Meeting Synopsis:

1. Call to Order
2. Approval of the Agenda
3. Review of the Minutes from December 2, 2014
4. Student Experience
5. Adjourn

1) Call to Order

The meeting was called to order by Chair Treser at 1:35pm.

2) Approval of the Agenda

The agenda was approved as submitted.

3) Review of the minutes from December 2, 2014 [Exhibit 1]

The minutes from December 2, 2014 were approved as written.

4) Student Experience

Philip Ballinger (Associate vice Provost for Enrollment and Undergraduate Admissions) was present to discuss admissions. He presented a handout showing numbers on enrollment data. He explained the UW has seen positive growth in its enrollment - that being, both non-resident and resident applications have shown healthy increases in the year 2014. Ballinger made the summarization that in terms of students applying to the University, the trends are positive.

Ballinger began discussion on Graduation Rates using the same handout. Four-year Graduation rates at the UW are pretty healthy, yet, Ballinger did note that he believes the UW has the capacity to do better in this regard.

Holistic Review and Additional Enrollment Factors

Ballinger noted that Holistic review at the UW has been implemented for freshman since 2006. Holistic review of a potential student’s application means that they will be reviewed by their entire profile as a person, not only by empirical data like their SAT or GPA scores. This year, the Faculty Council on Academic Standards (FCAS) is reviewing Holistic Review at the UW. The University has access to a great deal more information on potential students than it has previously, and the question arises on which data should and should not be utilized for enrollment purposes. Ballinger noted that the University is using socioeconomic factors (in addition to other factors) to make its enrollment decisions. These are generally basic pieces of information used to supplement the student’s given profile.

Some examples of these factors are:
1) Education level of the parent/parents.

2) Family size and family income (this information is self-reported).

3) A percentage on how many students within the applicant’s high school qualify for free or reduced cost-lunch.

Note: These points are in addition to what a student personally says in their application, their activities, and the like.

These elements help correlate the UW’s admission efforts with broad diversity goals for the incoming class. The UW uses public information for admissions purposes in part because an applying student does not need to notify their parents or their high school of the fact that they are applying, and this results in this category of information being harder to discover. Census block information is also used to find population amounts of college-aged students (17 years old), populations of ethnicities, and demographic figures for different high schools.

State Funding Changes and Effects on “Husky Promise”

Ballinger noted the funding environment has changed at the UW. State funding dropping sharply has intensified the question of how the UW can stay a true public institution. Tuition increases, growing class size, and historically unprecedented amounts of non-resident student admissions have been some of the effects of decreased state funding. Ballinger noted that 3 million dollars was used in 2007 to uphold the ‘Husky Promise,’ being a commitment to low-income first generation students – and that number jumped to 36 million in 2013. The percentage of resident students who qualify into the Husky Promise has jumped from 25% in 2003, to 34% in recent years. Ballinger noted a main question to be discussed is: are these trends sustainable. He noted the question is being discussed already, and faculty are immersed in the discussion.

UW Graduation Rates and Student Dropout Data

Denzil Suite, Vice President for Student Life, who chairs the committee on retention and graduation related issues, noted that the national graduation rates for four-year public universities are at 56%, which is quite low. Whereas, the UW with rates above 80%, is comparatively higher than even the combined rates of the rest of the public institutions in the state of Washington. However, Denzil noted many other universities at UW’s caliber were able to boost their graduation rates above what UW currently shows by nearly 10% - meaning there is still an opportunity for growth.

Denzil commented on a recent initiative by Student Life wherein they contacted some 10,000 students who left the UW without their degrees, and asked them why they left. He believes the data received from the surveys is useful in taking action towards higher graduation rates. The #1 reason reported by students who left the university without their degrees was “stress and mental issues.” The #2 reported factor was “financial reasons.” In addition, a variety of other factors were reported such as students “not feeling they belonged/had a place at the university.” A question arose of if students might have felt heightened stress because of financial woes, yet per the data, it would seem the correlation is not stronger than students who were stressed and left because they were depressed or had mental issues.

