

University of Washington
Faculty Council on Teaching and Learning

May 4, 2017
10:30am – 12:00pm
Gerberding 26

Meeting Synopsis:

1. Call to Order
 2. Review of the Minutes from April 6, 2017
 3. Information Item – Arbella Bet-Shlimon (History)
 4. FCTL Chair – Call for Nominations
 5. Update on UW Learning Spaces Policy – Phil Reid (UW Academic & Student Affairs)
 6. Working Group Updates
 7. Good of the Order
 8. Adjourn
-

1) Call to Order

Turner called the meeting to order at 10:30 a.m.

2) Review of the Minutes from April 6, 2017

The minutes from April 6th, 2017 were approved as written.

3) Information Item – Arbella Bet-Shlimon (History)

Arbella Bet-Shlimon (Assistant Professor, Department of History) was present to inform the council on her teaching philosophy related to teaching the subject of history. Turner explained Bet-Shlimon was honored in 2016-2017 with the Distinguished Teaching Award, which is one of the highest teaching recognitions at the University of Washington. Shlimon explained her teaching focuses on history of the modern Middle East, specializing in the history of Iraq.

Teaching methods and philosophy

Bet-Shlimon explained a difference between teaching a humanities subject and teaching STEM, business, medicine, or even the arts, is that most humanities students do not use the learned-content in their professions after college. In relation to teaching history, she explained the most commonly-heard trope is that studying history reinforces critical thinking and writing skills. However, she does not agree with that rhetoric, as it short-sells the value of study in history. She explained studying the humanities makes students better people - in part by providing them with a deeper understanding of the world and the evolution of modern situations over time. She noted policy makers and journalists often look at the middle east and assume it has always been the same that it is now. She provided some examples of differences between the middle east now and the region 100 years in the past, and clarified that as soon

as you start to scrutinize the situation in the middle east through even the slightest historical lens, commonly-held ideas that the region should be divided based on religious or ethnic relations (in order to relieve tension) seem foolish.

Shlimon explained one assignment she typically gives students is to write a letter to the editor of an article from a major newspaper given what they have learned during 9 weeks in the course. She also urges students to understand that reconstructing history is difficult, and not everything is written down in textbooks. Another exercise she employs involves presenting students with historical texts written in languages they are not familiar with, allowing them extended time outside of class to evaluate the text, then having them take a test that relates to their text. She noted the students usually end up taking the articles to other professors who are able to translate the text. She explained this exercise encourages students to “think on their feet” as all the answers will not always be at their fingertips.

Discussion

Turner commented that it is obvious that Shlimon’s courses provide experience in critical thinking.

One member explained he has found that many freshman are not solely interested in job training and show interest in pursuing a more holistic education. He commented that every branch of discipline at the UW starts with a study of history of that subject (besides those where formulas are the only text). He recommended Bet-Shlimon work with the UW Early Fall Start Program.

Another member commented that students in her professional program display weak critical-thinking skills, and often perform poorly when it comes to thinking on their feet or improvising under adverse conditions. She explained undergraduate students are often unprepared to think about things critically after graduation, as often during their schooling they simply attempted to locate a “formula” for receiving the highest grade.

Bookstein recommended that “critical thinking” be listed as a skill learned through Bet-Shlimon’s history courses.

There was some additional discussion of UW foreign language requirements, and a belief that too few students study foreign language.

4) FCTL Chair – Call for Nominations

Turner asked members to consider serving as council chair during the next year, as he will be serving on the board of the MBA Brown Program. He encouraged members to contact him outside of the meeting if they had any questions.

5) Update on UW Learning Spaces Policy – Phil Reid (UW Academic & Student Affairs)

Phil Reid (Deputy CIO and Associate Vice Provost, Academic Services, UW IT) and Matt Winslow (Senior Associate Registrar, Policy and Procedure, Office of the Registrar) were present to discuss a university-wide change in policy relating to the scheduling of general-assignment learning spaces. They used a handout as part of the presentation (Exhibit 1).

Reid provided some background into the topic, explaining that 9:30 a.m.–2:20 p.m. is the main demand window for general assignment classrooms on the upper Seattle campus, and demand is currently far and above supply. In Autumn 2016, 30% of departmental room requests could not be fulfilled given capacity (Denny Hall was under renovation at the time, further compounding the problem). He clarified the policy does not touch departmentally-owned spaces, only general-assignment classrooms.

Three potential solutions have been identified:

- ❖ Increase capacity through development of capital projects.
- ❖ Increase efficiency of use.
- ❖ Distribute demand over the instructional day.

Increase efficiency of use means (in part) matching class-size to room-size, which was noted to be an issue in many instances.

Reid provided some history of efforts to address the problem (Page 2, Exhibit 1). Final recommendations had to be socialized with every dean, chancellor, and other administrative heads. This fall, the Provost approved final recommendations to respond to the problem (Page 3, Exhibit 1) to be implemented in Spring 2018 (this was identified as the period most susceptible to implementation of a new policy). There will be several “early adopters” of the new policy where the changes will have a greater effect and thus need to be implemented more carefully. These include the departments of mathematics, chemistry, Asian languages, social work, psychology, and others.

The main elements of the new policy include (Page 4, Exhibit 1):

- ❖ Standard instructional day: 8:30 am to 6:20 pm
- ❖ “12% distribution.” Up to 12% of classroom requests from a unit can be at any given hour.
- ❖ “Block Scheduling.” Class meeting times must use pre-set day/time combinations up to 2:30 p.m. (can be “free form” after this time).
- ❖ Large classes (250 and greater) will be scheduled annually (starting autumn 2018).
- ❖ Gateway or required courses will be given priority in scheduling.

