

**UW Faculty Senate
Report of the ad hoc
Committee on Undergraduate Education**

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Preface

As faculty who teach undergraduates, we are aware of the strengths and limitations of undergraduate education on a large, urban, research campus. We understand the desire for a traditional, residential college experience for our students—in all the richness a research university can provide—at the same time we recognize that many, if not most, of our students do not fit the model served by a primarily residential campus. We also understand that years of budget cuts and financial limitations have made the one place where student-faculty contact is most important—the classroom—less able to provide the quality undergraduate experience our students should have. A place to start in revising and re-envisioning the undergraduate experience is in understanding who our students are. An equally important place to start is in listening to the concepts and concerns of faculty, those who teach our undergraduates and those who teach our graduates in graduate and professional programs. Our report focuses on those two starting points: identifying key aspects of our student body and widely shared concerns of the faculty. We believe that any long-term solutions require a deeper understanding of these issues and suggest that major changes be accompanied with further research in these two areas.

Faculty Voices

Being a good teacher is not something that is directly encouraged, especially among junior faculty. The message that junior faculty receive is that as long as your teaching is “adequate,” then don’t put in any extra time or effort to do better than that. There needs to be a little more flexibility in terms of tenure and promotion whereby someone who has “gone the extra mile” in their teaching, often at the expense of their own research, is not “punished” for caring about the education of our undergraduates. Good teachers do not seem to be valued within the college (or the university as a whole). Although we are a research university, we are also a public university and this means that we have a responsibility to provide a quality education to our undergraduates.

I asked graduating seniors would they come to the UW if they had it all to do over and they said “no.” Why? Large class sizes. I teach out at ___[an off-campus site] and it is wonderful. We work night and day with the students and I never mind because I get to know them. I can’t get to know 100 students each quarter. It is impossible.

I would make sure that students wrote sustained, researched arguments for whatever their discipline was in at least half their classes and make sure that they received adequate and thoughtful feedback on what they wrote. To do this, we need at least some smaller classes or we need teaching assistants. Of course, neither is in adequate supply at the UW.

About half my students struggle with quantitative reasoning—apparently they feel that biologists need no math and they’re sorely disappointed when they find out otherwise. They don’t need instruction in calculation so much as in feeling comfortable with numbers and what they mean. A hands-on small group class that used these skills would help enormously.

We need smaller and more focused classes at the introductory level. My “intro” courses were monstrous zoos of several hundred people, graded with bubble forms, and they were uniformly useless—nothing interesting happened until the upper division. As far as I know this has not changed.

Undergrads should be encouraged to do intense research projects in top labs. The UW School of Medicine is a research-intensive environment and it should be taken advantage of by undergraduates.

There is such an emphasis on large classes to get student credit hours that some of the introductory courses are too big to offer the rigor that college should require. Smaller classes and more TA s are ways to improve this.

My impression is that my department considers curriculum improvement at the undergrad level to be among its lowest priorities, preferring to direct effort where it meshes best with more specific and/or advanced interests of faculty. I strongly advised my son not to go to UW, because of this. Not surprisingly, as usual, he ignored my advice. He has had a surprisingly good experience; however, he is in a relatively small program.

It breaks my heart when, several times a year, a student comes to me for a letter of recommendation saying that I’m the only faculty member they’ve ever actually talked to.

Faculty Vision

Instead of the single, unified traditional and residential model of an undergraduate education, our examination of who our students are and what we believe about excellence in education leads us to propose that we should embrace the model of diversity. Our campus is composed of eleven separate schools and colleges and hundreds of possible majors. Our student body, although not as ethnically and racially diverse as we might prefer, is diverse in its interests and its backgrounds. Our student body also interacts with the campus in a variety of ways. Some students live on campus, some live in a fraternity or sorority, some live in the University District, and some commute to the campus. We urge undergraduate initiatives that acknowledge that our

student body is diverse in income, experiences, and access to campus. Further, we urge that excellence in undergraduate education become a priority for funding (more permanent faculty, more permanent teaching assistant allocations, improvements in classrooms, laboratories, and technologies) and a priority for the faculty reward structure.

Who Are Our Students?

Our students are academically well-qualified and improve each year.¹ In 1996, our entering class had an average g.p.a. of 3.61 and combined SAT scores of 1141. In Autumn, 2005, our entering class had an average g.p.a. of 3.69 and combined SAT scores of 1198. In Autumn 2005, almost 9% of our students entered with an average 3.8 g.p.a. and a combined SAT score of 1400 and above. Another 17% of the entering students in Autumn 2005 had an average of 3.73 in g.p.a. and a combined SAT score of 1300 or more. The number of students with both a high g.p.a. and combined SAT scores has increased over time.

In the total undergraduate population, 51.6% of our students are women and 48.4% are men. Our students, even with a significant transfer population, tend to be near the traditional age, with 76.7% of our students between the ages of 18 and 22, another 9% between the ages of 23 and 25, and another 5.4% between 26 and 30. Based on voluntarily provided information, our students' ethnic backgrounds are as follows:

Caucasian	52.1%
Asian American	25.1%
Other/Undeclared	10.5%
Latino/a	4.2%
International	3.3%
African American	3.1%
American Indian	1.2%
Hawaiian/Pacific Isl	0.6%

For academic year 2005-06, we were slightly more successful in attracting Latino/a students and international students, but slightly less successful in attracting other under-represented students.

