



## FACULTY ASSEMBLY

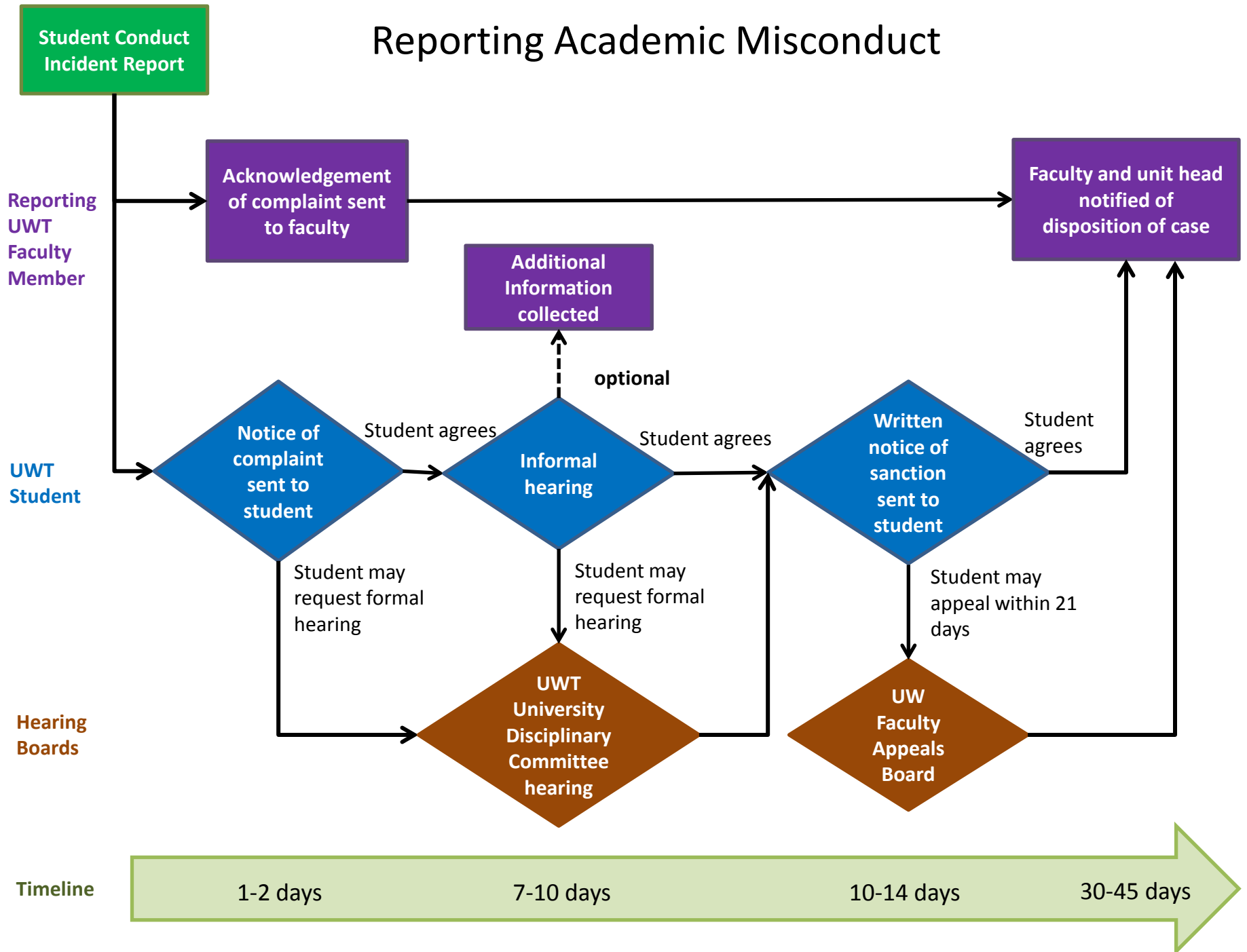
UNIVERSITY of WASHINGTON | TACOMA

### **Faculty Assembly Quarterly Meeting** **Friday, January 24, 2014, William Philip Hall** **AGENDA**

- 9:00 – 10:00** Academic Misconduct Procedures and Norms  
*Ed Mirecki, Dean of Student Engagement*
- 10:00 – 11:00** UWT Admissions Policies and Procedures  
*Karl Smith, Associate Vice Chancellor  
and Chief Admissions Officer*
- 11:00 – 12:00** Forming Schools at UWT  
*J.W. Harrington, Vice Chancellor for Academic Affairs*

**Spring Quarter All-Faculty Meeting:**  
Friday, April 18, 2014 9am-12pm

# Reporting Academic Misconduct





## Academic Misconduct

### Issues to Consider

1. How do faculty feel about the consequences of the academic misconduct process being primarily educational rather than punitive for a first offense?
2. What norms should we collectively develop regarding the grading consequences for academic misconduct?
3. How can we encourage and support appropriate academic conduct?

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17 June 2013

To: UW Tacoma Faculty

From: Katie Baird, Chair, Faculty Assembly  
JW Harrington, Vice Chancellor, Academic Affairs  
Cedric Howard, Vice Chancellor, Student and Enrollment Services

Re: UW Tacoma Process for Allegations of Student Academic Misconduct

During Spring Quarter, UWT faculty and administrative leaders engaged in a collaborative effort to re-revisit and re-establish our campus policies around the handling of allegations of academic misconduct. This has been motivated by the realization that a past agreement reached between faculty and administrators several years ago had not been followed, and that some allegations of misconduct by faculty had not been acted upon.

Our expectation is that the changes we have instituted (described below) will better serve both students and faculty, and that the process will be a more collaborative and transparent one that supports the culture of high academic and behavioral standards on our campus that we all aspire to.

## **The Formal Process for Initiating Allegations of Academic Misconduct**

Faculty wishing to lodge formal allegations of academic misconduct against a student should continue to send Incident Reports<sup>1</sup> to the Student Enrollment and Services office. These will be reviewed by the office's Informal Officer, as described in the Washington Administrative Code.<sup>2</sup> The Informal Officer or the student always has the option to refer the allegation to the University's Disciplinary Committee, which is a committee comprised of both faculty and students. In all cases, the Informal Officer will inform faculty and the director/dean about the outcome of the case.

In addition to informing the initiating faculty member, going forward the Informal Officer will also be presenting to Faculty Assembly's Academic Policy and Curriculum Committee (APCC) a quarterly report that summarizes the office's caseload and the outcomes of these cases. Once yearly the Informal Officer will also meet with APCC to discuss and review UWT's Academic Misconduct process; part of this discussion will involve identifying campus-wide practices that might better support academic success. Faculty Assembly will use its representatives, newsletter and website to keep faculty abreast of these reports and conversations.

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<sup>1</sup>[http://www.tacoma.washington.edu/policies\\_procedures/Student\\_Conduct\\_Incident\\_Report\\_2013.pdf](http://www.tacoma.washington.edu/policies_procedures/Student_Conduct_Incident_Report_2013.pdf)

<sup>2</sup><http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>

We believe these new processes will help underscore for everyone on campus the importance of academic honesty, and ensure that we work collaboratively to improve our communication about it. If at any time you have comments and suggestions on this topic, we invite you to send them our way.

