**University of Washington**
**Faculty Council on Teaching and Learning**
November 5th, 2015
10:30am - noon
Husky Union Building 337

**Meeting Synopsis:**

1. Call to order
2. Review of the minutes from October 1st, 2015
3. Bruce Balick and Phil Reid: Classroom scheduling
4. Request from Rovy Branon: MOOCs & third-party credentials, discuss/advise in full FCTL, or refer to a sub-committee?
5. Discussion of standing subcommittee membership and goals for Autumn Quarter
6. Reports from subcommittees about accomplishments in October
7. Good of the order
8. Adjourn
_____

**1) Call to order**

The meeting was called to order by Wilkes at 10:30 a.m. Quorum was not reached at the outset of the meeting. The council decided to continue with the planned agenda and see if more members may attend.

**2) Review of the minutes from October 1st, 2015**

This item was addressed near the end of the meeting when council quorum was found to have been met. The minutes from October 1st, 2015 were unanimously approved.

**3) Bruce Balick and Phil Reid: Classroom scheduling**

Bruce Balick (member, Faculty Council on University and Services) was present to inform the FCTL on the state of revisions to be made to the university's classroom scheduling structure and/or policies. Balick explained he is co-chairing a Provost-sponsored committee tasked to advise policy change on this subject. The committee will make recommendations to the Provost in the 2015-2016 academic year in an effort to respond to the widespread problem of classroom scheduling facing the UW.

Balick noted the nature of the problem is that the UW does not have enough large classrooms to teach its undergraduate students. He explained the Washington state legislature has marked the UW as not utilizing its existing spaces well enough or to their full potential, and for this reason state officials are apprehensive to award additional funds to help remedy the problem.

Balick showed a presentation to the council on the work of the scheduling spaces committee (Exhibit 1). He explained that daily times between 9:30-11:30 a.m. present the worst time window for scheduling large classrooms (data was for Health Sciences). Balick noted the UW sustained 400 denied classroom

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requests last year, and this year there are already 800 denied requests, rendering the problem quite egregious.

*Extended instructional time window*

Balick explained that one recommendation made to the Provost is for an extended UW instructional time window, from 8:30 a.m. – 6:30 p.m. (extension of instructional hours). He explained this decision has already been endorsed by the Provost, and will take effect in the next few years. He noted one main objective of his committee is to locate the consequences and all collateral impacts of implementing this new time window. He explained he is currently reaching out to the university community to collect concerns, inquiries, and any other information that will smooth the transition. A report will be made to the Provost highlighting this information in winter, 2016.

Balick explained he has spoken with the ASUW, FCUFS, the UW Board of Deans and Chancellors, the ASUW Board of Directors, and several other stakeholder groups to gather their input. He mentioned he is talking also to department chairs of very large departments, meeting with as many as possible. Balick explained the "student perspective" is fundamentally important to his committee – citing the fact that students have several other obligations/interests outside of the classroom, and changes to the instructional time window will impact them greatly. He mentioned that there are ways to actually incentivize the teaching of marginalized hours for faculty, causing these hours to become more attractive.

Balick mentioned after question that UW English and Mathematics departments currently have the most classroom requests which were unable to be granted. After question, he explained "large classrooms" are defined as rooms which seat over 100 students.

*Block scheduling*

Balick explained there are also lecture rooms that sit unused during UW Seattle's peak hours. For this reason and others, he explained "block scheduling" will be implemented to better utilize existing spaces. Hornby asked when the new time window will be implemented. Balick explained that 2017 will see Phase I implementation, with phase II coming after. He explained Phases I and II are not defined yet.

Taylor (president's designee) mentioned there is evidence that students do not learn best during morning hours. He asked if Balick's committee had investigated concerns related to this. Balick noted they had not, and he will attempt to consult with the authors of a relevant book including studies on this subject matter. Turner noted it is true that you don't learn well under "fatigue," and this traditionally relates to early morning instructional hours. Taylor noted the "learning" piece of the FCTL is very important to him, and he would encourage the council to hone in on any pedagogical concerns. Wilkes added he believes faculty may be even more resistant to these early morning hours than students.

Wilkes questioned what faculty tend to do when they cannot get a room they require for instruction. Balick noted he has heard anecdotally that most denials yield late afternoon classes. Balick added that he is planning to recommend that all Kane Hall lecture rooms be held open until after 6pm every single night of the week.

