

**University of Washington
Faculty Council on Teaching and Learning**

March 1st, 2018
10:30am – 12:00pm
Gerberding 142

Meeting Synopsis:

1. Call to Order
 2. Review of the Minutes from February 1st, 2018
 3. Announcements/events
 4. Debriefing final exam schedule discussion from last meeting
 5. Subcommittee break-out/reports
 6. FCTL mid-year assessment/evaluation
 7. Good of the order
 8. Adjourn
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1) Call to Order

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

2) Review of the Minutes from February 1st, 2018

The minutes from February 1st, 2018 were approved as amended.

3) Announcements/events

There were no announcements.

4) Debriefing final exam schedule discussion from last meeting

Halverson gave out a handout with supplementary/background information on meeting agenda items and other items formerly discussed by FCTL (Exhibit 1).

Starting fall quarter on a Monday

Halverson explained the council deliberated the topic of starting UW's autumn quarter on a Monday (as opposed to the current Wednesday start date) in the previous meeting with administrative guests present. He noted implementation of that change was found to be incredibly difficult given the many programmatic schedules that operate under the existing fall quarter schedule, which would need to be changed. It was noted the consensus of the council at that time was that the difficulties involved in shifting the autumn quarter start day to a Monday outweigh the advantages.

Final exam schedule

Halverson noted the discussion in the last meeting with Phil Reid (Vice Provost, Academic and Student Affairs) and Matt Winslow (Senior Associate Registrar, Policy and Procedure, University Registrar) was very informative in relation to the “Saturday final” issue. He explained his main takeaways from that discussion, and listed some of the related recommendations the council developed pertaining to the issue, including (Page 2, Exhibit 1):

- ❖ Incentivizing course time (final) scheduling?
- ❖ Tackling the final exam (re)scheduling/Saturday issue: recommending something as simple as a reminder to faculty/deans that both deans and all students in the course are required to “sign off” on a final exam time change.
- ❖ Recommend that a more formal process for switching dates/times that requires/monitoring by the University Registrar.
- ❖ Using the Faculty Senate as a mechanism to spread awareness of the issue.
- ❖ Recommend some further research be done assessing “student impact” (i.e. are these Saturday finals impacting students, if so, how?) (Page 2, Exhibit 1)

A member questioned if many faculty know that UW’s current related policy requires dean permission to make changes to a course’s final date/time. Other members agreed the policy is likely not widely known to UW faculty.

A member explained in her division/program, a Saturday final is used but is self-contained/only for students in the program. It was noted many graduate programs likely operate under this framework. A member felt the Saturday final issue did not apply to graduate programs with small student cohorts.

There was some discussion of the policy within UW Scholastic Regulations requiring deans to review and sign-off on schedule date/time changes. Members felt the dean-level to be too high/unrealistic for review of such matters. A member suggested that a change to the policy to delegate authority for review of final exam changes to a different administrative position may be one solution to the problem.

There was some discussion of the impact Saturday finals may have on UW students. It was noted it might be worthwhile to gather data on how Saturday finals (i.e. students taking more than one final exam on a single day) may affect academic performance. Tom Lewis (Director, Academic Experience Design & Delivery) noted his office may be able to track evidence of Saturday finals impacting student learning. Halverson noted he would like the council vote to charge Lewis to work on gathering more information on impact on students who take Saturday finals. The vote was approved. Members thanked Lewis for carrying out the analysis.

It was noted many students are not aware they are supposed to be consulted by faculty if a final exam date/time is altered. A member felt a communication should be sent to UW students letting them know this. Another member felt the university should be more transparent concerning how widely Saturday finals are used and that those finals should be incorporated into the University Registrar’s final exam schedule.

Discussion was ended due to time constraints. Halverson noted the council will reconsider potential solutions/outcomes of deliberation of this topic in a later meeting.

Questions sent by Goldstein

Halverson explained Goldstein forwarded two questions to be considered by the council (Exhibit 1):

- ❖ How can we revise UW course evaluations to reflect more of what would be useful feedback to teachers (e.g., more focus on what students learned than on their enjoyment or satisfaction with a course)?
- ❖ How can we assess the outcomes of the diversity (D) requirement for undergraduates?

A member noted the Office of Educational Assessment is currently working on an initiative related to the question surrounding course evaluations. It was noted Jason Johnson (Senior Associate Dean and Associate Vice Provost, Undergraduate Academic Affairs) would be asked if he can update on the initiative in the council's April meeting.

In relation to question concerning assessing the diversity (D) requirement – it was noted the Faculty Council on Academic Standards (FCAS) originally developed the diversity requirement, and the Equity-informed Pedagogies FCTL Subcommittee is also interested in assessing related learning outcomes.