Student Mental Health Issues & Students of Color
Denzil noted that students who come to the UW campus are often struggling with mental health issues, and may be medicated before starting at the UW. He noted they are asked in orientation how they handle ADD, depression, and the like. When the aforementioned surveyed students were asked if they knew there were resources for getting help with mental health issues, bad experiences, and similar traumas, the majority said they did know, but they were embarrassed to ask. Moreover, the most reticent students to ask for assistance were students of color. The students felt as if they would embarrass themselves, their race, or perpetuate a belief that they were not cut out for higher education.

Denzil noted a Student Life Assessment Committee is working on campus via campaigns and community outreach efforts to defeat the idea that there are stigmas attached to students of color, or anyone for that matter, asking for aid for mental health or other issues.

A question arose of what exactly causes students to feel as if they “do not belong” on campus, whether that be curriculum related or socially related. Denzil replied it is socially related. In short, they felt as if they did not have any friends, and no one to connect with. A point arose concerning how many students who ask for exam exemptions has skyrocketed in the past five to seven years. Denzil noted that students cannot simply walk into a resource center and request a note to be exempt from an exam – they must actually be diagnosed by a specialist before any action can be taken. Chair Treser pointed out that most exemptions he might receive thirty years ago would be by majority, physically-related, whereas now they seem to be mentally-related. He pointed out how bad physical and mental habits start from childhood in today’s (American) culture, and how some children are wrongfully diagnosed and prescribed strong medicines, which further upset their balance and their ability to do well in a university setting in the future.

**Direct Enrollment/Admission**

Philip Ballinger noted that University Policies and Procedures (which include advanced placement and running-start admissions) have an effect on this discussion. He noted though, that students coming from high school to UW often still go through four years at the university, despite having auxiliary credits, because of new University policy. Ballinger noted there is a large question: he believes students should have a long and beneficial experience at the UW, but students who are able to graduate much quicker due to “head-start,” do not get this. He noted the University has no mechanism for controlling major guidelines to getting a degree in a certain field, it is completely up to that department.

A note was made that students often enroll into the University of Washington but not into the college they want to enter (Business or Engineering for example), and then, when they are denied admission into these popular programs, they want to transfer out of the University. Questions arose of how the UW can provide options for these students to take when they are not accepted into their first-choice schools or programs. The question naturally arises of if it would benefit students for colleges and schools to direct enroll first-year students, instead of enrolling them after two years of study. A point was made that currently, choice of major is not taken into account in the process of admissions for freshman students. A question arose concerning communication to effected parties if a shift is made to direct-enroll students into schools and colleges. A point was brought up that many 17 year old freshman admissions are not exactly sure what they want to study, and statistically change majors frequently.

In the school of Engineering, a majority of students who do not get into the program stay within the university, and disseminate into other majors. Although, there is no data to show the degree of satisfaction they retained after graduating in another program. A question was asked if the freshman students who are direct-enrolled into the College of Engineering moved to other programs, and in what numbers they did this. The response was that when high school students are direct-enrolled into a specific competitive major, there is a very strong likelihood they will enroll in the University. The
problem with direct-enrolling high school students is that, even if they are very impressive academically, they often do not know what the field they are entering is going to encompass, and once they find out, they transfer out of the program - inherently causing problems for these programs. Discussion ensued on how peer institutions operate in this capacity. The response was, of the colleges asked, they vary greatly in their practice. Berkeley direct-enrolls students into an academic discipline, but to transfer out of that discipline into another is extremely difficult, as well as uncommon.