Copy: Debra Friedman, Chancellor  
Ed Mirecki, Dean of Student Engagement  
Jill Purdy, Vice Chair, Faculty Assembly

DATE: January 22, 2014

TO: Dr. Jill Purdy, Chair, Faculty Assembly  
Dr. Nita McKinley, Vice-Chair of Faculty Assembly

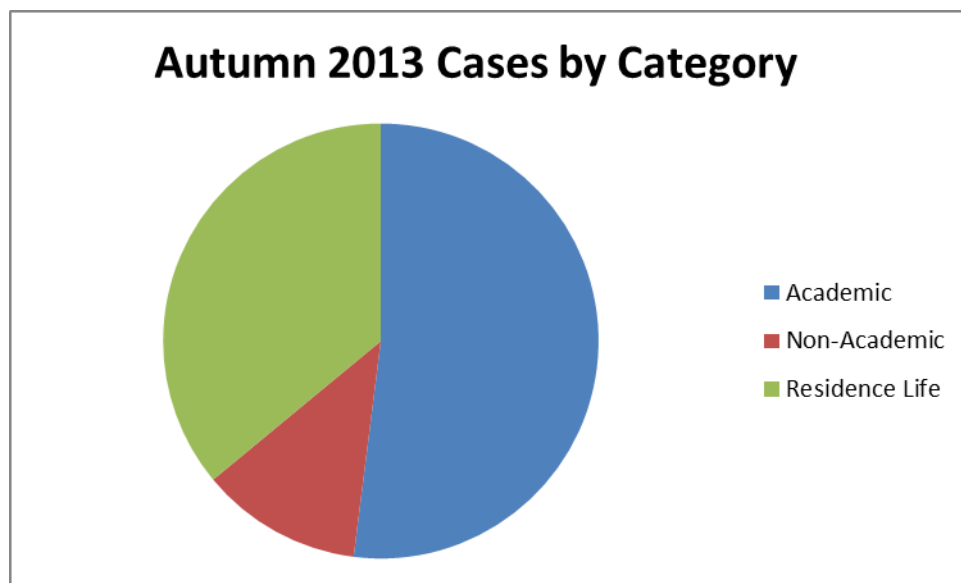
FROM: Ed Mirecki, Dean of Student Engagement

RE: 2013 Autumn Quarter Academic Misconduct Cases

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This memorandum is intended to provide the Faculty Assembly with an overview of the number and types of cases handled by the Office of Student Conduct during the 2013 Autumn Quarter. The number of cases outlined below includes all incidents reported to date for the 2013 Autumn Quarter.

A total of 25 cases of misconduct were reported during the 2013 Autumn Quarter: 3 cases involved non-academic violations of the Student Conduct Code; 9 of these cases are from Residence Life in Court 17 Housing; and 13 cases involved allegations of academic related misconduct.



Conduct cases are categorized as academic misconduct when a reported allegation is a violation of WAC 478-120-020(2) "Admission to the university carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and to the welfare of the academic community. That responsibility includes but is not limited to: (2.a) Practicing high standards of academic and professional honesty and integrity."

A total of 6 of the cases involving academic misconduct were submitted as "Report Only" by the complainant. This is an option included on the incident report that the faculty member may choose if they believe that it is a low level offense, and they have confronted the situation on their own through a

grade reduction or other action. This is a useful function, as a record is created to track any future incidents involving the student. Of the 6 “Report Only” cases, 4 reports involved plagiarism and 2 reports involved a student receiving unauthorized assistance, or cheating.

The remaining 7 cases of academic misconduct requested that further action be taken regarding the complaint. In these cases, the student was contacted for an informal hearing. Of these cases 5 involved plagiarism, 1 involved a student receiving unauthorized assistance, and 1 case involved a student misrepresenting data. In 5 of the cases, the students were found responsible for violating the Student Code of Conduct, and received a sanction of a reprimand. The 2 remaining cases are pending hearings.

A total of 22 cases of student misconduct were reported during the 2012 Autumn Quarter. For the same time period last year, 13 cases of academic misconduct were reported, the same number in Autumn 2013. There was a small difference in the types of cases reported, as there was a drop in the number of “Report Only” cases, and an increase in cases requiring a hearing.

Please note that records and information regarding student disciplinary proceedings are subject to the provisions of the Family Educational Rights and Privacy Act and supporting regulations (20 U.S.C. 1232g), and to Chapter 478-140 WAC.

I hope this information is helpful. If you have any questions, or require additional information, please contact me at 253-692-4481.

**Student Conduct**

***Department of Student Engagement***

1900 Commerce Street – Box 358407 – Tacoma, WA 98402

(253) 692-4481



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# Faculty Assembly Winter 2014 General Meeting

Enrollment Services

Karl Smith

Associate Vice Chancellor

Student and Enrollment Services

Chief Admissions Officer





# Presentation Outline

- Enrollment Growth
- Recruitment Efforts
- Community Partnerships
- Pathways to Promise
- Threshold Admissions
- Holistic Admissions
- Faculty Involvement