*New policies in response* to issues

Balick then began speaking of mitigation procedures (Slide 6, Exhibit 1). He noted department chairs need to spread the (extended instructional time window) teaching load evenly across their faculty. Other mitigation procedures were noted as: (Slide 9, Exhibit 1)

i. Provide a means for reserving large classrooms at off-peak hours two or three years in advance. This provides everyone with schedule predictability and makes it easier for faculty to schedule their time in order to accommodate their special needs.
ii. Provide faculty who teach late courses preference in allocating classrooms.
iii. Provide faculty who teach late courses special, convenient 2-hr on-campus parking in lots near their early or late classes.
iv. Expand Safe Ride services as needed.
v. Aggregate late-afternoon courses in "safe" and well-lit buildings on central campus with other classes nearby.
vi. Modify final-exam schedule to favor early and late classes.
vii. Provide extra time before implementation so that departments have extra planning time to make major schedule adjustments that optimize course, faculty, TA, and lab/section schedules.
viii. Develop new parking products that allow for vehicular access two or three days weekly.
ix. Encourage Metro/ST to expand evening bus service from campus to destinations beyond the Seattle city limits.

Balick noted procedure #1 is his personal favorite, as it is inexpensive, but effective and useful. He noted the Provost has already endorsed this specific procedure for implementation.

Balick explained some faculty have expressed fear over being the only faculty in a building by themselves during evening hours. Balick noted UW Transportation Services has confirmed they will aid the implementation of the new time window in any way that is helpful. A member noted "Night Ride" should begin earlier than it does now. It was mentioned a shift in parking services is also going to take place in response to the new time window. Taylor noted when it comes to safety after-hours, the university is taking this very seriously - especially given the current climate around the nation, and the dangers known to be prevalent at university campuses.

Balick noted he welcomes any other ideas, criticisms, or advice. He explained if any member has ideas, they should send them to chair Wilkes, who will forward them to Balick.

*Council Input*

Olavarria noted traditional online courses are now included as part of a professor's normal work load. He suggested actual in-person courses be removed where necessary as one option to free up classrooms during peak hours. Tihanyi noted hybrid courses (online/in-person) could be utilized for large courses, to split up the base of students, and free up large classrooms for other uses. Balick mentioned that Phil Reid (Associate vice Provost, UW-IT Academic Services) is in charge of the software that does the actual classroom scheduling.

Peterson asked if the implementation of these policies will have a damaging impact on her department. She noted her unit has specific technology needs, and the classrooms are already not being scheduled due to these. She mentioned that parking is also an issue in her unit.

Wilkes suggested council members send him their thoughts and concerns on this subject in writing, so they may be sent to Balick.

Wilkes explained that once decisions have been made, communicating effectively with faculty and students will translate to many less justifiable concerns. Taylor noted Beth Kalikoff in the Center for Teaching and Learning might know a great deal about morning pedagogy, and evening pedagogy, and may be able to advise on this. Wilkes agreed, and noted the CTL should be visited by Balick and his committee, as they may be able to help. Wilkes also suggested the FCTL could potentially investigate the new time window's effects on pedagogy.

Balick noted a staff coordinator in each department has access to the "room scheduler university software," and normal faculty do not. Evans suggested online scheduling without the involvement of any staff may be a good way to make the process of scheduling more seamless, and less burdensome on all.

At this point, Taylor recommended that pedagogy be a main investigation of the council before implementation of new policies, as all other concerns seem to be based in maximizing efficiency. Wilkes noted the council should put something in writing over the found pedagogical impacts, and explained he and Turner will work together to discover more areas of impact to be discussed in the council. Turner explained UW peer universities have these longer windows implemented, and have made it work within their limitations.

Balick was thanked for his presentation and work on this subject, and he left the meeting.

4)  **Request from Rovy Branon: re MOOCs and third-party credentials (see October minutes), do we want to discuss/advise in full FCTL, or refer to a sub-committee?**

Rovy Branon (Vice Provost, Educational Outreach) noted he has joined the council to discuss MOOCs (massive open online courses). He noted this is a narrow topic, and the council is not being asked to necessarily appraise MOOCs on the whole, but more specifically, evaluate the base-parameters of their use at the UW.