Ballinger noted there are good reasons to associate freshman students with an academic area as early as possible. Chair Treser noted the problem with direct-admissions is that it lowers the ability of students to explore academic options whilst at the UW, yet a balance needs to be struck so that students find an option and do not greatly increase their time to degree floating within the university. Chris Laws pointed out that students who associate with a department sooner in their college career better understand their resources, and this combats some graduation rate issues discussed earlier in this meeting. Denzi noted that another factor in students leaving the UW without a degree was “not getting into their selected major.” Chris noted that more information on students who have not declared a major is needed to target resources at them sooner. Discussion ensued on the standard practice for notifying students who were not accepted to a degree or program. It was decided it varies among departments.

*Laws noted that he would like to volunteer for the FCSA Subcommittee on Enrollment Management.

Students and Careers / New Initiatives [Exhibit 2]

Jerry Baldasty and Denzi Suite presented on several initiatives they are working on.

Denzil explained that Michael Bragg (Dean of College of Engineering) expressed interest in working more closely with Student Affairs as there is concern that Engineering students are isolated. Temporary funding is being utilized to pilot a partnership between the Career Center and the College of Engineering which includes cross staffing from these two branches to support an intermingled, cooperative effort. This is mainly to support employers coming to the UW – helping them navigate the complex structure of the institution to better accomplish their aims. The goal is for this partnership to provide an easier, more seamless experience for employers visiting the University.

Denzil noted another initiative is helping student employees working in the Student Life branches understand how to translate their student work experience into useful professional skills, and how to document that in their resumes and how to communicate it to future employers through language. This is a three tier approach.

1) An Orientation explaining to Student Life student employees their bigger picture role in working for student life and for working for the University of Washington.
2) A Training in conjunction with career center to show student employees how to put their work skills into language that a future employer can understand.
3) A Component for supervisors, detailing to them how they should go about treating the work atmosphere as a “teachable moment” for student employees, and taking responsibility for students garnering meaningful experiences from their time at work; as well as, checking in with student employees concerning their academic situation and if necessary, directing them to relevant resources.

*This approach is acting as a model that can hopefully be expanded to the rest of the University.

Baldasty noted a focus that has been put on co-curricular activities in molding students to be successful at the university and in the professional world. A question was asked to define co-curricular activities.
<table>
<thead>
<tr>
<th>Academic assignment</th>
<th>Career-relevant skills learned while doing the assignment</th>
<th>What you might put on your resume:</th>
<th>What you should put on your resume: How these skills translate to the professional world</th>
</tr>
</thead>
</table>
| 10-page paper on Dostoevsky's Crime and Punishment | Analysis of complex texts  
Creating evidence-based critical arguments  
Library research  
Response to and revision of work based on feedback from instructor & peers | • Slavic L & L major  
• Studied 19th century Russian literature | • Advanced writing skills  
• Able to conduct critical analysis of contradictory texts, extract key elements, identify discrepancies, collate in final report  
• Experience using databases, locating and evaluating print materials  
• Can incorporate criticism, conduct self-evaluation  
• Can meet multiple deadlines  
• Experience in facilitating group discussion  
• Knowledge of audiovisual presentation media |
| Class presentation                   | Public speaking, leading discussion, Q & A follow-up                                                                   | • Gave in-class presentations                          |                                                                                    |
| Advanced Russian, Polish, Czech, BCS | Bilingual  
Knowledge of critical world languages  
Experiential learning | • Slavic major or minor | • Bilingual in strategic and stronghold languages (US Department of Defense)  
• Intercultural competence with strong communication skills  
• Experience working with diverse communities in the US and abroad  
• Applied use of Slavic languages in public sector |
<p>| Study abroad                         |                                                                                                                            |                                                        |                                                                                    |
| Community internships                |                                                                                                                            |                                                        |                                                                                    |</p>
<table>
<thead>
<tr>
<th>Beyond the traditional classroom</th>
<th>Activities</th>
<th>Participation in Russian Home</th>
<th>Departmental clubs</th>
</tr>
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<tbody>
<tr>
<td>Welcome opportunities to extend learning</td>
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<td>•</td>
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<tr>
<td>Excellent time-management skills</td>
<td>•</td>
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<tr>
<td>Workers: Peers, Immigrant community, and Faculty</td>
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<tr>
<td>Coordinated events with diverse group of co-</td>
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<tr>
<td>Community service using target languages</td>
<td>•</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation of findings to public audience</th>
<th>Research</th>
<th>Publication</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision</td>
<td>•</td>
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<tr>
<td>Can work with multiple deadlines with varied levels of</td>
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<tr>
<td>Advanced command of texts and materials in one</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Collaborative work with faculty</td>
<td>•</td>
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<tr>
<td>Published research</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Project</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>Department to engage in MA-level research</td>
<td>•</td>
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<tr>
<td>Research for highly selective Invitations by</td>
<td>•</td>
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<tr>
<td>Department</td>
<td>•</td>
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<tr>
<td>Honors</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<tr>
<td>In-depth, original</td>
<td>•</td>
<td>•</td>
<td>•</td>
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<table>
<thead>
<tr>
<th>How these skills translate to the professional world</th>
<th>Your Resume:</th>
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</thead>
<tbody>
<tr>
<td>What you should put on your Resume:</td>
<td>•</td>
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</table>