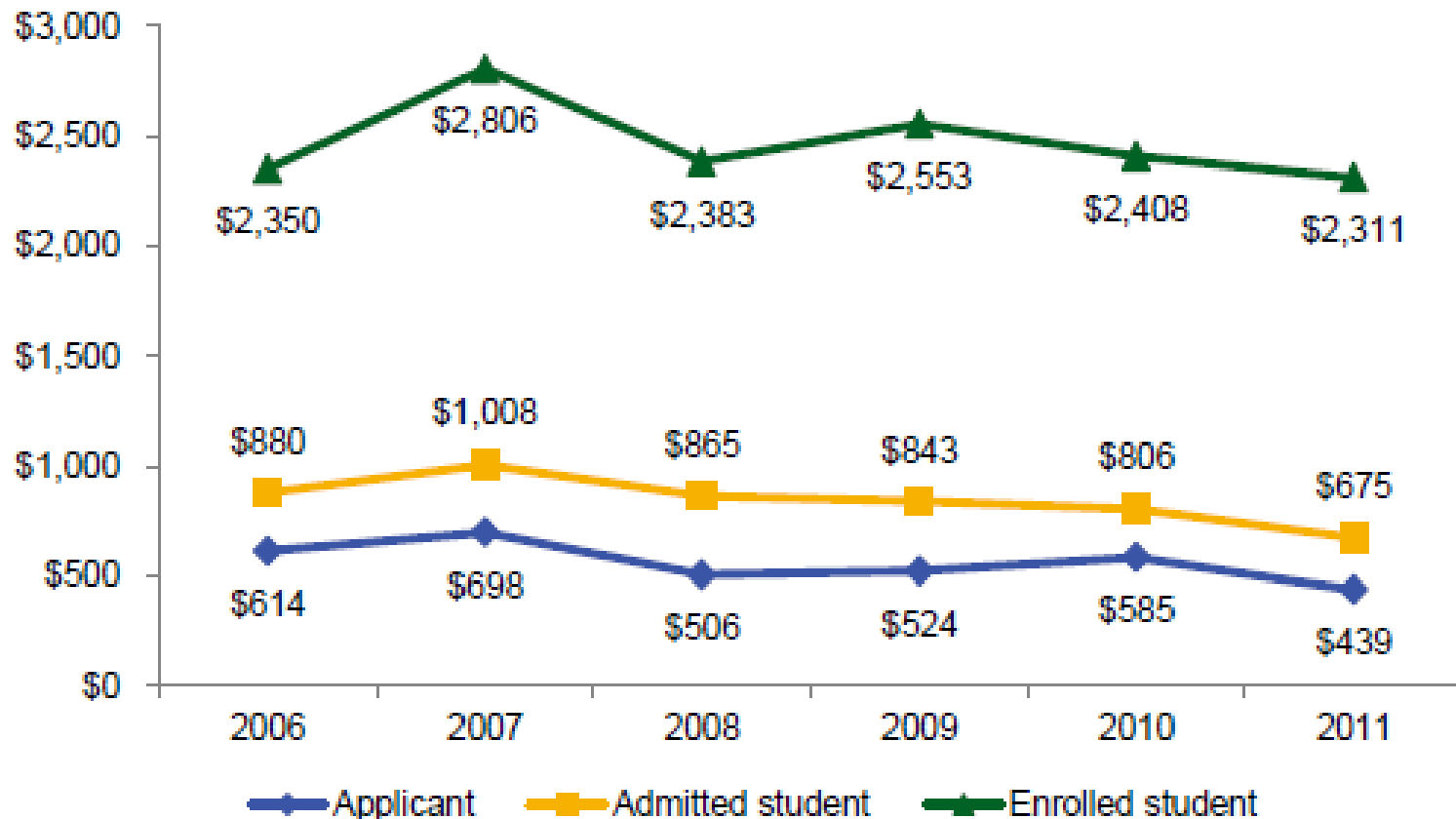


# Enrollment Plan – Getting to 7,000

Fiscal Year	Projected Enrollment (Headcount - Rounded)	% Increase
2010-2011	3331	7.1%
2011-2012	3662	9.9%
2012-2013	3,907	Baseline
2013-2014	4,309	10.3%
2014-2015	4,600	9.5%
2015-2016	5,000	8.5%
2016-2017	5,450	8.5%
2017-2018	5,950	8.5%
2018-2019	6,450	8.5%
2019-2020	7,000	8.5%

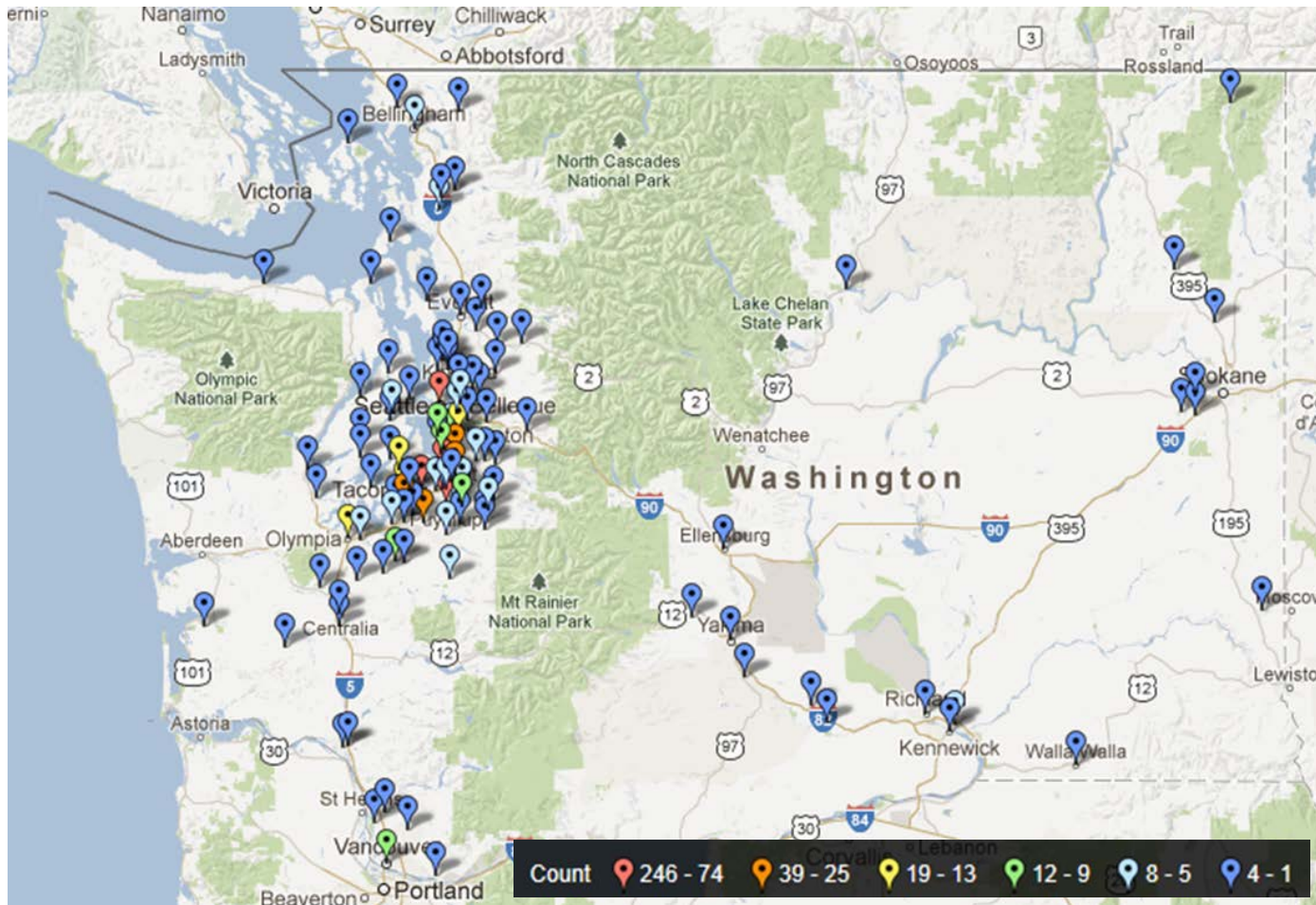
# Recruitment Trends

**Figure 6-3. Trends in mean costs to recruit (total admission budget includes staff salaries and benefits): 2006 - 2011**