Only 19% of our undergraduate students live on campus.

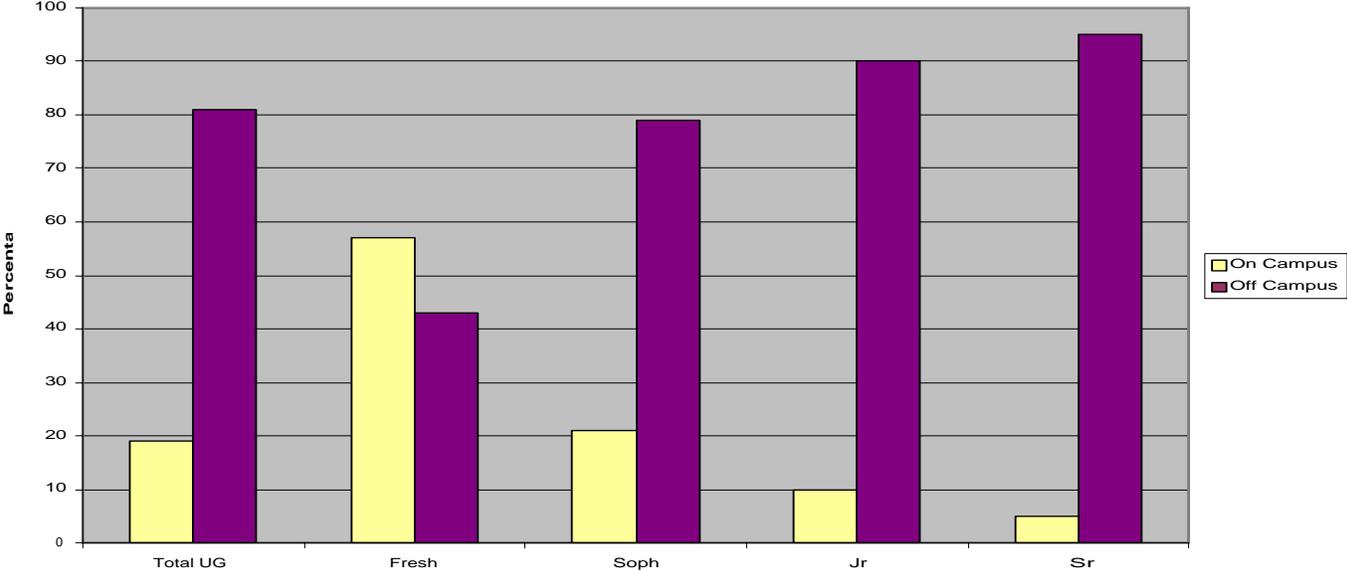
Only in our students' first year, do more than 50% live on campus.² In each year of undergraduate education, fewer students live on campus. In sophomore year, only 21% remain on campus. In junior year, only 10% remain on campus and by senior year, only 5% live on campus. The Greek system of housing, just outside of campus, is comprised of approximately 3000 students and UW Student Affairs estimates that approximately 3000 more students live in and around the University District. Even including these students who live near campus (and

1 All data in this section is taken from the Fall Quarter 2005 Enrollment Reports, <<http://depts.washington.edu/reptreg/pcards/pcards/htm>>, accessed 28 Feb 2006.

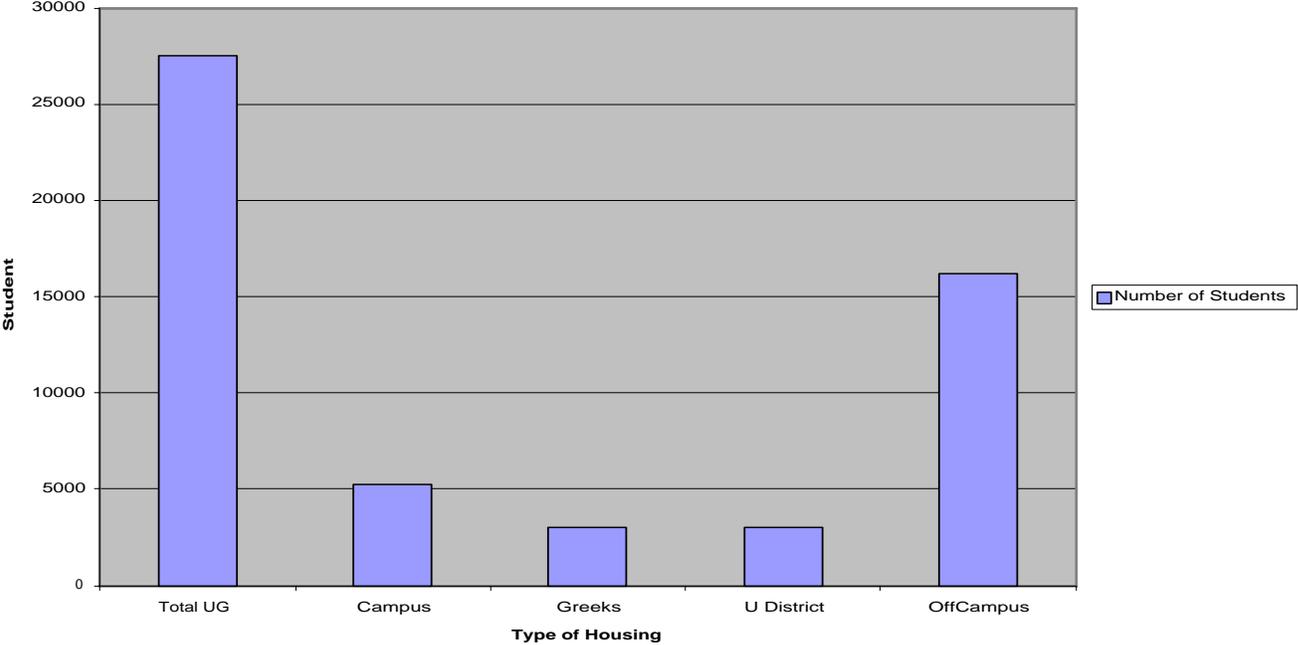
2 Data in this section is taken from "Autumn 2005 Housing Occupancy," Department of Housing and Food Services, University of Washington, and additional information provided by Eric Godfrey, Interim Vice President, Student Affairs.