<table>
<thead>
<tr>
<th>What you must put on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-Relevant Skills</td>
</tr>
<tr>
<td>Academic Assignments</td>
</tr>
<tr>
<td>Assignments learned while doing the</td>
</tr>
</tbody>
</table>
What the Husky Experience means in the classroom: Take Mathematics, for example

<table>
<thead>
<tr>
<th>Academic assignment</th>
<th>Career-relevant skills learned while doing the assignment</th>
<th>What students put on their resume without guidance</th>
<th>Faculty guidance: How faculty can make the career relevant skills developed within the major clearer to students and help them prepare for life after graduation</th>
<th>A student resume—with guidance about how to translate to careers in or out of your department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical modeling project: Optimizing Production at Giving Tree (a woodshop that employs seniors and homeless individuals to build handcrafted toys)</td>
<td>Working in a team Working with a community partner Analysis Applying mathematics to solve concrete problems (and achieving the partner's productivity goals) Responding to feedback (model development and refinement) Using mathematical software Coding Writing (a detailed project report) Poster preparation and presentation skills (clear, succinct communication)</td>
<td>• Math major • Studied optimization • Worked on mathematical modeling project</td>
<td>TELL THEM 1. Point out the skills behind the assignment—in class, in the assignment instructions, on the syllabus. Explain how they're useful in professional settings (e.g. research is highly collaborative, businesses use teams all the time) 2. Tell students what skills they could put on their resumes as a result of the assignment 3. Invite the Career Center and/or alumni to visit to discuss the link between their education and professional lives. ASK THEM 1. Ask students to reflect on the assignment (5 min or so) and what professional skills they learned. 2. Ask students to draft a few lines they could add to their resumes based on the skills they learned through the assignment SUPPORT THEM* 1. Explicitly practice building a career-relevant skill through the assignment (e.g. Introduce students to team dynamics, etc.) 2. Have students translate the activity from an academic format to a career format (e.g. an executive summary of a long paper, a poster presentation) 3. Reframe the assignment as a simulation (e.g. presentation to a panel) 4. Encourage students to be cognizant of the target audience, and to think about how to communicate technical ideas to that audience (e.g. using simple but illuminating examples)</td>
<td>• Mathematics major • Experience with mathematical software and writing code • Able to partner with an organization and mathematically model their operation to improve their effectiveness • Seeks out constructive criticism and implements change based on feedback • Experience working successfully in a team on complex extended projects • Experience in developing presentations • Meets deadlines</td>
</tr>
</tbody>
</table>