5) Subcommittee break-out/reports

Subcommittee on Online Hybrid Teaching

Mullinax explained a PowerPoint presentation has been designed by the Subcommittee as a training and reference tool to help faculty better integrate Canvas – the UW's learning management system – into their courses. She noted at UW Seattle only roughly 30% of courses incorporate use of Canvas. The Subcommittee is hoping to bolster use of Canvas given that the system includes useful tools that can be beneficial to student academic success (grade information, course assignments, calendaring functions, etcetera). It was noted the idea is that the PowerPoint may be shown at the department level (in faculty meetings or other venues) to encourage individual faculty members to use Canvas. It was noted the presentation is not quite complete. Hornby and Howard mentioned additional resources that might be useful to the Subcommittee in this work.

FCTL members thanked the Subcommittee for their work on the presentation.

Subcommittee on Learning Analytics

It was noted the final version of a document relating to UW use of learning analytics is planned to be published by April 1, 2018. A member explained much of the work relating to use of learning analytics takes place during spring quarter.

Subcommittee on Equity-informed pedagogies

The Subcommittee is interested in the recently-approved UW Diversity Blueprint 2017-2021 as it relates to equity-informed pedagogies and evaluating effectiveness of courses operating under the university's D "diversity" requirement. It was noted the Subcommittee is hoping to consult with the UW Diversity Council relating to those facets of the Blueprint, as little information is available online relating to what is being done. The Subcommittee is also interested in consulting with FCAS to ask if the effectiveness of the diversity requirement has been evaluated.

6) FCTL mid-year assessment/evaluation

Handouts were passed out to members and guests to allow them to write comments on the overall effectiveness of FCTL so far into the 2017-2018 academic year.

7) Good of the order

Next meeting

Halverson noted for the April FCTL meeting, it would be useful for subcommittees to draft short 1-2 page summaries of their work so far along with remaining goals, and for short presentations to be given.

8) Adjourn

Halverson adjourned the meeting at noon.

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

Present: **Faculty:** Thomas Halverson (chair), David Goldstein, Kathleen Peterson, Mark Zachry, Laurianne Mullinax, Ellen McGough
Ex-officio reps: Amanda Hornby, Meixi Ng, Judith Howard, Maria Zontine, Navid Azodi
President's designee: LeAnne Jones Wiles
Guests: Tom Lewis

Absent: **Faculty:** Timea Tihanyi, Amy Howells, David Masuda, Dan Turner, Kimberlee Gillis-Bridges, Fred Bookstein,
Ex-officio reps: N/A

Exhibits

Exhibit 1 – fctl_030118.pdf

Exhibit 2 – pptpresentation_canvasintegration_fctl_030118.pdf

FCT&L Mid-Year Review 3/1/18 (TH)

The work of the FCT&L for 2017/2018 (Tom's take)

- Continue the "sub-committee" structure for exploring and analyzing challenges in T&L on all three campuses (*efficient and effective*)
- Review, realign, update the focus and scope of the current sub-committees, and adjust appropriately
- New sub-committee, "*Trends and Forces Shaping Faculty in 2050*"
- (Re)staff these sub-committees (chairs, and members)
- Develop the central question(s) you'd like to explore this year*
- Develop a (flexible) timeline for completing the work of the sub-committees*
- Explore ways to present this work to the university community; report, presentations, ???

FCT&L Subcommittees/2017-2018

- 1.) Analytics Principles:
- 2.) Online/Hybrid Teaching:
- 3.) Equity-informed Pedagogy:
- 4.) Excellence in Teaching:
- 5.) Faculty 2050:

Assignment for Subcommittees (Due at April 5th FCT&L Meeting)

- ✓ 1-2 page written summary of your subcommittee's work to date, and a (very) brief presentation to the group. Organizational format might be... 1.) *Here are the original questions our subcommittee began with at the start of the year,* 2.) *Here is what we've found out so far, and* 3.) *Here is what we'd like to accomplish by the end of the year.* Ultimately, we would like to end the year with a summary and some recommendations from each subcommittee, as well as an assessment of where the works needs to go in the future.

Enduring or Emerging Issues for FCT&L

Mary Pat Wenderoth: (1) *Starting Autumn Quarter on a Monday rather than a Wednesday/making Thanksgiving week a break week,* and (2) *Rotating the UW final exam schedule.*

- Do we want to make any recommendations in terms of the quarterly start date? Phil Reid explained (in writing) that he is amenable to exploring the idea with the Provost if there is faculty support in FCTL. (*Is there FCT&L support for shifting quarter start date?*)

Final Exams/Scheduling

- Do we know what percentage of faculty are currently holding finals at their scheduled times?
- What policies currently exist around when a department/faculty person can hold a final (other than their scheduled time)?
- Is anyone monitoring/exploring the impact of "non-official" finals on students (especially Saturday finals)?
- What policies might be needed/useful?
- In what ways might FCT&L be able to help in these areas?

Recommendations from FCT&L in regards to final exams/scheduling?

- 1.) Incentivizing course time (final) scheduling?
- 2.) Tackling the final exam (re)scheduling/Saturday issue: recommending something as simple as a reminder to faculty/Dean's that both Dean's and all students in the course are required to "sign off" on a final exam time change, to... recommending a more formal process for switching dates/times that requires approval/monitoring by... the registrar?
- 3.) Recommend some further research be done assessing "student impact" (Are these Saturday finals impacting students, if so how?)
- 4.) Other ideas/recommendations?