Reid explained the instructional day start-time was not set earlier as concerns were raised over beginning instruction at 7:30 a.m. He commented that many constituencies were pleased that large-course scheduling would be conducted annually as the change alleviates uncertainty.

An illustration was displayed for block scheduling (Page 5, Exhibit 1). Reid clarified block scheduling only applies until 2:30 p.m. in any given instructional day, as this allows for flexibility in serving pedagogy better-suited to occur outside of blocks.

A list of benefits and concerns relating to the changes were listed (Page 7, Exhibit 1). Reid mentioned currently, the University is effectively unable to renovate classes during quarters because the rooms are almost always occupied. He explained under the new model renovation will again be possible.

Council feedback

Reid explained after a question that departments have expressed concern that students will not opt to take early morning or evening courses. He explained “required courses” are often filled to capacity regardless of when they occur in the instructional day.

It was noted some active learning classrooms are within the general assignment pool. It was also clarified that “priority 1” rooms can be used for any course.

A definition of “hybrid” online learning type in-use by the UW was requested and given: “A course section in which some, but not a significant majority, of instruction is delivered online rather than via face-to-face contact between students and an instructor(s).”

A member recommended the item go to the Faculty Council on Student Affairs to garner that body’s feedback.

A member asked about safety of students and faculty attending late and early-morning classes. The guests explained they are working with the UW Police Department to increase patrols, as well as improving campus lighting, and consulting with campus shuttle services. It was clarified that after 4:00 p.m. on the UW Seattle campus, parking pass holders are able to park in a much wider range of lots. It noted lighting has already been much-improved over the past few months.

It was noted most departments in their current states will not have a major problem accommodating block scheduling. Some departments are being combined into a single scheduling unit. Reid noted there is a parallel ongoing effort to recover less traditional rooms to be used for instruction, such as conference rooms. Winslow explained if the UW reaches a point of 80% utilization of general-assignment classrooms, the result will be a greatly reduced number of denied room requests. The goal is to use every space the UW possesses as efficiently as possible. After that, if capacity issues continue, it is an issue of existing physical space constraints.

6) Working Group Updates

Cataloging Assessment and Improvement of Teaching & Learning Across Colleges – Tom Halverson

Halverson explained the subcommittee has collected a great deal of data and is now working out how to move forward. The Board of Deans and Chancellors has been briefed on the subcommittee’s efforts (to develop a more holistic evaluation of a faculty member’s contribution to teaching and learning in their department) and has expressed interest in the topic.

Tom Lewis (Director, Academic Experience Design & Delivery, UW-IT) noted his office conducted a survey along a similar vein, and many faculty members responded that the end of the quarter evaluation doesn’t allow ample time to respond to concerns over the course. He asked if FCTL members would be in favor of a widget being inserted into Canvas, in order to allow gathering of course feedback at any time during the course. Members noted student data should be anonymized. The council was in favor of development and use of the tool.

Teaching and Learning Effectiveness for Part-Time Lecturers – Timea Tihanyi

Tihanyi explained lecturer survey data is currently being evaluated relating to existing support and resources, including which resources are most widely-used and found to be of the most use. She reported the survey reflects that roughly 30% of lecturers are self-designing their courses, while 66% go to their unit for information. Tihanyi presented other prominent survey findings.

*Diversity- and Equity-Informed Pedagogies – Amanda Hornby and Teaching Effectiveness
– Ellen McGough*

Hornby explained the subcommittee has added resources for teaching multilingual learners to the teaching effectiveness resources map, and the final report is currently under development.

7) Good of the Order

ASUW resolution concerning cost of textbooks

Turner noted a resolution was recently approved by the ASUW concerning the cost of textbooks (Exhibit 2). Turner noted the resolution was addressed to him as chair of the FCTL.

Hornby noted the UW Libraries is working on an open access policy, and conducting efforts surrounding faculty use of Open Educational Resources (OER). She also remarked that if a faculty member does not have a course book on reserve in the UW libraries, it will be immediately ordered and stocked.

There was some discussion of communicating the resolution to faculty, it was noted the FCTL could urge the faculty senate to display the resolution in a future meeting.

8) Adjourn

Turner adjourned the meeting at noon.

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

Present: **Faculty:** Ellen McGough, Dan Turner (chair), Jennifer Taggart, Timea Tihanyi, Kathleen Peterson, Amy Howells, Mark Zachry, Fred Bookstein
Ex-officio reps: Amanda Hornby
President’s designee: LeAnne Jones Wiles
Guests: Tom Lewis, Phil Reid, Matt Winslow, Arbella Bet-Shlimon

Absent: **Faculty:** David Masuda, Kimberlee Gillis-Bridges, Ellen McGough
Ex-officio reps: Alexandra Walls, Meixi Ng, Maria Zontine

