

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

March 2, 2017  
10:30am – noon  
Gerberding 142

**Meeting Synopsis:**

1. Call to Order
  2. Review of the Minutes from February 2, 2017
  3. Catalyst Web Tools – Karin Roberts and Bill Schaefer (UW IT)
  4. Lifecycle of Student Data in Teaching and Learning – Karin Roberts and Bill Schaefer (UW IT)
  5. Working Group Updates
  6. Information Item – Scott Freeman (Biology)
  7. Good of the Order
  8. Adjourn
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**1) Call to Order**

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

**2) Review of the Minutes from February 2, 2017**

The minutes from February 2, 2017 were approved as written.

**3) Catalyst Web Tools – Karin Roberts and Bill Schaefer (UW IT) (Exhibit 1)**

Karin Roberts (Manager, Assessment, Academic Experience Design & Delivery, UW Information Technology) and Bill Schaefer (Assistant Director, Academic Experience Design & Delivery, UW-IT) were present to garner feedback from the council on the deprecation road map for specific Catalyst web tools, as UW-IT plans to retire CollectIt, CommonView, GoPost, QuickPoll, UMail, and WebQ Quiz via a three-stage process culminating in August 2018 (Exhibit 1).

The guests explained the rationale behind retirement of the tools. The codebase the tools are based in is outdated, and support for certain tools and browsers has diminished over time. Rewriting code for the tools would be expensive and require a large amount of time, while nearly all the functions within the tools are now available in Canvas. The usage drop of Catalyst tools has been persistent since 2012, and current university usage is at an all-time low.

It was clarified that Catalyst tools WebQ Survey and Gradebook currently are not planned to be retired. Gradebook is currently being further developed for improved usability and functionality, and WebQ Survey continues to be well-used across the university.

Several replacement tools are planned to be implemented as part of the deprecation plan. Google Sites will replace CommonView, while SharePoint will replace functionality of other tools. It was clarified there may not be a perfect replacement for each deprecated tool.

On December 22<sup>nd</sup>, 2017, class lists and creation of new tools (within Catalyst Tools chosen for retirement) will be disabled. Six months later on June 15<sup>th</sup>, 2018, non-owner access to tools will be disabled. In late-August 2018, the final deprecation stage will occur wherein tool owners will also have access disabled, and the deprecation plan will culminate. It was noted upon attempted access to a downed tool, a user will be rerouted to an informational page with information on the deprecation plan replacement university web-tools.

The guest asked for feedback from council members.

It was noted program administrators and university instructors may be especially affected by retirement of the tools. It was also mentioned that many instructors have stored personalized teaching resources within some of the retiring tools.

Bookstein questioned if there will be communications sent (over email) to UW faculty, staff, and students when a deadline for deprecation approaches. He encouraged any communication relating to retirement of the tools be sent as early as possible. Other members agreed the communication plan is critical to limiting backlash in retiring the tools. Members noted the timeline itself allows ample time for UW users to plan a migration to other tools, once notified.

#### **4) Lifecycle of Student Data in Teaching and Learning – Karin Roberts and Bill Schaefer (UW IT)** (Exhibit 2)

Schaefer and Roberts explained they would like to present and collect feedback on a newly proposed Canvas Learning Management System Data Retention Policy (User Facing) (Exhibit 2). The main difference between the proposed and current policy is a new 2-year retention timeline for certain data stored in Canvas:

“A course and all of its content and associated data will be flagged for deletion two years after the end of the academic year (June of each year). These flagged items will be deleted within six months of this point per UW Canvas data deletion processes. Data items that Participants have contributed to a course, such as discussion posts and uploaded files, will be deleted when a course is deleted” (Exhibit 2).

The guests asked for feedback on the proposed data retention policy. Discussion surfaced concerns relating to looking back on student work within Canvas from years prior (sometimes more than 2 years prior) in order to assess student improvement over time when asked to give a recommendation, but also for other reasons. Several additional concerns were raised over the proposed 2-year retention timeline.

After discussion, members supported the idea of an “end of the year +3 years” retention period in place of the proposed period, as it seemed to capture nearly every noted concern. The guests noted they would have to consult with Barbara Benson (Director, Records Management Services) on the recommendation. The council was not in support of the Canvas Learning Management System Data

Retention Policy. It was suggested that the council interface directly with UW Records Management Services.

*Panopto Lecture Capture Proposed Data Retention Policy (User Facing)*

Schaefer explained Panopto Lecture Capture also has a new data retention policy, especially relating to automatic deletions:

“A Canvas course video will be deleted when it is only associated with a Canvas course that has been deleted. If a recording is owned by a user or users who are no longer authorized to use Panopto it will be flagged for deletion and deleted within six months of this point per data deletion workflows”(Exhibit 2).