*For departments:
Consider building in to the curriculum reflection through portfolios, internships, experiential learning, or career relevant skills-building in partnership with the Career Center.
<table>
<thead>
<tr>
<th>Department</th>
<th>Help them prepare for life after graduation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How it could translate to the major taken by students and faculty guidance.</td>
<td></td>
</tr>
<tr>
<td>TELL THEM</td>
<td>Guidance received without prior input.</td>
</tr>
<tr>
<td>TELL THEM</td>
<td>Skills learned while doing the assignment.</td>
</tr>
<tr>
<td>TELL THEM</td>
<td>Academic assignment.</td>
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<tr>
<td>TELL THEM</td>
<td>Faculty guidance:</td>
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<tr>
<td>TELL THEM</td>
<td>What students put on their resumes.</td>
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<tr>
<td>TELL THEM</td>
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</tr>
<tr>
<td>TELL THEM</td>
<td>Skills learned while doing the assignment.</td>
</tr>
<tr>
<td>TELL THEM</td>
<td>Academic assignment.</td>
</tr>
</tbody>
</table>

What the Husky Experience means in the classroom: (your department here)
What the Husky Experience means in the classroom: Take History, for example

<table>
<thead>
<tr>
<th>Academic assignment</th>
<th>Career-relevant skills learned while doing the assignment</th>
<th>What students put on their resume without guidance</th>
<th>Faculty guidance: How faculty can make the career relevant skills developed within the major clearer to students and help them prepare for life after graduation</th>
<th>What students put on their resume with guidance / How it could translate to careers in or out of History</th>
</tr>
</thead>
</table>
| 10 page research paper on the French Revolution | Research skills, including database search  
Analysis, synthesis of sources, perspectives  
Writing  
Responding to feedback (draft) | History major  
Studied the French Revolution  
Wrote papers | **TELL THEM**  
1. Point out the skills behind the assignment—in class, in the assignment instructions, on the syllabus. Explain how they’re useful in professional settings (e.g. businesses use teams all the time)  
2. Tell students what skills they could put on their resumes as a result of the assignment.  
3. Invite the Career Center and/or alumni to visit to discuss the link between their education and professional lives.  
**ASK THEM**  
1. Ask students to reflect on the assignment (5 min or so) and what non-History, professional skills they learned.  
2. Ask students to draft a few lines they could add to their resumes based on the skills they learned from the assignment  
**SUPPORT THEM***  
3. Explicitly practice building a career-relevant skill through the assignment (e.g. Introduce students to team dynamics, etc.)  
4. Have students translate the activity from an academic format to a career format (e.g. an executive summary of a long paper)  
5. Reframe the assignment as a simulation (e.g. brief or presentation to a think tank, etc.) | History major  
• Able to develop well-researched reports based on analysis and synthesis of a variety of sources  
• Experience with database search  
• Seeks out constructive criticism and implements change based on feedback  
• Meets deadlines |
| Group project with in-class presentation on China in the 20th Century | Working in a team  
Time management  
Presentation skills  
Public speaking | History major  
Studied modern China  
Delivered presentations | | History major  
• Experience working successfully in teams on complex, extended projects  
• Time-management skills in individual and teamwork settings  
• Experience developing presentations and speaking publicly to large groups  
• Meets deadlines |

*For departments: Consider building in to the curriculum reflection through portfolios, internships, experiential learning, or career relevant skills-building in partnership with the Career Center.

[Type text]  

[Type text]  

DRAFT 4/7/2014
Jordan Smith
1234 Main Street, Seattle, WA 98103
js@gmail.com | 425.555.5555

My UW experience has prepared me to be a nimble, productive and conscientious individual. I have built skills in and out of the classroom preparing for work in a complex and culturally diverse professional environment. I am equipped with critical thinking and problem-solving skills, possess a deep curiosity and interest in continuous learning, and seek the opportunity to be an effective member of an industrious team.