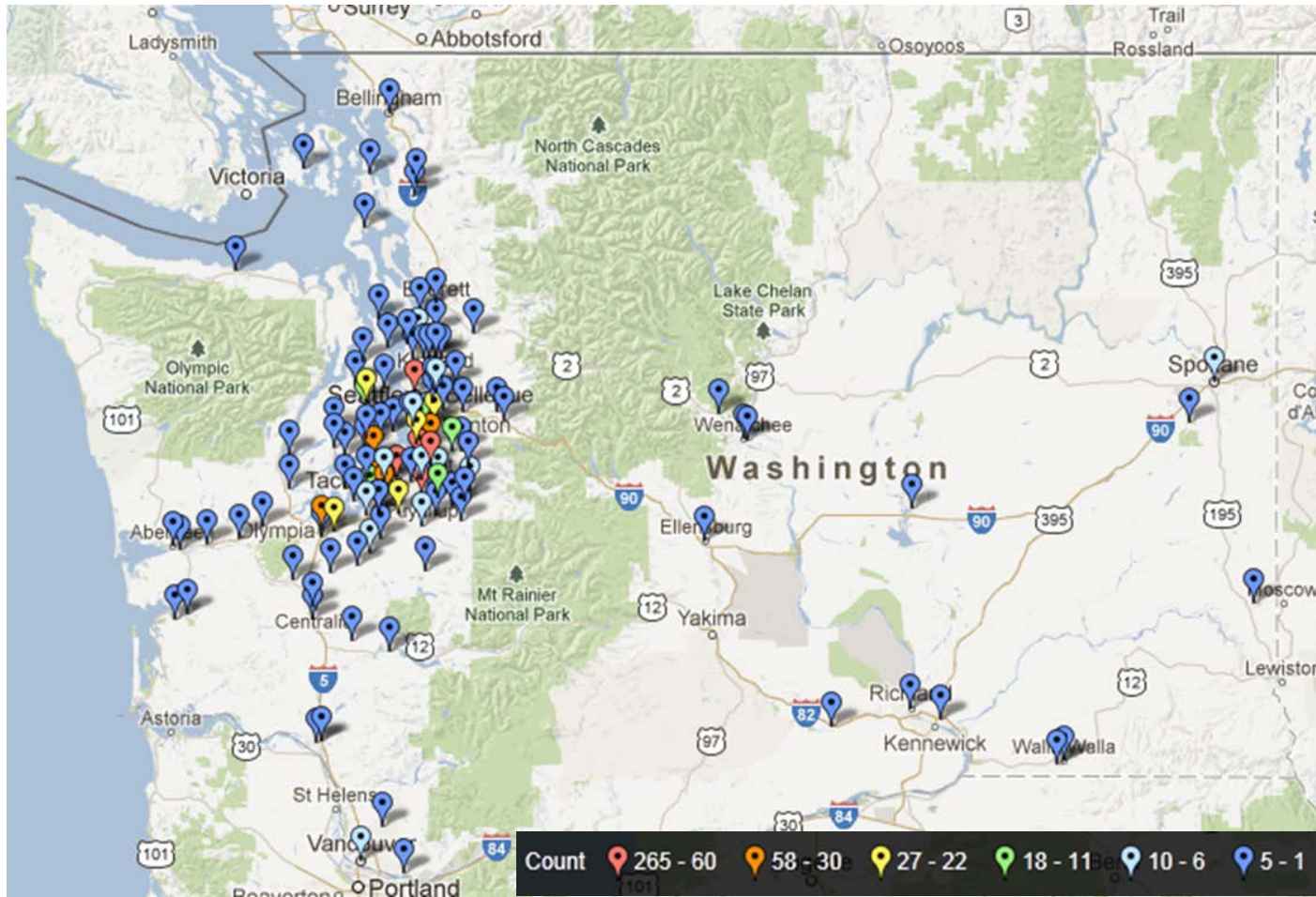


SOURCE: NACAC Admission Trends Survey, 2006 – 2011.

# UW Tacoma First-Year Applicants Autumn 2013 (Washington Address)



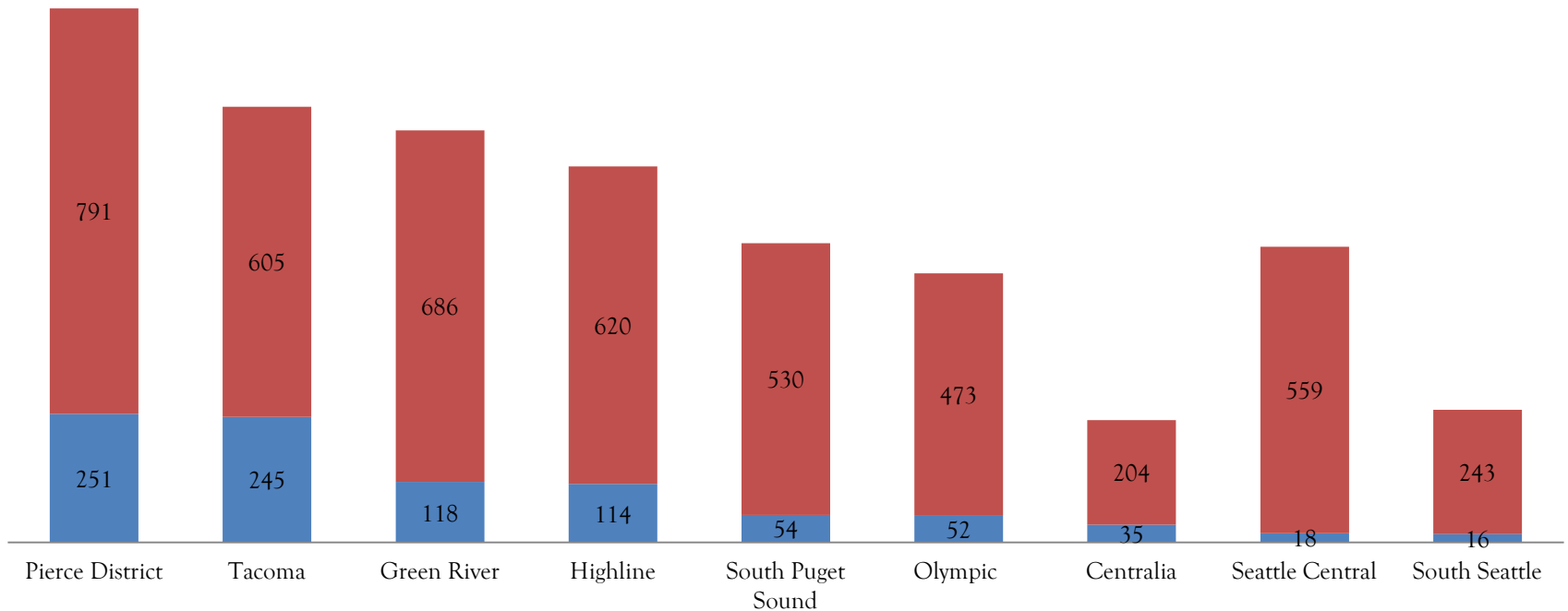
# UW Tacoma Transfer Applicants Autumn 2013 (Washington Address)



# Enrollment Success Linked to Community Success

UW Tacoma Top Feeder WA Community Colleges Academic Year 2012-2013 Transfer Outcomes

■ Transfer to UWT ■ Total Transfer to WA Public



# 2012 High School Graduates by Districts

District	HS Grads	% Going to College	# Going to College
Bremerton	331	42%	<b>139</b>
Yelm	326	45%	<b>147</b>
Bethel	969	46%	<b>446</b>
Franklin Pierce	456	49%	<b>223</b>
Clover Park	400	54%	<b>216</b>
Enumclaw	321	55%	<b>177</b>
Highline	1139	55%	<b>626</b>
Puyallup	1436	58%	<b>833</b>
Sumner	600	59%	<b>354</b>
Tacoma	1579	60%	<b>947</b>
Federal Way	1345	62%	<b>834</b>
Fife	248	64%	<b>159</b>
Peninsula	666	67%	<b>446</b>
Kent	1658	68%	<b>1127</b>
University Place	379	72%	<b>273</b>
Olympia	679	77%	<b>523</b>
<b>TOTAL</b>	<b>12532</b>	<b>62%</b>	<b>7470</b>