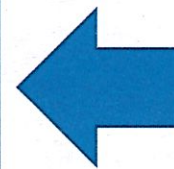
Exhibits

Exhibit 1 – classroomscheduling_fctl_spring2017

The Problem: Demand Greater than Supply

UWS class time distribution (SPR/2017)								Hourly total	Hourly Target
	Mon	Tues	Wed	Thurs	Friday	Sat			
630	0	1	0	0	0	0.5	1		
730	2	2	2.5	2	5	2	13.5		
830	95.5	129.5	108	142.5	87.5	8.5	563	1187	
930	247	273.5	276.5	302.5	244	15.5	1343.5	1187	
1030	276	323	306	345.5	270.5	17	1521	1187	
1130	245.5	298.5	297	321	243.5	16.5	1405.5	1187	
1230	248.5	225.5	251	240	182.5	14	1147.5	1187	
1330	246.5	288.5	293	322	146.5	13.5	1296.5	1187	
1430	170	300.5	264.5	319.5	117	12.5	1171.5	1187	
1530	112	202	197.5	199.5	69	8	780	1187	
1630	35.5	134	118	129.5	24	3.5	441	1187	
1730	29	61.5	52	61	10.5	1	214	1187	
1830	24.5	39.5	48.5	42	5	1	159.5		
1930	11.5	28	22.5	29	4.5	0.5	95.5		
2030	1	14.5	19.5	14	0.5	0	49.5		
2130	0	9	10	8	0	0	27		

Classroom requests for Sp. 2017



Significant demand for classrooms from 9:30 to 2:30

Three solutions:

- Increase capacity through capital projects.
- Increase efficiency of use.
- Distribute demand over the instructional day.

The Road to Changing Scheduling Policy

AY 13-14

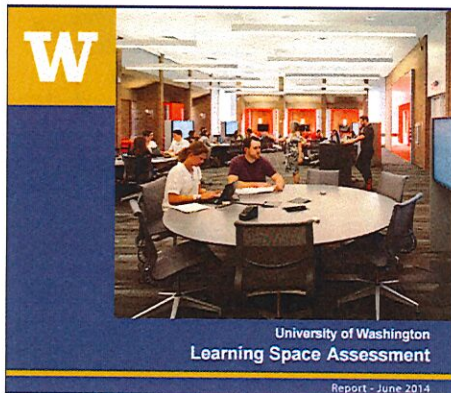
Classroom Task Force
 Consultant Engagement
 Recommendations

AY 14-15

Schedule Implementation
 Committee
 Recommendations:
 • Block Scheduling
 • Distributed Requests

AY 15-16

Schedule Governance
 Committee
 Campus Engagement
 Final Recommendations



Assigned

Subject	Target	M	T	W	Tu	F	S
780	220	2	0	0	0	0	0
800	220	0	0	0	0	0	0
830	220	97	142	124	158	88	0
900	220	106	163	131	176	97	0
930	220	241	295	272	278	248	0
1000	220	242	278	275	284	250	0
1030	220	278	268	308	296	268	0
1100	220	277	279	300	291	262	0
1130	220	274	294	299	291	251	0
1200	220	259	278	281	279	248	0
1230	220	214	243	238	280	194	0
1300	220	215	215	236	273	189	0
1330	220	285	287	280	265	190	0
1400	220	270	281	285	286	182	0
1430	220	257	274	270	276	134	0
1500	220	231	255	251	255	125	0
1530	220	171	184	177	191	71	0
1600	220	181	179	196	183	64	0
1630	220	120	128	122	127	21	0
1700	220	98	99	100	117	14	0
1730	220	36	48	47	62	9	0
1800	220	27	62	48	64	9	0
1830	220	34	63	44	58	9	0
1900	220	33	58	49	49	9	0

Legend:
 - 313 (Red)
 - 220 (Yellow)
 = 0 (Green)

Recommendations of the Learning Spaces Governance Committee Executive Summary

In order to provide more teaching spaces for the University's ever-increasing numbers of students, the Learning Spaces Governance Committee is recommending a set of new policies and good practices that will achieve these goals and purposes:

1. to double the length of daily teaching times when classrooms are offered to teaching units (with an initial two-year "light" phase for optimizing the final plan),
2. to make efficient use of our most popular classrooms by defining structures, called 'blocks', for requesting room assignments during prime-time (9:30-2:20) (Appendix A),
3. to establish clear priorities for processing room requests during prime time (Appendix B),
4. to offer flexible scheduling times that provide classrooms without scheduling constraints,
5. to provide new policy tools that will expedite the work of the Office of the Registrar in order to (a) announce an extremely firm set of class times to students three weeks before they register for classes and (b) confirm the details of teaching resource needs for teaching units for the next academic quarter,
6. to promote a set of "best practices" that define good behaviors that, if adopted by everyone, will help to make classroom scheduling a more open, efficient, and collaborative process, and
7. to mitigate the impacts of teaching classes after 3:30 PM, especially in seasons when classes extend past sunset

The “Home Stretch”

- Provost accepted recommendations in late fall of 2016.
- Charged the Office of the University Registrar, UW-IT, and “PBR” with implementation and go-live Spring 2018.
- OUR begins working with schedule coordinators on policy implementation.
- Have worked with “early adopters” to identify issues:
 - Math
 - Chemistry
 - Asian Languages
 - Social Work
 - Psychology
 - A host of others....

Main Parts of New Policy

- **Standard instructional day:** 8:30 am to 6:20 pm
- **“12% distribution”.** Up to 12% of classroom requests from a unit can be at any given time.
- **“Block Scheduling”.** Class meeting times must use pre-set day/time combinations up to 2:30 (can be “free form” after this time).
- **Large classes (250 and greater) will be scheduled annually** (starting autumn 2018).
- **Gateway or required courses will be given priority in scheduling.**



[Home](#) > [Office of the University Registrar](#) > [Learning Spaces Policy FAQ](#)

Learning Spaces Policy FAQ

Where is the final policy report?

You can read the final policy report in full [here](#).

To whom does this policy apply?