who could more easily participate in campus events), the majority of our students can be called commuters. Out of 27,488 undergraduate students enrolled in Autumn 2005, 16,197 or **59%** travel to campus from living quarters elsewhere. As far as we have been able to observe, there are no facilities on campus that acknowledge the presence of this large group of students.

**Undergraduate Residence
Autumn 2005**



Where Undergraduates Live



Student Family Income Is Bi-Modal

The average family income of entering first-year students, the traditional freshmen, is \$74,000.³ This average would only be higher if all entering students applied for financial aid or answered the voluntary questionnaire given to entering students. Approximately half of our students do not apply for aid, indicating that the average family income is likely to be even higher than what is currently reported. The average income of transfer students is considerably lower, at \$34,500. Although the university sometimes asserts that the income is so much lower because these students no longer live with their parents, such an assertion ignores the fact that for these students, their income is simply less available for college expenses. Approximately 20% of our undergraduate student population is Pell Grant-qualified, meaning that these are students whose family or own income is approximately \$40,000 and under.

Our Students Work

The Office of Educational Assessment has surveyed students on employment and found that about 80% of our juniors and seniors work at least 16 hours per week.⁴ The percentage of students who are working increases with each year in school, and even lower division students worked significant hours.⁵

Most of Our Entering First-Year Students Are Regional

Although approximately 15% of our current undergraduate population is from out-of-state (and that number has increased in recent entering classes), with 3.3% as international students, the traditional first-year students are overwhelmingly from King County (13,535), Snohomish County (2,774), and Pierce County (1,918).⁶ These three local counties account for 66% of the total undergraduate student population in academic year 2004-05. This geographical proximity to home also contributes to both a commuter option and to access to work opportunities.

Our Students' Majors

In the past five years, students have shifted away from some of the traditional majors, such as Art or English, and moved into majors that may have more obvious vocational outcomes. Economics, accounting, and finance have all experienced growth, as has biology and biochemistry. Even so, political science, a traditional major, is the current number one major in the yearly majors count.

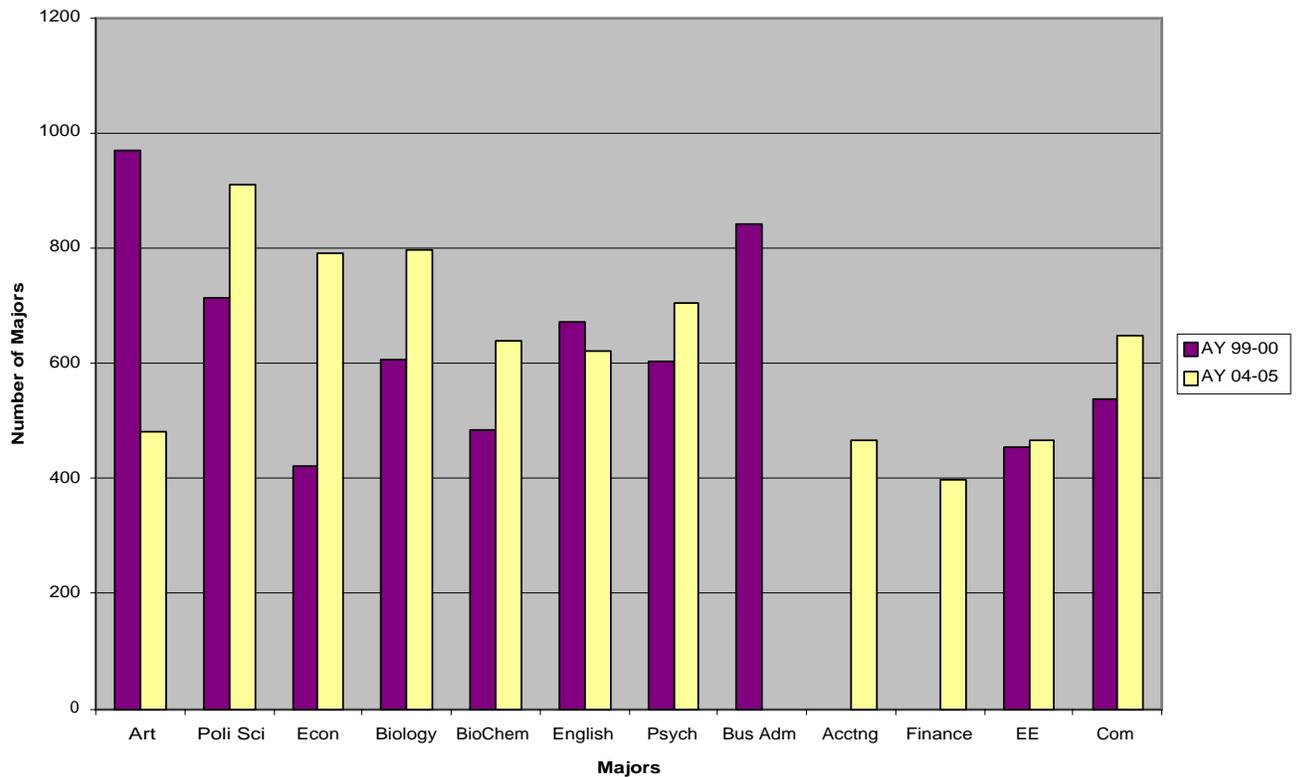
3 Data in this section is drawn from the "Autumn 2005 Student Income Study," University of Washington.