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# Recruitment Strategy



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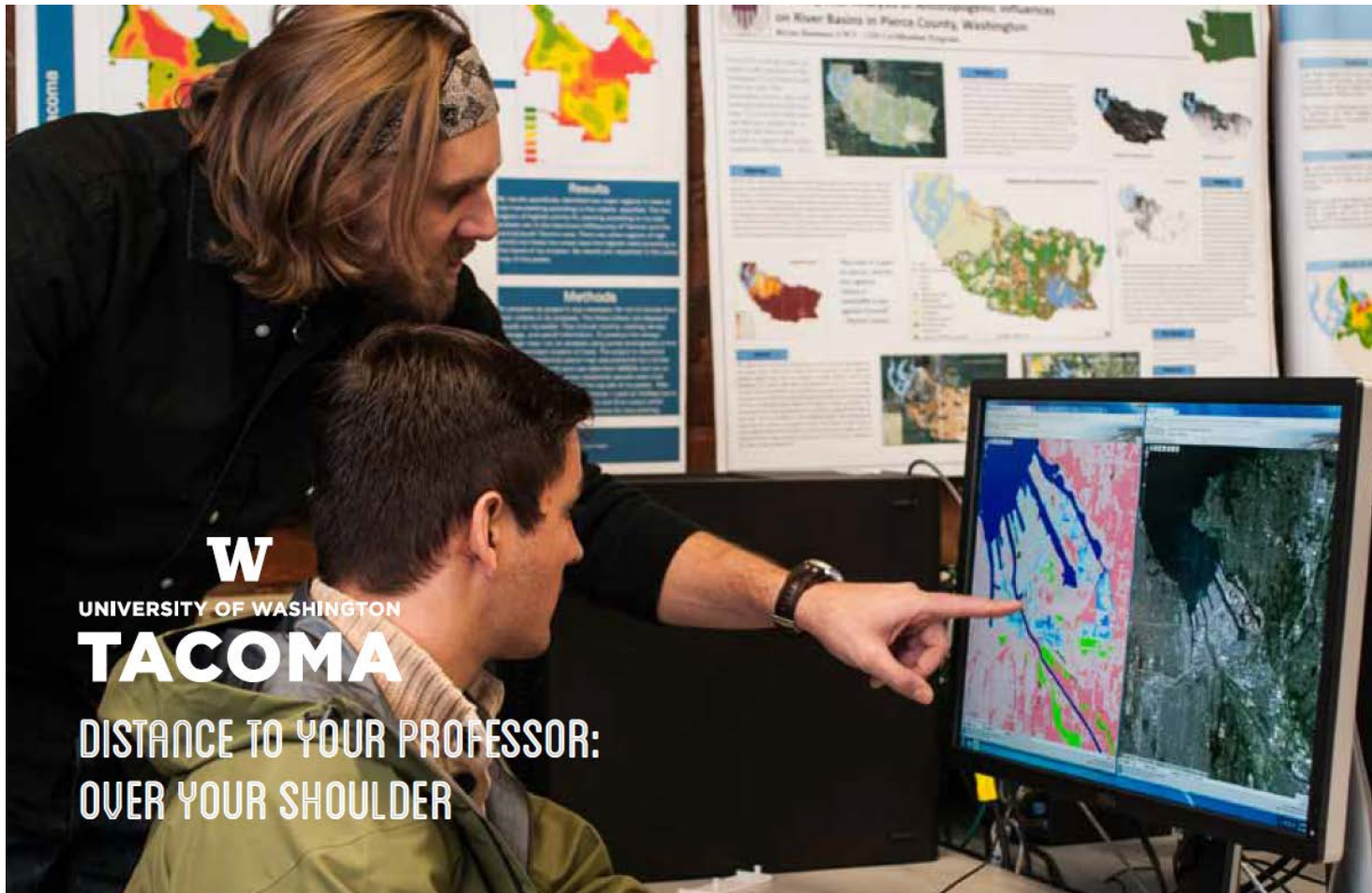
DISTANCE TO A GREAT  
UW EXPERIENCE:  
STARING YOU IN  
THE FACE



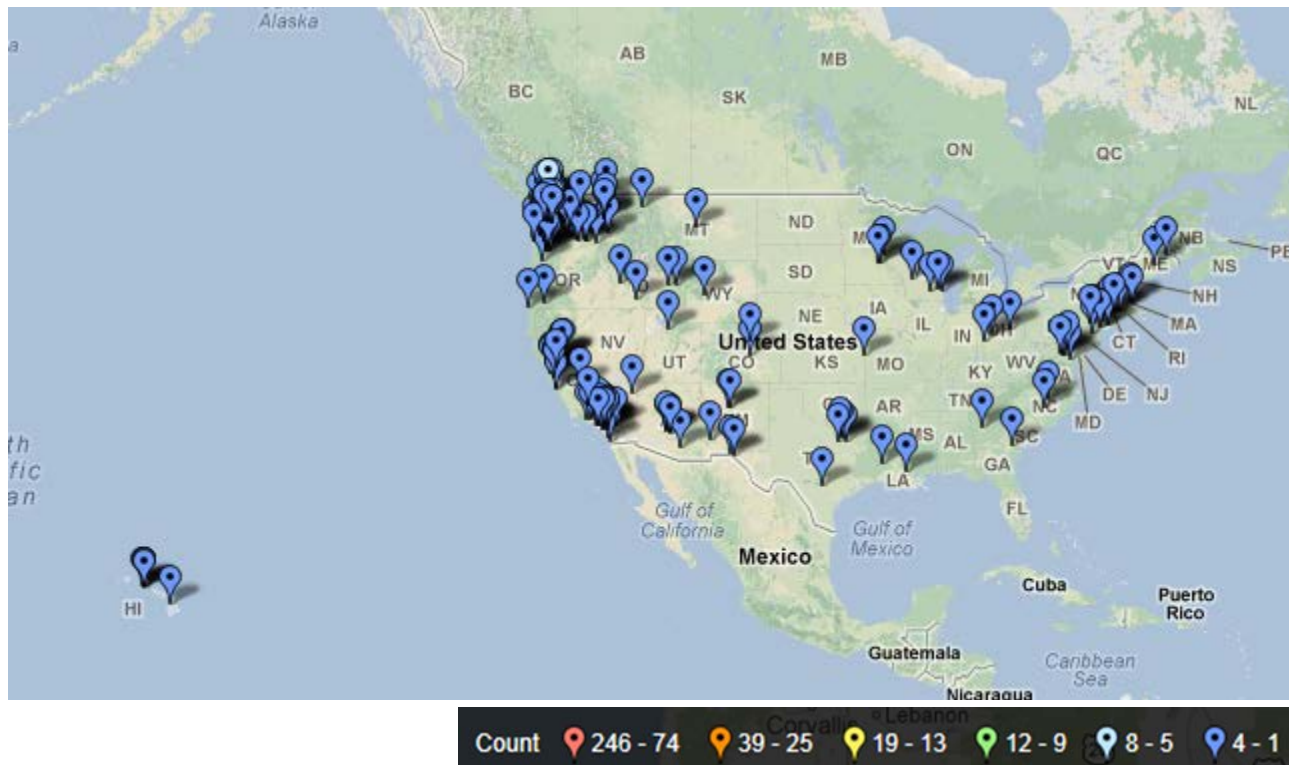


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# Recruitment Strategy



# UW Tacoma First-Year Applicants Autumn 2013 (By Address) Source: IRP



As an urban-serving institution one of our goals is to support partners who are developing a college and career-ready culture in the South Puget Sound.

## Pathways to Promise

Establishes partnerships with **school districts**, **community based organizations** and **military installations** to ensure that potential students and the organizations that serve them, understand how to prepare for and access post-secondary educational opportunities.