This FAQ page applies to all Seattle main-campus classes. The policy implementation for sections occurring in the Health Sciences (the Health Sciences Building, UW Medical Center, Foege Hall, and South Campus Center) will be different. Information on the Health Sciences implementation will be posted at depts.washington.edu/hsasf/ when available. For more information, contact Health Sciences Classroom Services at hsbrooms@uw.edu, 206-543-6729.

ASK THE REGISTRAR

This Week's Hottest Questions:

- [Where is your office located?](#)
- [I want to submit a hardship withdrawal petition.](#)
- [I want to order an unofficial transcript.](#)
- [I have credits from another institution. Will they transfer?](#)
- [How can I update my name?](#)

<https://registrar.washington.edu/learning-spaces-faq/>

What are the benefits of a new policy?

- Greater schedule certainty for both students and faculty.
- Able to take classrooms out of service for renovation during quarters.
- Greater chance of getting a “priority 1” classroom.

What are the concerns?

- Work/life issues at 8:30 or late in the day.
- Students will not take classes early in the morning or late in the day.
- Impacts on working students.

Time Policy by Hours (12%)

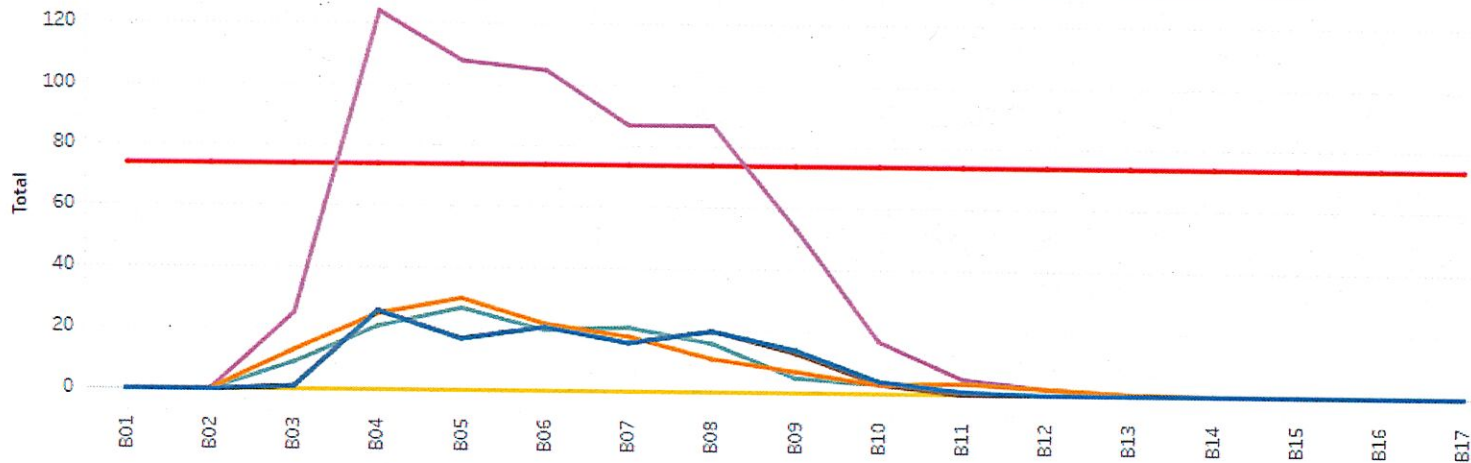
Time Block	Day						Policy
	Monday	Tuesday	Wednes..	Thursday	Friday	Saturday	
(01) 06:30-07:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(02) 07:30-08:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(03) 08:30-09:30	1.0	13.0	1.0	9.0	1.0	0.0	25.0
(04) 09:30-10:30	26.0	25.0	26.0	21.0	26.0	0.0	124.0
(05) 10:30-11:30	17.0	30.0	17.0	27.0	17.0	0.0	108.0
(06) 11:30-12:30	21.0	22.0	21.0	20.0	21.0	0.0	105.0
(07) 12:30-13:30	16.0	18.0	16.0	21.0	16.0	0.0	87.0
(08) 13:30-14:30	20.0	11.0	20.0	16.0	20.0	0.0	87.0
(09) 14:30-15:30	14.0	7.0	13.0	5.0	14.0	0.0	53.0
(10) 15:30-16:30	4.0	3.0	3.0	3.0	4.0	0.0	17.0
(11) 16:30-17:30	1.0	3.5	0.0	0.5	0.0	0.0	5.0
(12) 17:30-18:30	0.0	2.0	0.0	0.0	0.0	0.0	2.0
(13) 18:30-19:30	0.0	0.5	0.0	0.0	0.0	0.0	0.5
(14) 19:30-20:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(15) 20:30-21:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(16) 21:30-22:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(17) 22:30-23:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Quarter
Autumn-2016

Department
MATHEMATICS

- Measure Names
- Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Time Policy
 - Threshold

Threshold 74.0



Time Policy by Hours (12%)