Education

B.A., History and French, University of Washington Seattle, Washington, June 2014
UW Honors Program and full academic scholarship
Consistently on the Dean’s list (GPA above 3.5)

Skills Enhanced through Academic Majors and Co-curricular Activity
• Able to write well-researched reports based on analysis and synthesis of a variety of sources derived from database search results and to produce effective persuasive writing
• Seeks out constructive criticism and implements change based on feedback
• Sees situations from multiple perspectives
• Experience working successfully in teams on complex, extended projects
• Time-management skills in individual and teamwork settings, including meeting all deadlines
• Experience developing presentations and speaking publicly to large groups
• Fluent in English, French

Travel Abroad
Study in Paris, summer 2013, Immersion Language Program

Husky Leadership Initiative
Completed Leadership Certificate – requiring demonstration of skills and abilities as a leader

Community Service & Internship Experience

Community Outreach Intern, Northwest Non-Profit Foundation, Seattle, WA 6/12-9/12
• Assisted in organizing major annual fundraising events; raised $50,000
• Organized and coordinated volunteers for 3 Seattle community events
• Gathered data, interviewed stakeholders, and wrote reports
• Revised and maintained organization’s web pages

Research Experience

University of Washington, Alcohol and Drug Abuse Institute, Seattle, WA
Research Assistant, Measurement and Assessment of Risk on the Street (MARS), 10/13-present
• Interview homeless youth and young adults in three Seattle drop-in centers
• Co-manage data collection coordination
• Support the Downtown Emergency Service Center and the UW Addictive Behaviors Center

Work Experience

Ian’s Domain, barista/cashier, September 2010 – May 2011
Operated cash register, prepared and served food and beverages, customer service

O.D. & Associates, technician, July 2011 – August 2011
Responsible for scheduling appointments, answering phones, filing, faxing

DRAFT 4/7/2014
<table>
<thead>
<tr>
<th>Academic assignment</th>
<th>Career-relevant skills learned while doing the assignment</th>
<th>What students put on their resume without guidance</th>
<th>Faculty guidance: How faculty can make the career relevant skills developed within the major clearer to students and help them prepare for life after graduation</th>
<th>What students put on their resume with guidance / How it could translate to careers in or out of your department...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Force</strong></td>
<td>Carrying out up-to-date research on policy-relevant international current-affairs issues</td>
<td>• Studied complex issues in international studies</td>
<td><strong>TELL THEM</strong>&lt;br&gt;1. Point out the skills behind the assignment—in class, in the assignment instructions, on the syllabus. Explain how they’re useful in professional settings (e.g. businesses use teams all the time)&lt;br&gt;2. Tell students what skills they could put on their resumes as a result of the assignment&lt;br&gt;3. Invite the Career Center and/or alumni to visit to discuss the link between their education and professional lives.</td>
<td>• Statistical/data analysis: the ability to work with, research, analyse and interpret quantitative data to find trends and provide context for recommendations.&lt;br&gt;• Qualitative/policy analysis: the ability to analyse, interpret, and offer actionable recommendations on real-world problems.&lt;br&gt;• Collaboration skills; the ability to multitask, prioritise, and track project to-do lists both independently and as part of a larger team.&lt;br&gt;• Planning, implementation, and time management skills: Task Force provides experience working to tight deadlines in a fast paced, highly demanding professional environment.</td>
</tr>
<tr>
<td>Quarter-long capstone research and writing assignment</td>
<td>Locating, compiling, and critically evaluating background information from a wide variety of sources</td>
<td>• Wrote short and long assignments on a wide variety of topics</td>
<td><strong>ASK THEM</strong>&lt;br&gt;1. Ask students to reflect on the assignment (5 min or so) and what no-field (such as History, Dance, etc) professional skills they learned.&lt;br&gt;2. Ask students to draft a few lines they could add to their resumes based on the skills they learned from the assignment</td>
<td><strong>SUPPORT THEM</strong>&lt;br&gt;1. Explicitly practice building a career-relevant skill through the assignment (e.g. Introduce students to team dynamics, etc.)&lt;br&gt;2. Have students translate the activity from an academic format to a career format (e.g. an executive summary of a long paper)&lt;br&gt;3. Reframe the assignment as a simulation (e.g. brief or presentation to a think tank, etc.)</td>
</tr>
<tr>
<td>Crafted by a team of 15 students</td>
<td>Researching and writing subject to immovable deadlines with frequently updating information</td>
<td>• Worked in groups on collaborative projects</td>
<td></td>
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<tr>
<td>Under the guidance of a faculty adviser</td>
<td>Working in a team under time pressure, identifying relative strengths of team members, negotiating tasks and deliverables</td>
<td>• Presented work inside and outside of class</td>
<td></td>
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<tr>
<td>Capped by a professional-style presentation to an external evaluator—a policy-maker or decision-maker</td>
<td></td>
<td>• Learned to recognize complexity of many international issues</td>
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<td>Followed by discussion of policy recommendations with the evaluator</td>
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<td></td>
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<tr>
<td>Audience</td>
<td>Communication and presentation skills</td>
<td>Writing and editing skills</td>
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<tr>
<td>Diverse range of stakeholders to engage</td>
<td>Ability to engage</td>
<td>Engaging in constructive dialogue</td>
<td></td>
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<tr>
<td>Directly with an academic audience</td>
<td>Writing and delivering reports</td>
<td>Engaging in top-level decision-making</td>
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<tr>
<td>Knowledgeable and professional</td>
<td>Research and evidence-based</td>
<td>Developing and evaluating policy</td>
<td></td>
<td></td>
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<tr>
<td>Education and training</td>
<td>Recommendation and implementation</td>
<td>Creating and disseminating options</td>
<td></td>
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</tbody>
</table>