[http://www.tacoma.washington.edu/studentaffairs/community\\_comm\\_about.cfm](http://www.tacoma.washington.edu/studentaffairs/community_comm_about.cfm)

[http://www.tacoma.washington.edu/studentaffairs/community\\_mil\\_about.cfm](http://www.tacoma.washington.edu/studentaffairs/community_mil_about.cfm)

# Pathways to Promise Partnership with Public Schools

Tacoma Launched in January 2013  
Puyallup Launched in October 2013

- Transparent assured admissions criteria
- Communications encouraging students to consider college
- Customized admissions support for staff and students
- Tracking outcomes

[http://www.tacoma.washington.edu/studentaffairs/community\\_edu\\_about.cfm](http://www.tacoma.washington.edu/studentaffairs/community_edu_about.cfm)

# Transparent assured admissions criteria

- 2.7 or higher cumulative GPA
- Score 480 or higher on each section of the SAT (or 21 or higher on the ACT)
- Meet minimum college academic distribution requirements (CADRs) as established by the Washington Student Achievement Council
- Submit a complete application including a well-written personal statement
- Enroll at UW Tacoma immediately following your senior year

# Transparent Threshold

Percentage of enrolled First-time in college students below the threshold by year. Autumn Quarter only	
2010	55.7%
2011	57.5%
2012	64.6%

EWU 3.3 and CADR's

CWU 3.4 CADR's admitted,

WWU 100% Holistic review

TESC 100% Holistic

WSU 3.5 GPA CADR's or 10% of HS Class

# Threshold

		% Retained to Second Autumn
Autumn 2010		
	below threshold	74%
	at or above threshold	76%
Subtotal		75%
Autumn 2011		
	below threshold	67%
	at or above threshold	76%
Subtotal		71%
Autumn 2012		
	below threshold	74%
	at or above threshold	80%
Subtotal		76%
Overall		74%

# Threshold

	<b>Percentage of enrolled First-time in college students below the threshold by category. Autumn Quarter</b>	
	2012	2013
GPA	12.1%	8.3%
SAT Math	44.%	46.2%
SAT Critical Reading	53.0%	55.6%
SAT Writing	51.8%	53.1%



# Threshold

	<b>Percentage of enrolled First-time in college students by category. Autumn Quarter</b>	
	2012	2013
Running Start Participant	17.8%	22.0%
First-Generation	58.9%	65.8%

## Threshold Study

We submitted information to The College Board to participate in their national validity and college ready study. Each year The College Board conducts an institutional admission validity study which, at minimum, analyzes the SAT and a high school GPA in relation to first year college GPA. We expect the results in mid-February.

- Retention to the second year
- First-year GPA Grades in first-year courses
- Credit hours attempted for each course
- Quarter each course was taken

# Holistic Review

**Table 4-1. Percentage of colleges attributing different levels of importance to factors in the admission decision: 2011**

Factor	Considerable importance	Moderate importance	Limited importance	No importance
Grades in college prep courses	84.3%	11.9%	2.3%	1.5%
Strength of curriculum	67.7	20.4	5.8	6.2
Admission test scores (SAT, ACT)	59.2	29.6	6.9	4.2
Grades in all courses	51.9	39.2	6.9	1.9
Essay or writing sample	24.9	37.5	17.2	20.3
Student's demonstrated interest	20.5	29.7	24.7	25.1
Counselor recommendation	19.2	39.8	27.2	13.8
Class rank	18.8	31.0	31.4	18.8
Teacher recommendation	16.5	41.9	26.5	15.0
Subject test scores (AP, IB)	6.9	31.2	31.5	30.4
Portfolio	6.6	12.8	30.2	50.4
Interview	6.2	25.4	25.8	42.7
SAT II scores	5.4	9.7	22.6	62.3
Extracurricular activities	5.0	43.1	38.1	13.8
State graduation exam scores	4.2	14.9	23.8	57.1
Work	2.3	17.0	43.2	37.5

SOURCE: NACAC Admission Trends Survey, 2011.

# Faculty Involvement

## Major Objectives 2013-2014:

- Establish admissions advisory committee
  - Review admissions criteria
  - Refine Threshold and Holistic Review process
  - Review admission Holistic review standards
- Establish an admissions appeal committee
  - Review appeals of denied applicants
  - Review appeals of enrolled students seeking credit for course work at another institution or waiver of admissions deficiencies



# Q&A

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**Office of Admissions**

1410 NE Campus Parkway  
Seattle, WA 98195

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**Autumn Quarter 2013**

**New Undergraduate Students**

**UW Seattle Campus**

Autumn 2013



# Freshmen Students

The figures below provide a first glance at the students who have joined the UW community this fall.

	Autumn 2012	Autumn 2013	Change from 2012
Applications Received	26,138	30,200	+ 15.5%
Offers Extended	15,460	16,679	+ 7.9%
Admit Rate	59.1%	55.2%	
<b>Registered</b>	<b>6,049</b>	<b>6,255</b>	<b>+ 3.4</b>

## Class Profile

		% of 2013 Class
Women	3,285	52.8%
Men	2,970	47.2%
African American	181	2.9%
Asian American	1,794	28.7%
Hawaiian/Pacific Islander	74	1.2%
Hispanic/Latino	455	7.3%
Native American	77	1.2%
Caucasian	2,650	42.4%
International Students	974	15.6%
Other or Not Reporting	50	0.8%

	Average	Mid 50% Range
Average High School GPA	3.76	3.64 to 3.93

Average SAT Composite (CR + M + WR)	1830	1700 to 1980
Average SAT Composite (CR + M)	1234	1140 to 1340
Average SAT Critical Reading	591	520 to 660
Average SAT Math	643	580 to 710
Average SAT Writing	596	450 to 660

Average ACT Composite	27.3	25 to 30
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# The 2013 Freshman Class



The University of Washington enrolled freshmen from 49 states, including Washington, as well as Puerto Rico and the District of Columbia, and 46 countries other than the United States.

<b>Top 14 Countries</b>		<b>Top 16 States/ Provinces</b>	
China	687	Washington	4,280
South Korea	75	California	528
Taiwan	70	Oregon	77
Saudi Arabia	29	Hawaii	53
India	20	Texas	29
Thailand	16	Colorado	23
Indonesia	13	Nevada	17
Canada	13	Illinois	16
Malaysia	12	Arizona	15
Hong Kong	10	Idaho	14
Japan	9	Utah	13
Singapore	8	British Columbia	12
Vietnam	7	New York	10
Ecuador	6	Virginia	10
		New Jersey	10
		Massachusetts	10



## High Schools Represented...

The freshman class comes to us from over 1,150 schools around the country and the world. These schools are well represented!

### Top 10 Washington High Schools

Skyline	93
Newport	88
Inglemoor	83
Kentridge	72
Eastlake	72
Garfield	71
Interlake	69
Issaquah	69
Roosevelt	66
Shorewood	61

### Top 7 Non-Washington High Schools

Beijing Huijia (China)	24
Monta Vista (CA)	14
Jesuit (OR)	11
San Ramona Valley (CA)	10
Santa Margarita (CA)	10
St. Francis (CA)	10
Beijing Normal Univ. (China)	9

## More Incoming Freshman Facts...

Students with 4.0 high school GPA	604
Students with SAT Math Score of 800	196
Students with SAT Critical Reading Score of 800	77
Students who are children of UW Alumni	1103
Students who will be the first in their family to graduate college	28.3%





# Most Requested Majors by Incoming Freshmen...



Freshman applicants are neither required nor expected to request a major when they apply. Of those that chose to indicate a major, these were the top 22 most requested.