David Goldstein had forwarded several questions to be considered by the FCTL or one of its subcommittees. The questions were read aloud, and included:

How can we revise UW course evaluations to reflect more of what would be useful feedback to teachers (e.g., more focus on what students learned than on their enjoyment or satisfaction with a course)?

How can we assess the outcomes of the diversity (D) requirement for undergraduates?"

"Charge Letter" questions/initiatives

- Analyze "potential policy/service changes necessary to help UW/IT support Faculty and students"
- Aid in governing/setting policy around learning analytics at UW
- Mary Pat's questions; Start date & Student evaluation of teaching

Best Practices in Online and Hybrid Teaching



**UNIVERSITY OF WASHINGTON
FACULTY COUNCIL OF TEACHING & LEARNING**

SPRING 2018

Introduction



- This presentation is a tool for you to use in your department/unit.
- Please adjust the presentation for your audience.

Application



- Our goal of this presentation is for it to be used as a training and reference tool for all UW faculty.
- This should be used to help faculty
 - Enhance existing online courses
 - Improve the use of UW supported systems
 - Enhance traditional classroom courses with technology
 - ✦ Flipping the course
 - ✦ Active learning

Assumptions



- Adapting technology will not guarantee better student satisfaction

Technology must be viewed as dynamic – never stagnant. Once implemented, technology must be updated and revisited regularly.

What works today, may not work tomorrow

Informal Research



Themes in student satisfaction in relation to technology use

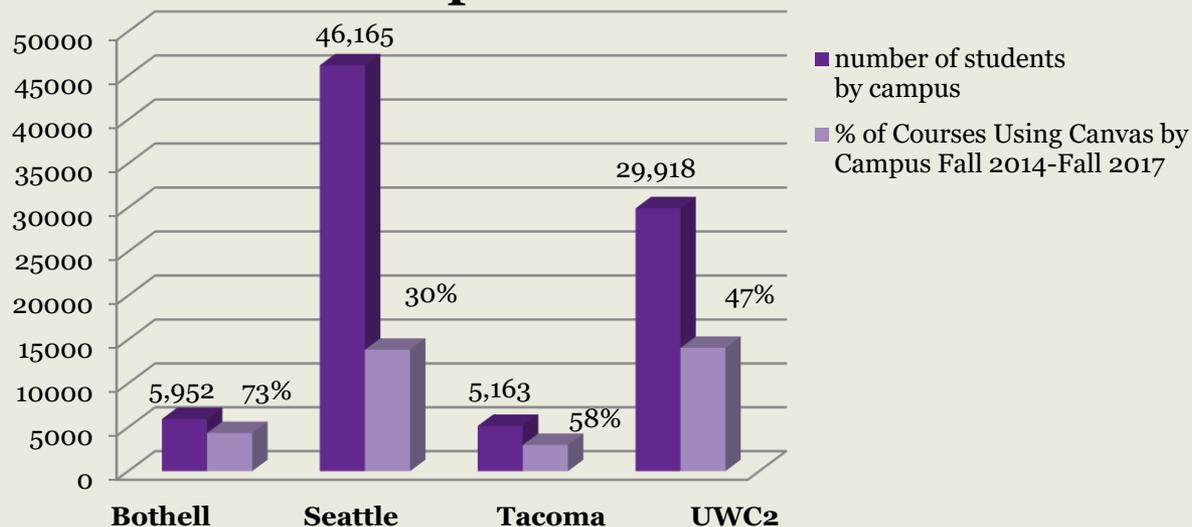
- Student satisfaction comes when:
- Student dis-satisfaction comes when:
 - technology isn't used as students expect it to; this often diminishes the overall confidence in the instruction
 - faculty who are not using due dates associated with assignments in Canvas, they miss the opportunity to have students Course Calendar populate

Formal Research



- Compare campus instructor usage vs. available resources (financial incentives, technical support)
- UW supported tools are not being used...

Rate of Canvas usage across UW campuses



Faculty Incentives



- Primary sources of incentive
 - Leave time, money, department support networks
- What worked for Integrated Social Sciences
 - How is this different than the ‘normal’ maintenance of your course?
 - Currently only through C2 – some at dept. level
- Instructional Designers
 - Learning Technologies
- Technology Teaching Fellows
 - open to UW Seattle fulltime faculty who plan to redesign an existing traditional course to hybrid or online; or currently existing hybrid course to online. It is also open to instructors who are designing a ***new*** hybrid or online course

Tools



- **UW Supported Resources**
 - Add data from last year
 - Ask UW IT if anything has changed

Testimonial



David Masuda, MD MS

Best practices in online/hybrid is:

- “this is never about the technology, it is about when and where technology can support/enhance/encourage learning.”
- “teaching with technology is no different than teaching with chalk. Good teaching draws on the full range of evidence from learning science and then layers tech on top.”