**Participated in:**
- Professional recommendations and discussions
- Constructive dialogue
- Engaging in top-level decision making
- Writing and delivering reports
- Developing and evaluating policy
- Creating and disseminating options
Baldasty explained it could be a range of things, but the ones they are most interested in are internships, study abroad, and research experience, as examples. Baldasty noted that the message is for students to see how their academic work connects to life outside of the university.

Charts featured in the Provost’s Report have been developed and printed to show how different pieces of coursework correlate to transferrable skills within the job world [Exhibit 2]. Baldasty noted how writing a history paper on the French Revolution, for example, might translate to some very sophisticated skills such as synthesizing sources and creating evidenced arguments. Baldasty noted it is the faculty of the University who will have the strongest impact in showing students how their coursework can correlate to their future careers. Faculty can include these points in their syllabi for courses. Baldasty noted that according to national surveys, critical thinking is the most desired skill in the US Job industry. He reported that many students are choosing not to study within the social sciences more and more each year because they are unsure how those skills will translate to the job world. In short, they are choosing not to pursue certain majors for the wrong reasons, which this initiative is trying to combat. Baldasty noted they have gone to the College of Engineering, and plan on going to the College of the Environment to show faculty members this approach. Baldasty noted getting educated, and eventually getting a job, are not incompatible. Chair Treser noted this was an important initiative. Baldasty noted students should be encouraged through professor’s speech, or small lines in syllabi, to think about what skills they are garnering through their coursework.

Chair Treser noted that faculty are uneasy about getting outside of their area of expertise. Laws pointed out that an academic advisor often takes up this role. He pointed out that academic advisors in the Astronomy Department often lead administrative change. Baldasty noted they have encountered faculty who do not want to talk about their role in the professional growth of students. Baldasty noted it can garner more students to a class if the class explains how it aids in professional development.

4) Adjourn

Meeting was adjourned by Treser at 3:00pm.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: Faculty: Mabel Ezeonwu, Anthony Gill, Bruce Hevly, Chris Laws, Sara Lopez, Jelena Svircev, Chuck Treser
Ex Officio-Reps: Denzi Suite, Christine Tawatao, Haley Badger, Jewell Evenson, Martha Chan
Guests: Lincoln Johnson

Absent: Faculty: Brian Fabien

Attachments
1. Draft Minutes from 2 December, 2014
2. Provost Report Charts (will be attached upon approval)