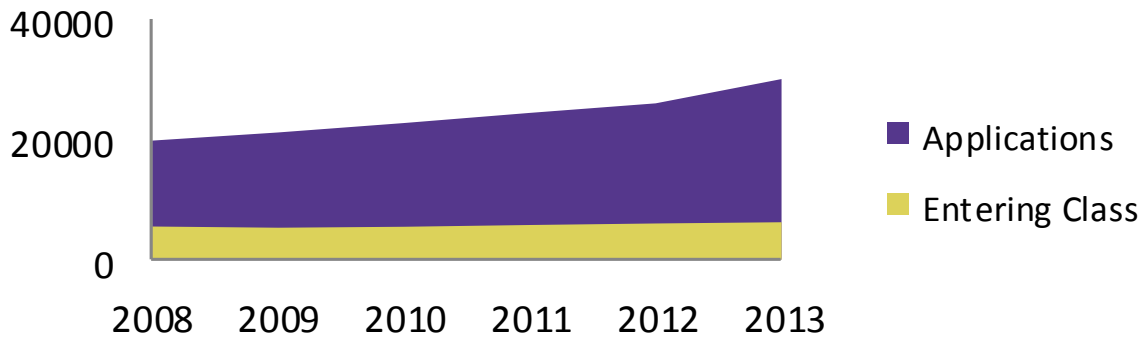


## Most Requested Majors

Business Administration	814	Chemistry	132
Biology	662	Math	130
Computer Science	333	Civil Engineering	126
Mechanical Engineering	242	Electrical Engineering	116
Psychology	221	Chemical Engineering	105
Bioengineering	206	Communication	93
Biochemistry	206	Physics	90
Nursing	169	Law, Society and Justice	85
Aeronautics & Astronautics	166	Neurobiology	85
Computer Engineering	164	Political Science	73
Economics	142	English	60

## University of Washington - Seattle Campus

### All Students Entering from High School Autumn Quarter



	2008	2009	2010	2011	2012	2013
Applications	19,906	21,268	22,843	24,540	26,138	30,200
Entering Class	5,540	5,338	5,498	5,793	6,049	6,255
HS GPA	3.72	3.72	3.73	3.75	3.75	3.76
SAT (CR+M)	1201	1208	1213	1212	1227	1234
SAT (CR+M+W)	1771	1790	1802	1803	1820	1830

# Autumn Quarter 2013 Entering Transfer Students



## Transfer Applications and Enrollment

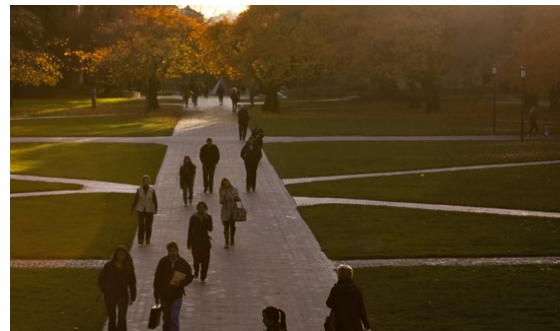
	Washington CC		4-Yr & Other 2-Yr		Exchange		Totals	
	2012	2013	2012	2013	2012	2013	2012	2013
Applications	2,829	3,123	2,264	2,204	198	204	5,291	5,531
Offers	1,695	1,790	342	374	198	204	2,235	2,368
Enrolled	1,290	1,335	176	196	183	193	1,649	1,724
Admit Rate	60%	57%	15%	17%	100%	100%	42%	43%

## Autumn 2013 Transfer Student Profile

Women: 915  
Men: 809

Avg GPA

Washington Community College 3.51  
Non-Washington Community College 3.48



	All 2-Year Colleges		All 4-Year Colleges		Totals	
	2012	2013	2012	2013	2012	2013
African American	64	66	5	10	69	76
American Indian	22	24	1	1	23	25
Asian	238	291	31	18	269	309
Caucasian	654	659	111	123	765	782
Hawaiian/Pacific Islander	16	14	2	1	18	15
Hispanic/Latino	118	105	10	12	128	117
International	188	198	168	172	356	370
Not Indicated	17	17	4	13	21	30
<b>TOTAL</b>	<b>1,317</b>	<b>1,374</b>	<b>332</b>	<b>350</b>	<b>1,649</b>	<b>1,724</b>





**Faculty Assembly Quarterly Meeting  
Friday, January 24, 2014  
William Philip Hall, Milgard Assembly Room**

The meeting was attended by forty faculty. Mary A. Smith was introduced as Administrative Coordinator of Faculty Assembly.

## **I. ACADEMIC MISCONDUCT PROCEDURES AND NORMS**

Presenter: Ed Mirecki, Dean of Student Engagement

UWT has had various systems throughout the years for reporting academic misconduct. The Student Conduct system is dictated by Washington Administrative Code and managed through the Student Engagement office. In addition to the legal code, UWT faculty create norms of reporting and grading that set expectations for academic integrity on campus.

Ed outlined the process for reporting academic misconduct such as cheating or plagiarism:

1. A complaint can be made using an online form or by phone or e-mail. Supporting documentation of the allegation is helpful (e.g. student paper and source of plagiarized text). Ed acknowledges the complaint typically within 24 hours.
2. In the majority of case, the next step is an informal hearing where Ed meets with the student and discusses the evidence. The process is oriented toward education to avoid/prevent actions like this in the future. Typically, the student acknowledges the academic misconduct.
3. In informal hearings, Ed decides on a consequence based on the severity of the case and any prior history of academic misconduct. Most often this is a reprimand, but consequences can include registration hold, suspension, and expulsion from UW. The student has 21 days to appeal the sanction before it becomes final.
4. Alternately, a student has the right to ask for a formal hearing before or during the informal process. Formal hearings are conducted on campus by the University Disciplinary Committee made up of UWT faculty and students.
5. Students can appeal sanctions to the UW Faculty Appeals Board at UW Seattle.
6. The results of any process are reported to the faculty member and the unit head.

### **Q&A**

#### **Can I talk with someone about a case without reporting it officially?**

Faculty are encouraged to contact Ed with questions about cases and how to proceed with them. "Off the record" conversations are welcome.

#### **Is there a system to track reports of academic misconduct even if a student doesn't go through the Student Conduct process?**

Yes, UWT has a "report only" system that allows records to be kept on situations that faculty have resolved with the student without using the Student Conduct process. Tacoma is the only UW campus that keeps "report only" documentation.

#### **Do "report only" cases go on the student's record?**

No, a report is not a disciplinary measure.

**Are students notified of “report only” cases?**

Yes, students are notified and have the opportunity to inquire about this notice.

**Can you tell me if a student has had any prior instances of academic conduct?**

The Office of Student Engagement may or may not be free to share information about a case with other faculty or academic leadership. Begin by having a conversation with Ed about the student with whom you are concerned.

**Should faculty fail students on the assignment if they plagiarize or cheat?**

The Student Conduct process does not suggest grade consequences, and faculty have few limits on how they handle the academic consequence. Faculty can reduce an assignment grade, fail the student on the assignment, or lower the course grade. If a serious academic consequence is being considered, faculty should recognize the importance of due process for students and use the Student Conduct process. Some faculty wait until cases have been adjudicated prior to determining the grade consequence. The course syllabus can be used to inform students of the range of consequences for academic misconduct.