Branon noted in 2012, MOOCs were at a peak point. He explained MOOCs are continuing to increase in use and popularity, and "no one quite knows where they are going." He explained Harvard alone has invested 60 million dollars in MOOCs, and the UW has not invested even 1% of that.

He explained the narrow topic that he referred to before is: the major platforms (Coursera & edX) would like to co-brand their course credentials with the University of Washington. He explained that the UW will not co-brand credentials historically, though the institution is the outlier among its peers in this regard. Branon explained the platforms have stated they do not want to go along anymore without a co-branding agreement.

Branon noted the UW has not attempted to monetize MOOCs yet, and had not wanted to co-brand either. He explained Ana Mari Cauce (as Provost) made it clear she did not want to use state money to fund that initiative.

Branon explained the question is: would the FCTL give a recommendation on whether or not to allow co-branding of "these sort of light level certificates" - of which other universities in the U.S. have largely allowed. He noted he has spoken to Kate O'Neill and Norm Beauchamp about this question as well.

Branon noted guests (aka. experts) could join the full council to present the question more formally and with more information, or, to a subcommittee of the council. Wilkes explained the concern is in academic standards, and so perhaps that council (FCAS) should address this question. Wilkes noted he suggests that the council hear about this in full meetings from experts on the matter.

*Council input*

Corbett noted MOOCs are non-degree granting, and FCAS typically wouldn't possess purview over this. He noted FCAS also already has several other large agenda items for the academic year, and may not want to get involved in this. Wilkes noted the FCTL has indicated MOOCs as one topic of interest.

Lewis noted UW's peers have squandered enormous sums of money on initiatives that have not played out financially. He asked Branon what he feels the UW would get out of co-branding. Branon noted the UW will try to find a place to use MOOCs this that is financially sustainable. He explained these companies are getting a lot out of associating themselves with large universities, which creates skepticism. Branon explained there are lots of underlying issues, reiterating that making initiatives such as this self-sustaining is the ultimate goal. Branon noted he feels the UW is doing itself a disservice by not putting its brand out there more.

Branon also explained that it is important that the UW get involved with these things (MOOCs, online learning) so that the institution understands and is involved with developments in the education industry, and not falling behind. Branon noted the university should possess platforms that do not cost a lot of money, but do give quality teaching experiences.

Wilkes noted perhaps the best route for the council would be if members help him craft a resolution on the topic concerning MOOCs.

Wilkes noted the FCTL has included public outreach in its purview. Corbett added he would not assume that FCAS would not be interested in this topic, as well.

**5) Discussion of standing subcommittee membership and goals for Autumn Quarter**

The council looked at their current subcommittees, and subcommittee members explained their revised membership and/or revised charges.

There was some question of the intention of the teaching and learning evaluation subcommittee, and what their work should encompass. Wilkes explained perhaps the FCTL may eventually post guidelines for evaluating teaching at the UW. He noted subcommittee members may do as much or little as they desire, though beginning with a good knowledge of the problem is an excellent place to start. He noted the main question is: how can we gather meaningful information for conducting evaluations? Olavarria explained that the ways for conducting evaluations are not standardized, the processes are similar but not the same. He noted no department has expressed extreme discontent to his knowledge over this problem, though other council members noted that this has been an issue in their departments.

**6) Reports from subcommittees about accomplishments in October**

Tihanyi explained the new charge of the teaching and learning effectiveness subcommittee to the full council. Members expressed support for the work of the subcommittee following the explanation.

## 7) Good of the order

Nothing was stated for the good of the order.

## 8) Adjourn

Wilkes adjourned the meeting at noon.
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*Minutes by Joey Burgess, jmbg@uw.edu, council support analyst*

| **Present:** | **Faculty:** Jaime Olavarria, Jennifer Taggart, Dan Turner, Jeffrey Wilkes (chair), Timea Tihanyi, Kathleen Peterson |
| --- | --- |
| | **Ex-officio representatives:** Terry Ann Jankowski, Eldridge Alcantara, Deci Evans |
| | **President's designee:** Ed Taylor |
| | **Guests:** Rovy Branon, Tom Lewis, Robert Corbett, Bruce Balick |
| | |
| **Absent:** | **Faculty:** David Masuda, Ellen McGough, Jan Spyridakis, Brenda Zierler, Fred Bookstein |
| | **Ex-officio representatives:** N/A |