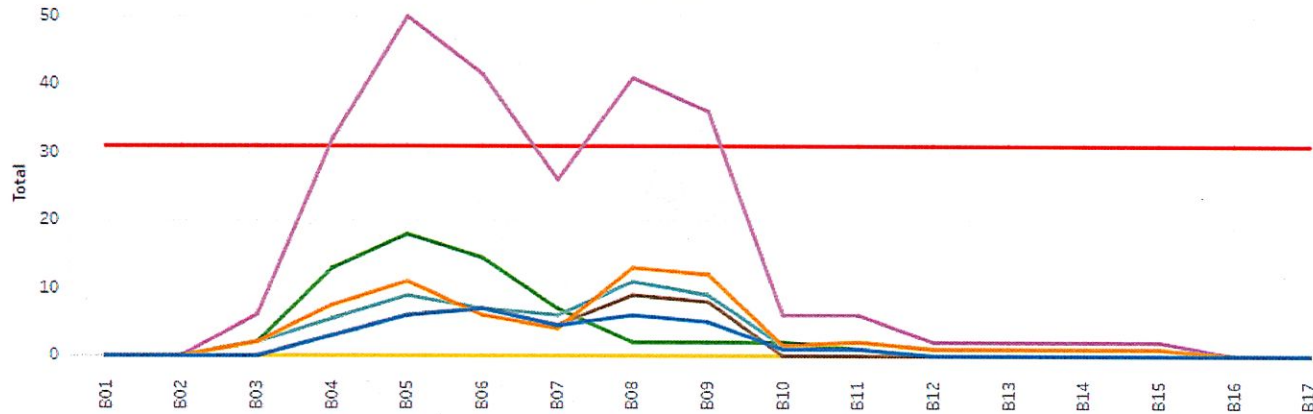
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(02) 07:30-08:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(03) 08:30-09:30	0.0	2.0	0.0	2.0	2.0	0.0	6.0
(04) 09:30-10:30	3.0	7.5	3.0	5.5	13.0	0.0	32.0
(05) 10:30-11:30	6.0	11.0	6.0	9.0	18.0	0.0	50.0
(06) 11:30-12:30	7.0	6.0	7.0	7.0	14.5	0.0	41.5
(07) 12:30-13:30	4.5	4.0	4.5	6.0	7.0	0.0	26.0
(08) 13:30-14:30	6.0	13.0	9.0	11.0	2.0	0.0	41.0
(09) 14:30-15:30	5.0	12.0	8.0	9.0	2.0	0.0	36.0
(10) 15:30-16:30	1.0	1.5	0.0	1.5	2.0	0.0	6.0
(11) 16:30-17:30	1.0	2.0	0.0	2.0	1.0	0.0	6.0
(12) 17:30-18:30	0.0	1.0	0.0	1.0	0.0	0.0	2.0
(13) 18:30-19:30	0.0	1.0	0.0	1.0	0.0	0.0	2.0
(14) 19:30-20:30	0.0	1.0	0.0	1.0	0.0	0.0	2.0
(15) 20:30-21:30	0.0	1.0	0.0	1.0	0.0	0.0	2.0
(16) 21:30-22:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(17) 22:30-23:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Quarter
Autumn-2015

Department
HISTORY

- Measure Names
- Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Time Policy
 - Threshold

Threshold 31.0



Time Policy by Hours (12%)

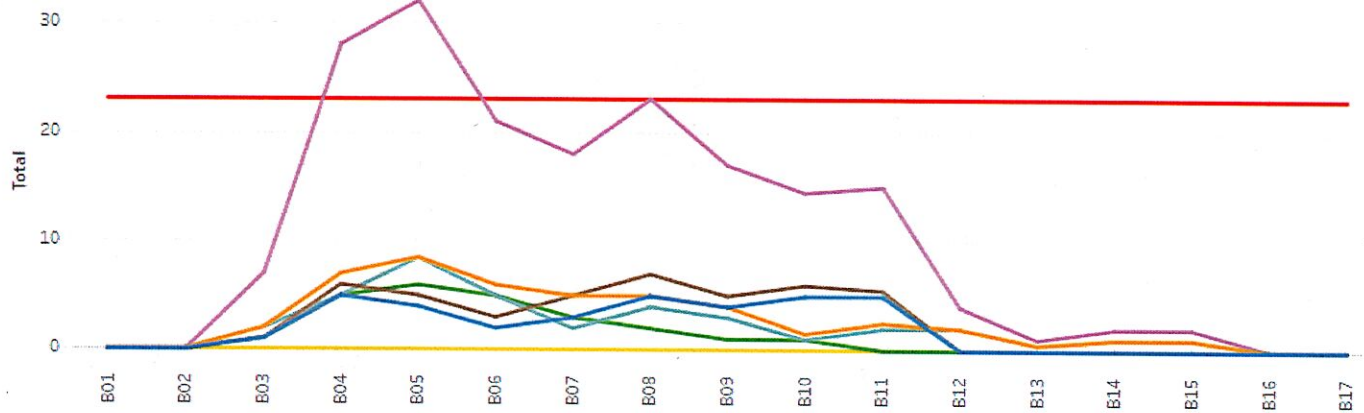
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(02) 07:30-08:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(03) 08:30-09:30	1.0	2.0	1.0	2.0	1.0	0.0	7.0
(04) 09:30-10:30	5.0	7.0	6.0	5.0	5.0	0.0	28.0
(05) 10:30-11:30	4.0	8.5	5.0	8.5	6.0	0.0	32.0
(06) 11:30-12:30	2.0	6.0	3.0	5.0	5.0	0.0	21.0
(07) 12:30-13:30	3.0	5.0	5.0	2.0	3.0	0.0	18.0
(08) 13:30-14:30	5.0	5.0	7.0	4.0	2.0	0.0	23.0
(09) 14:30-15:30	4.0	4.0	5.0	3.0	1.0	0.0	17.0
(10) 15:30-16:30	5.0	1.5	6.0	1.0	1.0	0.0	14.5
(11) 16:30-17:30	5.0	2.5	5.5	2.0	0.0	0.0	15.0
(12) 17:30-18:30	0.0	2.0	0.0	2.0	0.0	0.0	4.0
(13) 18:30-19:30	0.0	0.5	0.0	0.5	0.0	0.0	1.0
(14) 19:30-20:30	0.0	1.0	0.0	1.0	0.0	0.0	2.0
(15) 20:30-21:30	0.0	1.0	0.0	1.0	0.0	0.0	2.0
(16) 21:30-22:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(17) 22:30-23:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Quarter
Autumn-2016