4 McGhee, Debbie E. "Senior Survey 2004: Descriptive Statistics and Gender Differences." *OEA Reports, 05-01*, 2005.

5 See, for example, Debbie E. McGhee's "Senior Survey 1999: Methodology and Response Frequencies," *OEA Reports*, 99-18, 1999, in which only 6.3% of freshmen and 4.1% of sophomores reported not working. In the 2005 report, 46.5% of freshmen and 28.4% of sophomores reported not working.

6 "Table 15, Students by Geographic Origin by Class Standing," Higher Education Enrollment Report, October 20, 2004.

Top Undergraduate Majors



Transfer Students' Majors Are Somewhat Different

In recent year, by graduation, transfer students comprise up to 50% of the graduating class, although in the past three years their percentages have dropped into the mid-forties. Given the nearly equal numbers at graduation, we might expect that transfer students would represent about half the graduating students in all the majors. This is not the case. In being admitted to majors, transfer students are less likely to enter engineering and business than they are other majors. However, in engineering, once transfer students have entered, the program is especially adept at graduating transfer students on time. Additional reasons for fewer entering transfer students may include the need to take courses for entrance that are not available on community college campuses.

Transfer Students Entering the UW Are Regional

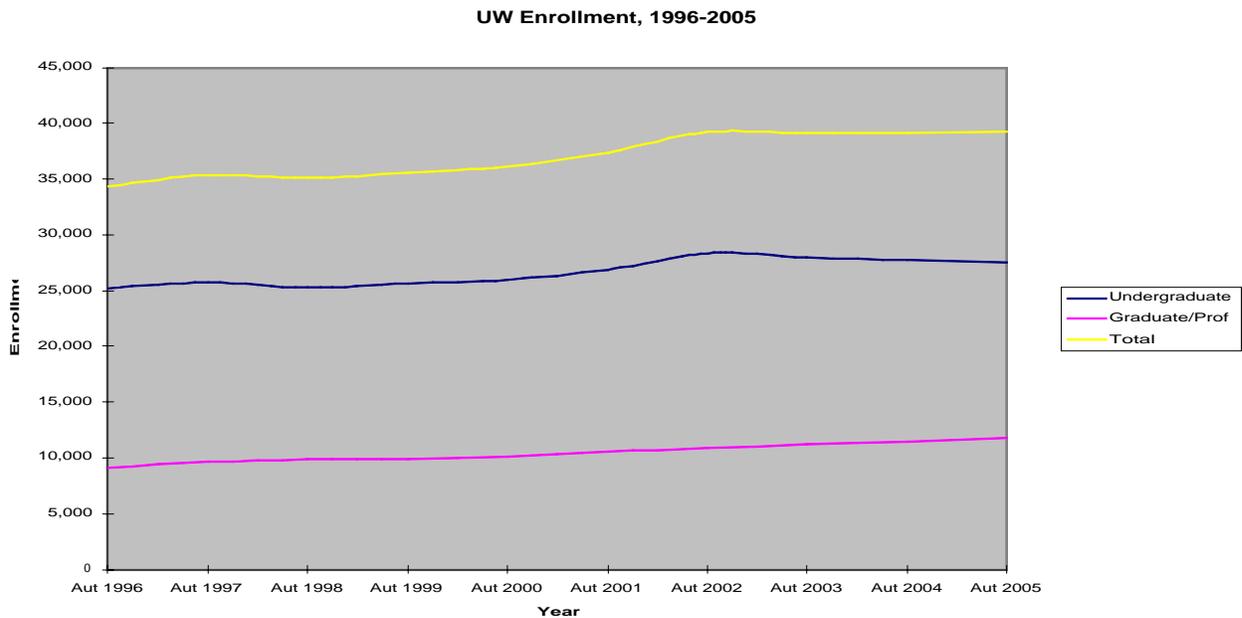
Transfer students entering the UW primarily come from regional community colleges. This tends to contribute to the commuter student population. The top 10 feeder community colleges