## Exhibits
Exhibit 1 – fctl_balick_learningspaces_fall2015.pptx

Exhibit 1

# Classroom Scheduling Committee Update

Prepared by Philip J. Reid

Deputy CIO

Associate Vice Provost, UW-IT Academic Services

Professor of Chemistry

Exhibit 1

# Baseline Data Set for Upper Campus:  Autumn 2014

## Assigned

| | Supply | Target | M | T | W | R | F |
|---|---|---|---|---|---|---|---|
| 730 | 313 | 220 | 2 | 0 | 2 | 0 | 2 |
| 800 | 313 | 220 | 4 | 6 | 6 | 6 | 4 |
| 830 | 313 | 220 | 97 | 142 | 114 | 158 | 88 |
| 900 | 313 | 220 | 108 | 163 | 131 | 176 | 97 |
| 930 | 313 | 220 | 241 | 265 | 272 | 278 | 248 |
| 1000 | 313 | 220 | 242 | 278 | 273 | 284 | 250 |
| 1030 | 313 | 220 | 278 | 296 | 303 | 296 | 266 |
| 1100 | 313 | 220 | 277 | 279 | 300 | 281 | 262 |
| 1130 | 313 | 220 | 274 | 294 | 298 | 291 | 251 |
| 1200 | 313 | 220 | 259 | 278 | 281 | 279 | 248 |
| 1230 | 313 | 220 | 214 | 263 | 236 | 280 | 194 |
| 1300 | 313 | 220 | 215 | 253 | 236 | 275 | 186 |
| 1330 | 313 | 220 | 265 | 287 | 280 | 293 | 159 |
| 1400 | 313 | 220 | 270 | 282 | 285 | 286 | 162 |
| 1430 | 313 | 220 | 257 | 274 | 270 | 276 | 134 |
| 1500 | 313 | 220 | 231 | 255 | 252 | 255 | 125 |
| 1530 | 313 | 220 | 172 | 184 | 177 | 191 | 71 |
| 1600 | 313 | 220 | 161 | 179 | 166 | 183 | 64 |
| 1630 | 313 | 220 | 120 | 128 | 111 | 137 | 21 |
| 1700 | 313 | 220 | 96 | 99 | 100 | 117 | 14 |
| 1730 | 313 | 220 | 36 | 48 | 47 | 61 | 5 |
| 1800 | 313 | 220 | 37 | 62 | 49 | 64 | 5 |
| 1830 | 313 | 220 | 34 | 63 | 44 | 58 | 3 |
| 1900 | 313 | 220 | 32 | 59 | 45 | 49 | 3 |

= 313
= 220
= 0

## Unassigned

| | M | T | W | R | F |
|---|---|---|---|---|---|
| 730 | 0 | 0 | 0 | 0 | 0 |
| 800 | 1 | 2 | 1 | 1 | 0 |
| 830 | 9 | 5 | 9 | 4 | 10 |
| 900 | 9 | 6 | 9 | 5 | 10 |
| 930 | 21 | 36 | 21 | 37 | 21 |
| 1000 | 21 | 37 | 21 | 38 | 22 |
| 1030 | 53 | 99 | 59 | 84 | 65 |
| 1100 | 49 | 99 | 55 | 84 | 64 |
| 1130 | 47 | 71 | 56 | 63 | 50 |
| 1200 | 49 | 63 | 58 | 59 | 51 |
| 1230 | 16 | 26 | 17 | 30 | 15 |
| 1300 | 16 | 23 | 17 | 29 | 15 |
| 1330 | 10 | 30 | 17 | 32 | 5 |
| 1400 | 9 | 32 | 16 | 34 | 5 |
| 1430 | 6 | 19 | 12 | 17 | 3 |
| 1500 | 5 | 18 | 11 | 16 | 3 |
| 1530 | 7 | 7 | 6 | 6 | 2 |
| 1600 | 7 | 7 | 5 | 6 | 2 |
| 1630 | 8 | 7 | 5 | 5 | 1 |
| 1700 | 6 | 4 | 5 | 2 | 2 |
| 1730 | 3 | 3 | 2 | 2 | 2 |
| 1800 | 6 | 7 | 5 | 5 | 2 |
| 1830 | 6 | 7 | 5 | 5 | 2 |
| 1900 | 5 | 5 | 4 | 5 | 1 |