Department
ANTHROPOLOGY

- Measure Names
- Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Time Policy
 - Threshold

Threshold 23.0



Time Policy by Hours (12%)

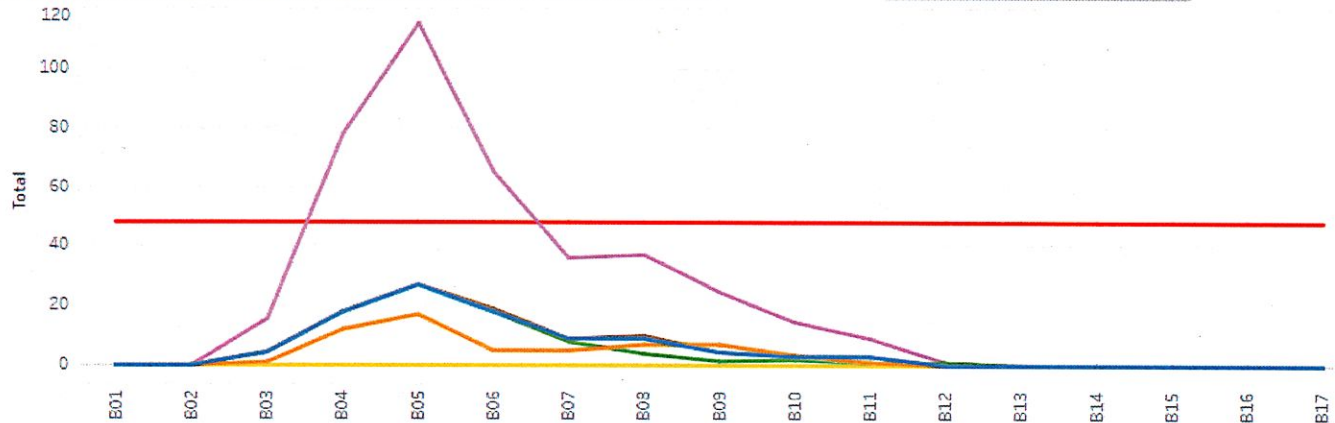
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(03) 08:30-09:30	4.5	1.0	4.5	1.0	4.5	0.0	15.5
(04) 09:30-10:30	18.0	12.0	18.0	12.0	18.0	0.0	78.0
(05) 10:30-11:30	27.0	17.0	27.0	17.0	27.0	0.0	115.0
(06) 11:30-12:30	18.0	5.0	19.0	5.0	18.0	0.0	65.0
(07) 12:30-13:30	9.0	5.0	9.0	5.0	8.0	0.0	36.0
(08) 13:30-14:30	9.0	7.0	10.0	7.0	4.0	0.0	37.0
(09) 14:30-15:30	4.5	7.0	4.5	7.0	1.5	0.0	24.5
(10) 15:30-16:30	3.0	3.5	3.0	3.0	2.0	0.0	14.5
(11) 16:30-17:30	3.0	1.0	3.0	1.0	1.0	0.0	9.0
(12) 17:30-18:30	0.0	0.0	0.0	0.0	1.0	0.0	1.0
(13) 18:30-19:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(14) 19:30-20:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(15) 20:30-21:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(16) 21:30-22:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(17) 22:30-23:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Quarter
Autumn-2016

Department
ASIAN LANGUAGES & LITERATURE

- Measure Names
- Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Time Policy
 - Threshold

Threshold 48.0



Time Policy by Hours (12%)

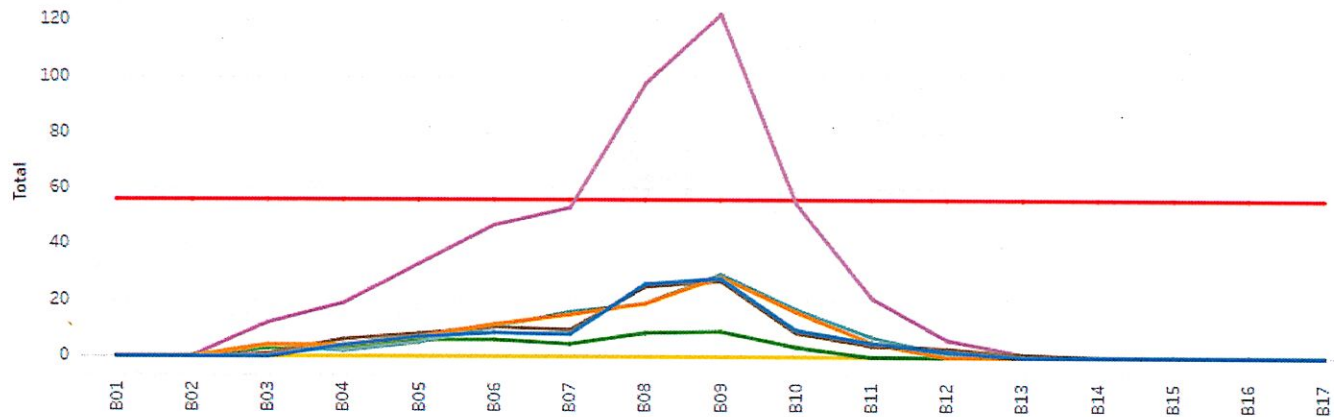
Time Block	Day						Policy
	Monday	Tuesday	Wednes..	Thursday	Friday	Saturday	
(01) 06:30-07:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(02) 07:30-08:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(03) 08:30-09:30	0.0	4.0	1.0	4.0	3.0	0.0	12.0
(04) 09:30-10:30	4.0	4.0	6.0	2.0	3.0	0.0	19.0
(05) 10:30-11:30	7.0	7.0	8.0	5.0	6.0	0.0	33.0
(06) 11:30-12:30	8.5	11.5	10.5	10.5	6.0	0.0	47.0
(07) 12:30-13:30	8.0	15.0	9.5	16.0	4.5	0.0	53.0
(08) 13:30-14:30	26.0	19.0	25.0	19.0	8.5	0.0	97.5
(09) 14:30-15:30	28.0	28.5	27.0	29.5	9.0	0.0	122.0
(10) 15:30-16:30	9.5	16.0	8.5	17.0	3.5	0.0	54.5
(11) 16:30-17:30	5.0	5.0	4.0	7.0	0.0	0.0	21.0
(12) 17:30-18:30	2.0	0.0	3.0	1.0	0.0	0.0	6.0
(13) 18:30-19:30	0.0	0.0	1.0	0.0	0.0	0.0	1.0
(14) 19:30-20:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(15) 20:30-21:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(16) 21:30-22:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(17) 22:30-23:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Quarter
Autumn-2016