and their percentage of the total transfer students for 2004 are listed below.⁷

1.	Bellevue	18.0%
2.	Seattle Central	14.0%
3.	Shoreline	11.5%
4.	North Seattle	10.5%
5.	Edmonds	5.0%
6.	Green River	5.0%
7.	Highline	5.0%
8.	South Seattle	4.0%
9.	Olympic	3.5%
10.	Cascadia and Everett	3.0% (each)

Student Numbers Have Increased/Full Time Permanent Faculty Have Not

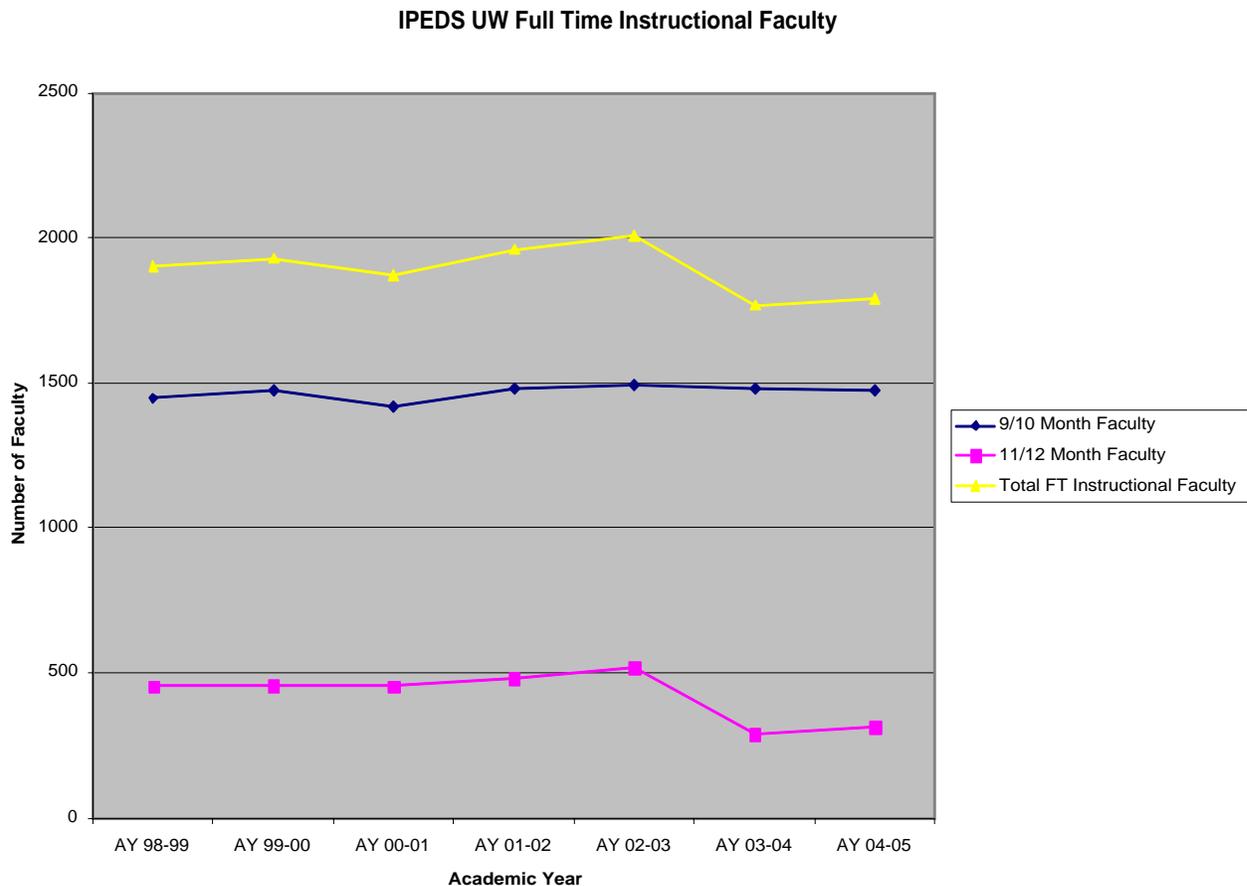
Over the past ten years, our undergraduate student population has increased by 9%, from 25,228 students in 1996 to 27,488 in 2005.⁸ In that time, there has been virtually **no** increase in permanent instructional faculty. In fact, we have experienced a slight decrease in overall numbers. Moreover, in large departments which make extensive use of teaching assistants, there have been few or no increases in permanent teaching assistant allocations, requiring these departments to ask for supplemental funding for as much as a third of their teaching assistant staff.