= 120
= 15
= 0

**430 Unassigned in 2014 and 812 in 2015 (thanks to Denny renovations).**

Exhibit 1

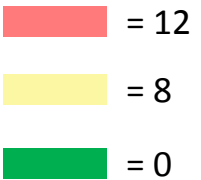# Baseline Data Set for HS:  Autumn 2014

## Assigned:  Conference Rooms Omitted

|  | Supply | Target | Mon | Tue | Wed | Thur | Fri |
|---|---|---|---|---|---|---|---|
| 730 | 33 | 22 | 9 | 9 | 12 | 15 | 20 |
| 800 | 33 | 22 | 21 | 25 | 28 | 24 | 27 |
| 830 | 33 | 22 | 24 | 28 | 32 | 32 | 29 |
| 900 | 33 | 22 | 24 | 31 | 32 | 28 | 25 |
| 930 | 33 | 22 | 25 | 29 | 30 | 28 | 26 |
| 1000 | 33 | 22 | 27 | 26 | 31 | 32 | 29 |
| 1030 | 33 | 22 | 27 | 28 | 33 | 31 | 27 |
| 1100 | 33 | 22 | 31 | 28 | 24 | 27 | 27 |
| 1130 | 33 | 22 | 29 | 22 | 25 | 25 | 27 |
| 1200 | 33 | 22 | 26 | 24 | 28 | 28 | 25 |
| 1230 | 33 | 22 | 28 | 25 | 25 | 25 | 22 |
| 1300 | 33 | 22 | 28 | 28 | 27 | 30 | 23 |
| 1330 | 33 | 22 | 30 | 29 | 27 | 30 | 22 |
| 1400 | 33 | 22 | 28 | 26 | 28 | 31 | 17 |
| 1430 | 33 | 22 | 25 | 29 | 27 | 31 | 16 |
| 1500 | 33 | 22 | 28 | 31 | 27 | 30 | 16 |
| 1530 | 33 | 22 | 26 | 31 | 27 | 27 | 13 |
| 1600 | 33 | 22 | 16 | 27 | 19 | 29 | 14 |
| 1630 | 33 | 22 | 11 | 23 | 14 | 22 | 11 |
| 1700 | 33 | 22 | 8 | 14 | 12 | 13 | 7 |
| 1730 | 33 | 22 | 5 | 9 | 8 | 13 | 5 |
| 1800 | 33 | 22 | 4 | 7 | 8 | 7 | 3 |
| 1830 | 33 | 22 | 4 | 5 | 7 | 3 | 2 |
| 1900 | 33 | 22 | 4 | 3 | 6 | 1 | 0 |

= 33
= 22
= 0
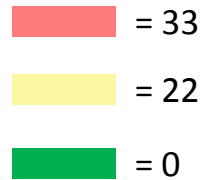
## Assigned:  Auditorium Only

|  | Supply | Target | Mon | Tue | Wed | Thur | Fri |
|---|---|---|---|---|---|---|---|
| 730 | 12 | 8 | 2 | 6 | 9 | 3 | 5 |
| 800 | 12 | 8 | 6 | 7 | 6 | 7 | 8 |
| 830 | 12 | 8 | 11 | 9 | 12 | 11 | 12 |
| 900 | 12 | 8 | 11 | 7 | 11 | 11 | 12 |
| 930 | 12 | 8 | 11 | 10 | 11 | 10 | 12 |
| 1000 | 12 | 8 | 9 | 9 | 10 | 11 | 12 |
| 1030 | 12 | 8 | 9 | 9 | 12 | 11 | 12 |
| 1100 | 12 | 8 | 9 | 11 | 12 | 11 | 11 |
| 1130 | 12 | 8 | 10 | 11 | 9 | 9 | 11 |
| 1200 | 12 | 8 | 10 | 8 | 7 | 9 | 11 |
| 1230 | 12 | 8 | 9 | 8 | 8 | 9 | 11 |
| 1300 | 12 | 8 | 9 | 8 | 8 | 9 | 11 |
| 1330 | 12 | 8 | 10 | 11 | 10 | 10 | 11 |
| 1400 | 12 | 8 | 10 | 10 | 11 | 9 | 9 |
| 1430 | 12 | 8 | 7 | 10 | 11 | 11 | 4 |
| 1500 | 12 | 8 | 6 | 10 | 9 | 11 | 6 |
| 1530 | 12 | 8 | 9 | 11 | 9 | 10 | 5 |
| 1600 | 12 | 8 | 8 | 10 | 9 | 9 | 3 |
| 1630 | 12 | 8 | 6 | 9 | 8 | 9 | 4 |
| 1700 | 12 | 8 | 5 | 7 | 7 | 6 | 3 |
| 1730 | 12 | 8 | 4 | 7 | 5 | 6 | 3 |
| 1800 | 12 | 8 | 0 | 5 | 2 | 5 | 1 |
| 1830 | 12 | 8 | 0 | 4 | 2 | 4 | 1 |
| 1900 | 12 | 8 | 0 | 3 | 2 | 2 | 1 |