Department
JACKSON SCHOOL INTERNATIONAL STUDIES

- Measure Names
- Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Time Policy
 - Threshold

Threshold 56.0



Time Policy by Hours (12%)

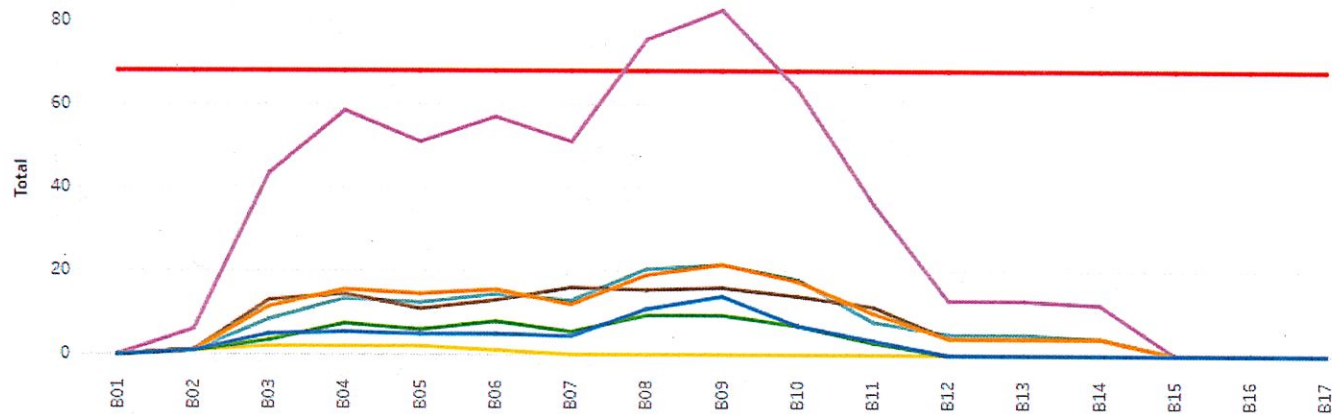
Time Block	Day						Policy
	Monday	Tuesday	Wednes..	Thursday	Friday	Saturday	
(01) 06:30-07:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(02) 07:30-08:30	1.0	1.0	1.0	1.0	1.0	1.0	6.0
(03) 08:30-09:30	5.0	11.5	13.0	8.5	3.5	2.0	43.5
(04) 09:30-10:30	5.5	15.5	14.5	13.5	7.5	2.0	58.5
(05) 10:30-11:30	5.0	14.5	11.0	12.5	6.0	2.0	51.0
(06) 11:30-12:30	5.0	15.5	13.0	14.5	8.0	1.0	57.0
(07) 12:30-13:30	4.5	12.0	16.0	13.0	5.5	0.0	51.0
(08) 13:30-14:30	11.0	19.0	15.5	20.5	9.5	0.0	75.5
(09) 14:30-15:30	14.0	21.5	16.0	21.5	9.5	0.0	82.5
(10) 15:30-16:30	7.0	17.5	14.0	18.0	7.0	0.0	63.5
(11) 16:30-17:30	3.5	10.0	11.5	8.0	3.0	0.0	36.0
(12) 17:30-18:30	0.0	4.0	4.0	5.0	0.0	0.0	13.0
(13) 18:30-19:30	0.0	4.0	4.0	5.0	0.0	0.0	13.0
(14) 19:30-20:30	0.0	4.0	4.0	4.0	0.0	0.0	12.0
(15) 20:30-21:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(16) 21:30-22:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(17) 22:30-23:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Quarter
Autumn-2016

Department
BIOLOGY

- Measure Names
- Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Time Policy
 - Threshold

Threshold 68.0



Time Policy by Hours (12%)