7 “Student Mobility among Washington Institutions of Higher Education, Fall Term 2004,” University of Washington, <<http://depts.washington.edu/reptreq/reports/mobility/current.pdf>>.

8 “Quarterly Enrollment Profile, Autumn 2005,” <<http://depts.washington.edu/reptreq/reports/qep/qep-aut-2005.pdf>>.

Although the numbers reported to the integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics (NCES) are not the only way to count faculty, the university does report it each year and thus it is useful for comparative purposes. So while the total undergraduate enrollment has increased by 9% over the past ten years, the number of full time instructional faculty has decreased by 6%.



Students Go to Faculty for Advising

In the Advising Self Study, students were surveyed about their likeliest sources of information about their majors. Their friends and families took the top responses, but faculty, rather than professional advising staff, came next. There are at least two implications here. One, the numbers of available advisors are not adequate or immediately accessible for students. Second, although advising in departments is handled by our professional staff, students still look to faculty for advising and it is counted as a part of the faculty teaching load.

NSSE Shows Indicators of Problem Areas

The UW participated in the National Survey of Student Engagement during this past year and the responses from students provide some insights on potential problems. The UW does not compare well to the full range of other schools included in the survey. But the UW also does not do as well as it should in comparison to like schools. The NSSE measures in five broad

categories: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. Even in comparison to other doctoral extensive universities, the UW is below average on student-faculty interaction and supportive campus environment. [See Appendix for NSSE charts]. OEA researcher Cathy Beyer noted in an interview with the Faculty Council on Instructional Quality chair Jan Carline that some of the NSSE figures on student-faculty interaction may be misleading. She said that it really depended on the size of the courses and the number of students in a major. Smaller departments and smaller majors both help to foster student contact with faculty. But the *Senior Study 2004* confirms the response on student-faculty interaction, noting “only 47% were mostly or very satisfied with their interactions with faculty outside the classroom.”⁹

What Do We Already Know?

Over the past five years, various entities of the university have produced some excellent reports that must provide background for any initiative on undergraduate education. These reports include the following:

Report of the College of Arts & Sciences Task Force on Enhancing Student Learning
<http://www.artsci.washington.edu/learnsum.asp>

Report of the ad hoc Committee on TA/RA Roles and Responsibilities
<http://depts.washington.edu/gsatf/>

Report of the College of Arts & Sciences Committee on University Writing
<http://www.artsci.washington.edu/writesum.asp>

The Advising Self Study
http://www.washington.edu/oea/pdfs/advising_self_study.pdf

Reports on the Office of Educational Assessment’s SOUL Study
http://www.washington.edu/oea/reports/uw_soul.html

Far too many of the works of committees like these end up unread. Each of these reports provides important insights for those planning a major undergraduate initiative.

Faculty Senate Survey

The ad hoc Committee on Undergraduate Education polled the Faculty Senate on undergraduate issues. For those faculty who teach undergraduates, we asked three questions: one about improving undergraduate education at the department level, one about the college level and one about the university level. In addition, for those faculty teaching solely in graduate and professional schools and programs, we asked two related questions. First, we asked what changes in the UW’s undergraduate education would improve entering students’ performance in

⁹ McGhee, “Senior Survey 2004,” p. 2.

their programs and, second, we asked what aspects of undergraduate education they would recommend for change. Our response rate was 39%.

The responses were in prose form and these responses were coded for topics. The five most frequently appearing topics for change were as follows:

1. Decrease class size and/or make more teaching assistants available;
2. More attention to writing instruction;
3. Rethink quantitative requirements for general education;
4. More rewards and incentives for teaching excellence;
5. Make better use of technology.

The first two responses—class size and writing instruction—appeared in approximately 40% of the responses, with writing instruction receiving slightly fewer mentions. We focus our attention on those two issues here. Issues about the quantitative general education requirements appeared in about 10% of the responses, as did more rewards and incentives for teaching excellence. About 5% of the responses mentioned better uses of technology. Additional issues with at least three responses included improving opportunities for undergraduate research, more faculty input on decisions about undergraduate education, more opportunities for faculty to collaborate and discuss undergraduate education, and capstone or seminar courses in the major.

Class Size

The issue of class size represented the category in which the most vehement responses appeared. Respondents were deeply concerned about the effects of large classes on their students' education, and they exemplified their concerns with a range of practices that were impossible in large classrooms. These practices included assigning and responding to writing, offering essay examinations, being required to leave out important aspects of their subject matter, and being unable to get to know students in any important way when classes were large. Although the past decade's decline in state funding has resulted in fewer UW faculty, fewer teaching assistants, and, thus, larger classes, many faculty members indicate that they know that significant reductions are probably unlikely. As one respondent noted even a single small class would be an improvement, writing, "Smaller classes are also costly but it seems critical to ensure that students, even in large majors, have at least one significant small group learning experience."