= 12
= 8
= 0

Requests By Academic Unit

Exhibit 1

Autumn Quarter 2014 Requested Course Sections vs 10th Day Actual Course Sections Starting Between 9:20 am and 2:20 pm

■ Requested  ■ 10th Day Actual

Exhibit 1

Exhibit 1
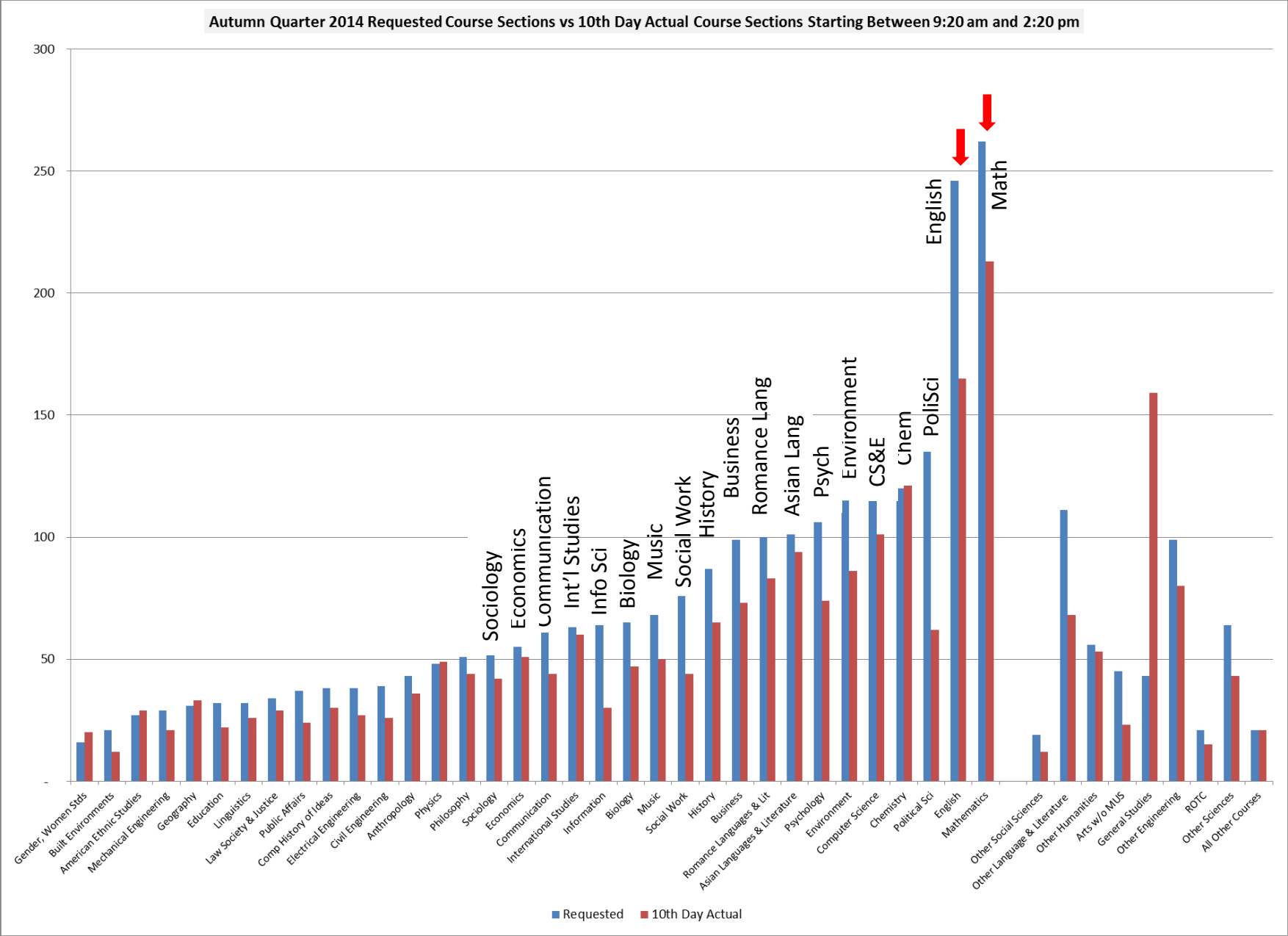
# *New Policies and Associated Mitigation Measures*

