aren't focused. Yet another third are students having trouble getting into their chosen major. Some in this group leave the University or simply drop out [of their chosen major]. But some stay and accumulate credits." A question, said Bridges, is: What can be done about this? "We have a responsibility to these students. The task force studying this has a responsibility."

Bridges said, "Last year, Economics was hard hit, and 20 TA's had to be sent to that department. We need to look at courses that feed into majors. I work with other deans on this issue, and ask them: 'Where are your growth areas? What are *you* doing to address your demands?' These are structural problems." Perrin said, "Deans need support." Bridges said, "The Provost could suggest reallocation of resources to deans, and take the pressure off deans that way."

Bridges said, "I will get responses to your questions. As the committee gets its findings, I'll come back to you." He said the current academic policy is a "blunt instrument." He asked: "Do we end the pre-major extension? If so, what do we do with students who cannot make [academic] progress through no fault of their own? What if there were better advising among all 200 advisors? What if they all agreed and gave similar advice?" Castic said, "A large number of students self-advise; there aren't enough advisers. We need more advisers and a way to improve bottleneck courses." Perrin said, "I don't think students *are* getting mixed messages, necessarily. I think it *is* a resource problem. I'm impressed with the quality of advising."

Bridges said, "I think advisers are good, but students *are* confused. Students get different advice from different advisers. We have anecdotal evidence of this. We'll be doing focus groups with advisers and students." Kravas said, "These numbers aren't surprising to me. There are *going* to be some students who are stragglers; we can't entirely solve this." Bridges said, "The problem is that we're facing pressure from the legislature. And we have to do something about students who repeat courses. In some instances, 20% of students in a particular course are taking the course for *at least* the second time. This is a problem. Something's not working. And this raises a critical philosophical question: How much can we afford to tolerate this kind of practice?"

The observation was made that the University does not do a good job with its allocation of resources. Wood said, "*Our* students [in Military Science] *have* to be in and out in four years. I counsel seniors on what they *need* to get their requirements completed on time, and assist them in doing so, when necessary. If they don't maintain the requisite standards, we have to let them out of the program." Morales asked, "Regarding the 210 credit limit, how many students exceed double majors?" Bridges said, "Many of them are double majors or double degrees." Perrin said, "Regarding double majors or double degrees, a lot of our students in Psychology who do double majors do *not* have close to 210 credits. Some have only 190 credits."

Bridges said the report to the legislature is due on January 30, 2004. The draft to the Provost is due the first or second week of January. He said the task force will close in June 2004. He reiterated that he would be glad to meet with the council before the process is completed. He said he co-chairs the task force along with Rusty Barcelo. Serving on the task force are students, faculty, advisers and

administrators. “There are more advisers than faculty, because advisers are more familiar with the problems being addressed,” Bridges said. He noted that Sam Castic and another student represent the ASUW on the task force.

TA Credentials and Evaluation

Pace said Executive Order 28 in the University Handbook contains a memorandum and policies on hiring TA’s. “Does the Graduate School have to see that these memorandums are followed?” He asked. He said his own department [Construction Management] does not. “Sam Castic’s concerns are valid,” he stressed. Castic said, “In a University with few resources, there is a greater dependency on TA’s. What if a TA is not effective at teaching, or does not show up for office hours? And what is the purpose of ‘TA sessions’? Students have courses with *some* TA’s. How do students address this? *Are* schools using the memorandums?”

McKinstry said, “I was on a task force looking at TA’s. We learned that TA’s couldn’t attend some classes because their own [graduate-level] classes occurred at the same time. It’s very departmentally determined.” Castic said, “The evaluations of courses are not easily available. It’s hard to find them. And evaluations are only partially reliable. A large number of instructors don’t even fill out the course description.” Kravas said, “This would be a great discussion for department chairs to have. We need to remind them of this.”

Course Fees

Castic said, “Course fees are handled by departments: by colleges and schools. Students are concerned because course fees are added to courses, and students don’t know what the fee is for. If students were told what the fees are for – if they were offered a rationale – they would be somewhat appeased.” Pace said, “If students don’t *ask* for a rationale, they won’t receive one.”

Pace said, “How should we proceed?” Castic said, “Someone could talk to us, perhaps from the Provost’s Office.” He added: “*Is* it [the handling of course fees] college to college? *And*, could the rationale be more transparent?”

Next meeting

The next FCSA meeting is set for Wednesday, December 17, 2003, at 3:00 p.m., in 36 Gerberding Hall.

Brian Taylor
Recorder

PRESENT: *Professors* Pace and Schwartz (co-chairs); Fearn-Banks, Pace, Schwartz and Wood;
Ex officio members Castic, Kravas, Lewis, McKinstry, Morales, Mortel and Perrin;
Guest George Bridges, Dean, Undergraduate Education.

ABSENT: *Professors* Almgren, Fridley and Herwig;
ex officio members Feetham and Hatlen.