Class size research began to receive national attention in the late 1970s and early 1980s and its impact was most visible in state programs to reduce class size at K-3. A governing assumption for many public school educators was that as students grew older that they could learn in larger classes. But research in learning over the past two decades has stressed the necessity of students' active engagement in what they are learning, no matter what their age. Thus, while research at the college level has indicated that it is possible for students to learn effectively in a large class, it seems to require investments in either teaching assistants or technology to do so, or encouragement of some sort. As state support for higher education has declined nationally, new treatises and handbooks began to appear with titles such as *Strategies for Energizing Large Classes: From Small Groups to Learning Communities*, *Engaging Large Classes: Strategies and Techniques for College Faculty*, or *Teaching Large Classes in Higher Education: How To Maintain Quality with Reduced Resources*. Research on the effects of large classes in higher

education was mixed. Well prepared students continued to do well, but less prepared students and non-traditional students, including under-represented students, seemed to experience more negative effects from large classes, especially at the introductory level.

Some faculty seemed resigned to large introductory courses, but were less so when it came to teaching in the major. The university counts the number of classes in a class size distribution scheme that has the following categories:

15 or less
 16-30
 31-65
 66-125
 125-250
 250+.

What isn't as apparent is what classes fall into the categories. Some disciplines and subjects require small classes for effective instruction: learning a second language and writing fit this definition. Other disciplines and subjects require laboratories for effective instruction: most physical sciences and engineering fit this definition, although the physical sciences combine large lectures with smaller labs. But for other disciplines no subject imposed or pedagogical practice seems to produce limits. Thus, many faculty in our survey indicated that within the major class size approaching 100 produced new problems and frustrations. The following comments are typical:

In our department, you must teach over 110 students to get a second TA. This makes it impossible to grade exams let alone assign papers.

Unfortunately, most of the courses in my department do not include writing assignments because of the enormous work load involved in grading them—it is a major burden on both professors and teaching assistants to grade 100 term papers (and provide written feedback) along with grading three essay-based exams.

Teaching 90 students with one TA is ridiculous.

I can't get to know 100 students each quarter. It is impossible.

We checked several of the top 10 majors for patterns of class size and found that class size at the 300 level is often well into the 66-125 category. In Political Science, for the Autumn 2005 quarter, sample class sizes at the 300-level produced the following:

POLS 303	100	American Public Policy
POLS 353	141	U.S. Congress
POLS 360	109	American Constitutional Law
POLS 375	136	Crime, Policy and Justice

In Biology, for the Autumn 2005 quarter, a similar pattern appeared and larger classes reached into the 400-level courses as well. BIOL 350, 355, 356, and GENOME 371 are all required

classes for the major itself. The 400-level classes are requirements for options within the degrees awarded.

BIOL 350	102	Foundations of Physiology
BIOL 355	118	Foundations of Molecular Cells
BIOL 356	119	Foundations of Ecology
GENOME 371	188	Introductory Genetics
BIOL 411	76	Developmental Biology
BIOL 462	79	Advanced Animal Physiology
BIOL 476	73	Conservation Biology

Communication and Psychology have similar upper division enrollment patterns. Many faculty indicated that they would consider it helpful to have additional TA support and to be able to count on that TA support from year to year. Faculty find it unsettling not to be able to count on additional classroom support when class enrollments surge. As one faculty observer put it, we need “curriculum planning that would reduce the need for such large classes in a big lecture format.”

Writing Instruction

The issue of writing instruction appeared on the Faculty Senate surveys almost as frequently as class size. One aspect of this issue was clearly inter-related with class size. Faculty indicated that adequate writing instruction was impossible in large classes, as several of the comments under class size suggest. A second aspect in the Faculty Senate surveys was a sense that the current requirements for writing instruction were inadequate. Comments such as these were common:

Increase the number of writing requirements so that students improve their writing ability.

I teach 300 and 400 level undergraduate courses—all of which contain a major writing assignment that requires a literature search in the library and a critique of that literature. I also include essay questions in their examines (in addition to multiple choice questions). I am constantly amazed by the poor quality of their writing.

We need more written assignments, more reading, more lab classes.

Communication skills, particularly writing, seem to be on a slow, but relentless decline.

We need a writing requirement for all students given in a seminar scale class.

We need a UW-wide system for ensuring that entering students quickly develop the writing skills they need to produce written reports at the college level.

Writing also appearing prominently in the responses of the faculty who teach solely in graduate and professional programs. In response to the question about what changes they would recommend in undergraduate education for their own entering students, many faculty mentioned writing. A sampler of the comments appears below:

Medical and science students show weakness in writing.

Greater emphasis in writing. This means having the resources to grade writing at the undergraduate level (in all courses).

Better writing and communication skills.

Improved writing skills.

Writing skills—and an undergraduate thesis.

Improving writing and critical analysis skills! My sense is that the UW is doing a fairly good job at establishing writing centers within various schools and departments—but that not enough students take advantage of the centers. My sense is that the integration of writing segments within courses, particularly non-humanities courses, may yield better results.

Currently the University of Washington has what is regarded as a weak general education writing requirement. We ask that students take one writing class for “C” or composition credit. We also require that they take two additional “W” courses which are courses in which the student writes a paper of at least 10 pages and has an opportunity to revise that paper after comments. In comparison, many of our peers require that students take at least two writing courses introducing students to academic writing and reading and then at least one additional course that that place within a disciplinary context. All of this is ably described in the “Final Report of the Undergraduate Curriculum Writing Committee” of the College of Arts and Sciences,” found at <http://www.artsci.washington.edu/writesum.asp>. This committee has recommended that the University of Washington’s general education requirements in writing change to current standards. An additional resource explaining the background of funding and resource decisions for writing instruction in research universities is chapter 3 of Derek Bok’s *Our Underachieving Colleges*.