## Provost's decisions

- The window for scheduling large classrooms (> 100 seats) will be extended from 9:30-3:20 (6 hrs) to 8:30-6:20 (10 hrs).

- Classes that fill the large lecture rooms every day between 9:30 and 3:20 will receive highest priority.

Disruption is inevitable.  Accordingly UW will not rush to implement #1 until mitigation measures have been identified though all-campus stakeholders and approved by the Provost and deans.

## Mitigation Precepts (Faculty)

1. "Spread the load" <u>evenly</u> and <u>fairly</u> among faculty
2. Minimize impact on scholarship
3. Respect special family (childcare, eldercare) and professional needs (e.g. clinical practices).
4. Assure safety, convenience, and room preferences for faculty who teach late in the day.
5. Offer highly predictable classroom scheduling and preferred final exam times for late afternoon classes.

Dept. chairs assign classes, rooms, times (as now)

Provost's office will consider requests for transition funding where essential to open more large classrooms

   better classroom recording and distribution facilities
   hybrid online courses

Exhibit 1

# Mitigation Ideas
**(10/16 and evolving rapidly)**
**(preliminary, random order, and for discussion only)**

For Provost action:

1. First campus-wide announcement by Provost.  Explains the factual basis of the problem, acknowledges implementation challenges and potential dislocations, announces firm decisions that have already been made (if not implemented yet), and explains what lies ahead before implementation begins.

2. **Clarify authority and responsibility for faculty-class assignment.  Require all departments to have clear and fair methods and codified policies for faculty-teaching assignments that take into account special needs of faculty (childcare, eldercare, clinic attendance, etc).**

3. Consider limited transition funding for large classes that can utilize remote teaching facilities, split into smaller units, transfer to on-line.  Add to this: funds to meaningfully record and distribute lectures provided that the measure ultimately enables classroom vacancies, especially for gateway courses that might be moved out of lecture prime time.

4. Require classes whose meeting times to do conform to standardized scheduling blocks to be moved out of prime time.

Exhibit 1

# Mitigation Ideas (ctd)

For Provost action (ctd):

5. Require all requests for large classrooms during prime time to justify room capacity, time, and/or special classroom equipment (e.g. high-fidelity video); for example, include past enrollment stats if a course is being taught at about the same time of the day.

6. Consider support for large gateway courses in evening degree programs or summer quarter.

7. Consider extending hours of drop-in childcare for faculty (at faculty expense)

8. Provide instructional design resources for faculty/units interested in offering hybrid/online courses.

9. Monitor large classrooms occasionally to assure that they are being utilized effectively and as proposed.

Exhibit 1

# Mitigation Ideas (ctd)

For other action:

1.  Provide a means for reserving large classrooms at off-peak hours two or three years in advance.  This provides everyone with schedule predictability and makes it easier for faculty to schedule their time in order to accommodate their special needs.

2.  Provide faculty who teach late courses preference in allocating classrooms.

3.  Provide faculty who teach late courses special, convenient 2-hr on-campus parking in lots near their early or late classes.

4.  Expand Safe Ride services as needed.

5.  Aggregate late-afternoon courses in "safe" and well-lit buildings on central campus with other classes nearby.

6.  Modify final-exam schedule to favor early and late classes.

7.  Provide extra time before implementation so that departments have extra planning time to make major schedule adjustments that optimize course, faculty, TA, and lab/section schedules.

8.  Develop new parking products that allow for vehicular access two or three days weekly.

9.  Encourage Metro/ST to expand evening bus service from campus to destinations beyond the Seattle city limits.

Exhibit 1

Exhibit 1