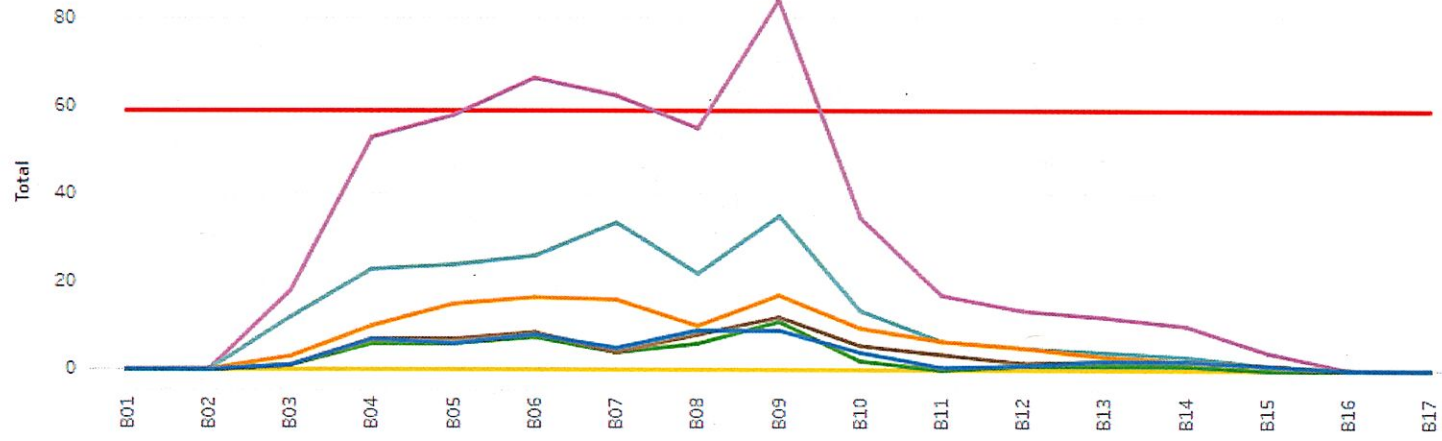
Time Block	Day						Policy
	Monday	Tuesday	Wednes..	Thursday	Friday	Saturday	
(01) 06:30-07:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(02) 07:30-08:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(03) 08:30-09:30	1.0	3.0	1.0	12.0	1.0	0.0	18.0
(04) 09:30-10:30	7.0	10.0	7.0	23.0	6.0	0.0	53.0
(05) 10:30-11:30	6.0	15.0	7.0	24.0	6.0	0.0	58.0
(06) 11:30-12:30	8.0	16.5	8.5	26.0	7.5	0.0	66.5
(07) 12:30-13:30	5.0	16.0	4.0	33.5	4.0	0.0	62.5
(08) 13:30-14:30	9.0	10.0	8.0	22.0	6.0	0.0	55.0
(09) 14:30-15:30	9.0	17.0	12.0	35.0	11.0	0.0	84.0
(10) 15:30-16:30	4.0	9.5	5.5	13.5	2.0	0.0	34.5
(11) 16:30-17:30	0.5	6.5	3.5	6.5	0.0	0.0	17.0
(12) 17:30-18:30	1.0	5.0	1.5	5.0	1.0	0.0	13.5
(13) 18:30-19:30	2.0	3.0	2.0	4.0	1.0	0.0	12.0
(14) 19:30-20:30	2.0	2.0	2.0	3.0	1.0	0.0	10.0
(15) 20:30-21:30	1.0	1.0	1.0	1.0	0.0	0.0	4.0
(16) 21:30-22:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0
(17) 22:30-23:30	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Quarter
Autumn-2016

Department
COMPUTER SCIENCE & ENGINEERING

- Measure Names
- Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Time Policy
 - Threshold

Threshold 59.0



WHEREAS, college students spend approximately \$1,200 a year on textbooks and other course materials [1]; and,

WHEREAS, UW professors who utilize the UW Bookstore in obtaining their textbooks and other course materials must submit requests to the Bookstore months in advance of the quarter in which they are going to utilize said materials[2][3]; and,

WHEREAS, students are able, with some difficulty, to discover said materials and their costs on the time schedule; and,

WHEREAS, students should be able to discover the costs of said materials on the time schedule in a similar manner to additional lab, material, and other fees; now, therefore,

BE IT RESOLVED BY THE ASSOCIATED STUDENTS OF THE UNIVERSITY OF WASHINGTON:

THAT, the ASUW encourages faculty utilizing the UW Bookstore for acquiring their course materials to submit them by the aforementioned deadlines[3] and ensure the course materials are available on the UW time schedule upon it's initial availability; and,

THAT, the ASUW encourages faculty to finalize and submit their textbook requirements by the same aforementioned deadlines and make them available in a similar manner, as required by the Higher Education opportunity Act (HEOA, 2008)[4]; and,

THAT, the ASUW encourages the UW Administration and Faculty to make the cost of textbooks and course materials more transparent and accessible to students prior to registration; and,

THAT, the ASUW desires to see this feature implemented by fall quarter of the next academic year; and,

THAT, this resolution be expeditiously forwarded to Sarah Stroup, Chairwoman of the Faculty Council on Academic Standards (FCAS); D. Shores, Chairwoman of the FCAS Subcommittee on Admissions and Programs (SCAP); Dan Turner, Chairman of the Faculty Council on Teaching and Learning (FCTL); Helen Garrett, University Registrar; and Kaitlyn Zhou, Director of University Affairs for the ASUW.

References:

[1] Senack, Ethan. "Fixing the Broken Textbook Market: How Students Respond to High Textbook Costs and Demand Alternatives." Washington DC: Student PIRGs, 2014.

[2] Sarah Stroup, Chair of the Faculty Council on Academic Standards (FCAS)

[3] January 25 for Spring Quarter

April 25 for Summer Quarter

May 25 for Fall Quarter

October 25 for Winter Quarter