Additional Issues from the Faculty Senate Surveys

As we noted above, there were a number of additional issues voiced by the faculty respondents though none rose to the level of class size and writing. Many faculty expressed concerns with students’ current preparation in quantitative thinking. Several faculty responses made it clear that they were not referring to students’ preparation in the Calculus sequence, but more to a general sense of how math and quantification are used in a variety of disciplines. Some wryly noted that some students appear to have chosen their discipline thinking that they would not need quantitative thinking, only to be surprised in their courses in the major. Several others expressed a need for a requirement or instruction in statistics specifically. Not surprisingly, a number of faculty responses indicated that there is a climate problem on campus in relation to valuing

teaching excellence. Many of the faculty commenting on the climate issue also expressed disappointment that there were so few opportunities for interdisciplinary teaching and moments when students could be introduced to the ways in which the disciplines relate to each other. Others were concerned that ethical issues seemed to be missing from most students' coursework. There were also additional faculty appeals for the provision of better technology associated with teaching in all areas, but particularly in the sciences. Finally, a number of faculty expressed concerns that we were not producing students who were well enough informed to be able to make decisions on public policy issues, not only in traditional civic areas, but also in sciences and technology.

Recommendations

1	<p>Increase Student Faculty Interaction</p> <p>As undergraduate students have indicated in both internal and external surveys, they want increased contact with faculty. Undergraduate students also have a considerable range of contact with and access to the campus, with our large number of commuter students and significant transfer student population. Given both factors—the undergraduate student desire for increased contact and the differences among students in access to the campus, the individual classroom becomes critical in delivering a quality undergraduate education. Yet as faculty note in the Faculty Senate survey, increasingly large courses in the major and limited opportunities for instruction in areas such as writing make increased student faculty interaction difficult. We recommend strengthening the classroom as the locus of student faculty interaction.</p> <p>We suggest the following methods for addressing this first recommendation:</p> <ul style="list-style-type: none"> • Develop a plan to close faculty hiring gaps that emerged in past low budget years; • Continue to align faculty hiring with growth in student population; • Identify and plan for reducing class size at key points in the major; • Set a minimal goal for students to enroll in small classes (at least one each academic year); • Plan to adjust permanent teaching assistant allocation to reflect increase in student population over the past decade; • Monitor demand and capacity in majors both short term and long term and share the information widely (current class size count inadequate); • Adopt the recommendations of the Undergraduate Curriculum Writing Committee of the College of Arts and Sciences (with adequate funding for ladder faculty as well as lecturers); • Develop opportunities for students to interact with faculty at entry to the university and at entry to the major; • Strategically allocate funds to faculty and teaching assistant positions where need is greatest and load is largest.
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2	<p>Revere and reward teaching excellence and innovation in a significant way</p> <p>The recommendation that we make above—increased student faculty interaction—is difficult to enact if faculty see such an increase in contact as a reduction in more highly valued activities such as research and scholarship. While teaching clearly should be as important as research, most faculty experience it as less so. Without teaching having an impact on, for example, merit and merit-related pay increases, or offering summer support, or other discretionary funding, it is difficult to see how a campus-wide reinvigoration of undergraduate education can be initiated.</p> <p>In order to provide incentives for increasing student and faculty interaction and specifically revering and rewarding teaching excellence and innovation, we suggest the following methods:</p> <ul style="list-style-type: none"> • Provide incentives for schools and colleges to reward teaching; • Provide faculty and groups of faculty with summer and quarter stipend for course and curriculum development; • Make the university teaching award of \$5000 a permanent increase in salary; • Plan a development initiative on funding endowed teaching professorships; • Count exceptional advising, independent studies, and research with undergraduates as part of faculty teaching loads and reward excellence.
3	<p>Recognize the additional aspects of the diversity of our student population</p> <p>In order to provide the rich classroom and campus experiences traditionally associated with residential campuses, we especially recommend the recognition of the needs of the large number of commuter students and transfer students on campus. These students represent significant numbers of our undergraduate students.</p> <p>In order to address the needs of these students, we recommend the following methods:</p> <ul style="list-style-type: none"> • Recognize that the classroom is the single most important aspect of campus life for commuter and transfer students and thus class size and access to faculty are critical; • Initiate, plan and execute program for providing commuter and transfer students with a place on campus. This place may be best served in colleges and departments rather than university-wide, so support for programs at the college and departmental level should be supported as well; • When planning campus events, consider both morning and afternoon events so that commuter and/or working students may have opportunities to attend; • When planning first-year student initiatives, also plan how to include transfer students new to the university. • Improve computerized information sources about courses and curriculum;

We will be happy to work with you further in enhancing and improving undergraduate education at the University of Washington.

The Faculty Senate ad hoc Undergraduate Education Committee