**Are students entitled to see all the documentation for a case?**

Yes, the student has the right to review all the material because it is a part of their record. Ed reminded the faculty to be as objective as possible in presenting evidence. If another student is a witness or is involved in making an allegation, that student’s name is redacted from the records.

**Can students appeal grading decisions?**

Yes, through normal academic channels which means initially with the faculty member and then through the program or school leadership. The Student Conduct process is not involved in grading appeals.

**Should I report every instance of academic misconduct?**

Reporting is at your discretion, however, if faculty do not report allegations through the Student Conduct system, we risk creating a culture that appears to tolerate academic misconduct. The Student Conduct process also gives students access to a fair process that removes the power dynamic of faculty grading authority. Several faculty expressed concern that academic misconduct is underreported at UWT. The more records faculty create, the more prior history is available to those making decisions.

**What do other faculty at UWT do with academic misconduct cases?**

It varies. Several faculty stated their preference to “report only” for first year students to educate them and avoid creating a permanent record. Other faculty prefer to refer every case because (a) the Student Conduct process reinforces that significance of academic misconduct, (b) the UWT approach is educational rather than punitive, and (c) the consequence is typically light with a first offense.

**Suggestions for Reducing Academic Misconduct**

- Educate students about academic conduct expectations in the first days of classes, and clarify what you mean by plagiarism.

- Create a context for in-room exams where cheating is difficult. Examples include placing cell phones in an envelope away from students and using the restroom before the exam.
- Ensure that assignments guide students through the process of how to take notes and report sources. Mandate students to report all cites.
- Recognize cultural and disciplinary differences in how to acknowledge sources.
- Make students aware of campus resources, for example at the TLC.
- Explain the consequences of academic misconduct to students.

### **Monitoring Academic Misconduct Across UWT**

The Office of Student Engagement will provide quarterly reports to Faculty Assembly Executive Council regarding academic misconduct cases, and provide an annual summary of Student Conduct cases.

## **II. UWT ADMISSIONS POLICIES AND PROCEDURES**

Presenter: Karl Smith, Associate Vice Chancellor of Student and Enrollment Services and Chief Admissions Officer

Faculty have raised concerns over the standards used to admit students through the Pathways to Promise programs. Karl noted that the GPA and SAT targets are not part of the MOUs with school districts – the agreements only specify that UWT will provide transparent admission standards. Karl spoke on the following points:

1. **Enrollment Growth:** The campus is growing to 7,000 students in seven years, by 2020. This target is based on demographic growth and the lower percentage of bachelor's degrees in UWT's service region. However college recruiting is growing increasingly competitive and expensive.
2. **Community Partnerships:** The recruitment zone is within the Pierce County area. UWT is linked to the institutions in the area, especially from the community colleges. Pierce and Tacoma Community Colleges are the main feeders. The hope is to increase their numbers and their graduation rates, but UWT is not a great fit for every student.
3. **Pathways to Promise:** A key purpose of this program is to make the admissions process more transparent so that students and their families know how college admissions work and they can prepare for college. It is also important to leverage the brand of UW and get local students to take a close look at the Tacoma campus. Pathways has an "s" on the end, because there are all kinds of pathways for students: transfers, students, military, online, etc. UWT has a permanent counselor at JBLM recruiting daily. UWT is present at the community colleges hoping to transition students here. Partnerships with local school districts have been launched (Tacoma in January 2013; Puyallup in October 2013; Federal Way in development).
4. **Comparative Data:** Other Washington universities do not necessarily report their admissions numbers completely. Some allow students with lower GPAs and ACT/SAT statistics based on other criteria such as state of residency inclusion, holistic review, etc. On average from 2010, 2011 and 2012 Autumn Quarter enrollment, Washington

state schools have admitted 55-65% of first-time college students that did not meet the GPA and CADR requirements.

5. **Threshold Admissions:** UWT is striving to admit more first-generation students. These students may not be comfortable with a lack of clear admission criteria, so threshold standards encourage them to apply. These students may come with lower test scores but can be academically capable. The Admissions Office is working with The College Board to determine how threshold students are performing. That report will be shared with Executive Council.
6. **Holistic Review:** The Admissions Office seeks greater faculty involvement in determining which students to admit through holistic review. Faculty help is also needed for appeals from students denied admission or those appealing what prior courses qualify for credit at UWT.

### **Q&A**

#### **What is a “well-written personal statement” as a part of the transparent assured admissions process?**

This is a challenge; many students submit a better written personal statement than the classwork you might see on a daily basis. This is linked to access to resources. Some students take high school classes that include college essay writing their coursework, others have people who help them review and critique. First generation college students may differ in their access to these resources so holistic review is needed to consider all elements of the application.

#### **What GPA is required to get into UW Seattle?**

UWS may indicate that its entering class has an average GPA of 3.78, but this does not mean an applicant must have a 3.8 or better to be admitted. The Seattle campus has more of a holistic review than you might expect.

#### **What kinds of factors influence holistic review?**

The Admissions officers take serious adversity into consideration. They look for perseverance and a goal in mind, also students that will give back to their community and family. Holistic review considers how much it means to them to complete the degree.

#### **Will The College Board study give us a reading on high achieving students?**

The retention study will look at high achieving students.

#### **Do you consider career-oriented goals?**

A student that already has career goals is beyond “window shopping” for a major. Faculty needs to be involved in discussions when recruiting that kind of student.

In further discussion, faculty emphasized the connections between access, quality and retention. A concern is bridging the gap between admissions standards and graduation standards, which requires specialized resources given the students we are admitting.

### **III. FORMING SCHOOLS AT UWT**

Presenter: J.W. Harrington, Vice Chancellor for Academic Affairs

UWT currently has one school, the Milgard School of Business, and another program moving into that direction, IAS. There are implications of units becoming schools and it affects the campus as a whole. JW outlined a process to be used at UWT to guide programs that might wish to become schools. Reasons might be to:

1. Allow for flexibility and growth within the unit
2. Streamline the curricular development and improvement
3. Allow the recruitment of deans. If a school has units that want to subdivide, the process needs to be streamlined, straightforward and clear.

#### **Q&A**

##### **What happens to campus-wide institutions such as the Faculty Assembly committees if there are schools?**

The campus as an institution and the guidelines and processes will remain in place. Schools cannot bypass the campus-level review processes for curriculum, promotion and tenure, etc. because of the interdisciplinary and linked nature of the campus.

##### **What if only 51% of the faculty wanted the unit to become a school, but 49% did not agree?**

Only a simple majority is needed to decide in a vote whether or not a unit will become a school.

##### **Are previous guidelines from a former Provost limiting the number of schools at UWT still in place?**

J.W. said he would guess not, but needed to ask the Provost for clarification. J.W. would rather not set those limits, and would need to ask about sizes and number of students and faculty involved.

##### **Beyond the nomenclature of dean, is it more costly to have a school?**

Pros and cons were discussed regarding the need for a larger budget for deans and assistant/associate deans to oversee the administration in a school. J.W. noted that structural changes had occurred in IAS without it becoming a school. IAS faculty reported that there were division chairs who had course releases to accomplish the workload. J.W. noted that the bylaws of a program or school would direct those decisions.

Faculty noted concerns about smaller programs in which moving to become a school is a bigger transition and involves more cost and decision making. This transition reduces the amount of teaching load that faculty can take on, requiring additional funding to support teaching the curriculum.

Executive Council will vote on a decision of adopting these guidelines and process to form schools, as well as on the proposed formation of a School of IAS.