He explained many captures are directly linked to a Canvas course, and under the proposed policy, if a course is deleted, any associated video will be deleted shortly after. He clarified if the course page is not deleted, the video will be stored indefinitely (as long as there is a single authorized owner).

Bookstein suggested that a notice of a Panopto capture deletion be sent to the owner of the capture six months before that item is deleted. Further discussion surfaced the recommendation for an additional short-term notice (a specific timeline was not defined). The guests noted an automatic notification system is possible. UW email was noted as the best communicative method. Members suggested when disseminating these policies in the future, the current policies be shown next to the proposed policies to inform on specific changes being proposed.

**5) Working Group Updates**

*Best Practices in Online/Hybrid Teaching and Learning Environments – Maria Zontine*

The subcommittee is working on creating an interactive tool on best practices for conducting hybrid learning (planned to include a FAQ sheet). The University of Michigan’s model is being used as a reference.

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

The subcommittee is in the data collection phase (mainly collecting data via interviewing units over support mechanisms for instructors), and is now considering putting results into a report. It was noted interviewees were favorable to the subcommittee conducting the analysis. The subcommittee is also considering planning an event to share various strategies/best practice for assessing teaching and learning effectiveness.

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

A survey has been finalized consisting of 16 questions relating to further identifying UW’s part-time lecturers and the kinds of courses they are teaching, which will be broadcasted later in the day today. The Center for Teaching and Learning (CTL) is the official sender of the survey, which will be out today to over 1000 part-time lecturers, and will close at the end of the quarter.

Hornby has been added as a member to the subcommittee.

## **6) Information Item – Scott Freeman (Biology)**

Scott Freeman (Principal Lecturer, Biology) was present to discuss how he approaches achieving an equitable and inclusive learning environment even in very large classroom settings.

Freeman focused discussion on underrepresented minority (URM) students and on recent data that shows students from these backgrounds typically receive lower exam grades in certain large Intro to Biology courses than non-URM students. In certain courses, data shows these students have been found to achieve half a grade point (0.5) lower grades than non-URM students. It was noted the data has implications for the ability of URM students to engage in certain activities during and after their undergraduate education (graduate school, admission to competitive undergraduate programs, etc.).

Freeman explained at Cornell, there is no statistical difference between URM and non-URM students' received grades due to changes in course structures. At the UW in his unit, the gap has been cut by half using similar techniques. The key difference was the formation of study groups or lack thereof for URM students – creating structured study groups on behalf of the instructor led to much lower overall fail rates. He noted this data shows changes in class structure can have effects on the achievement gap.

Turner noted he is interested in disseminated this information widely to the UW community.

There was some discussion of using student evaluations in part to evaluate teaching. Freeman noted he does not agree with using student evaluations in teaching, as data shows there is widespread gender bias in evaluation of instructors, and no evidence associating student evaluations with levels of actual learning. Several members agreed, and noted peer evaluation methods have been shown to be much more effective, though not every UW department has peer evaluation methods that are consistent and well-used.

Freeman noted the two key areas that create success for students is “deliberate practice” and “creating a community of learners” in the classroom (specifically relating to STEM). He explained to his knowledge, different teaching methods and their effects have not been studied within the humanities or social sciences.

Freeman noted there is also interesting data on the difference in performance between men and women in different learning settings. Data shows men do better in large “Intro to STEM” courses. However, in lab courses, there is no statistical difference between men and women. At the UW, women tend to underperform in introductory courses, but only on exams, which may be due to stereotyped test anxiety. He noted a new study is taking place currently that will have implications for alleviating test anxiety.

The council thanked Freeman for presenting.

**7) Good of the Order**

Nothing was stated for the good of the order.

**8) Adjourn**

Turner adjourned the meeting at noon.

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

**Present:**                      **Faculty:** Ellen McGough, Jennifer Taggart, Dan Turner, Kimberlee Gillis-Bridges, Timea Tihanyi, Fred Bookstein, Mark Zachry  
**Ex-officio reps:** Meixi Ng  
**President's designee:** LeAnne Jones Wiles  
**Guests:** Bill Schaefer, Karin Roberts, Scott Freeman

**Absent:**                      **Faculty:** David Masuda, Kathleen Peterson, Amy Howells, Thomas Halverson  
**Ex-officio reps:** Amanda Hornby, Alexandra Walls, Maria Zontine

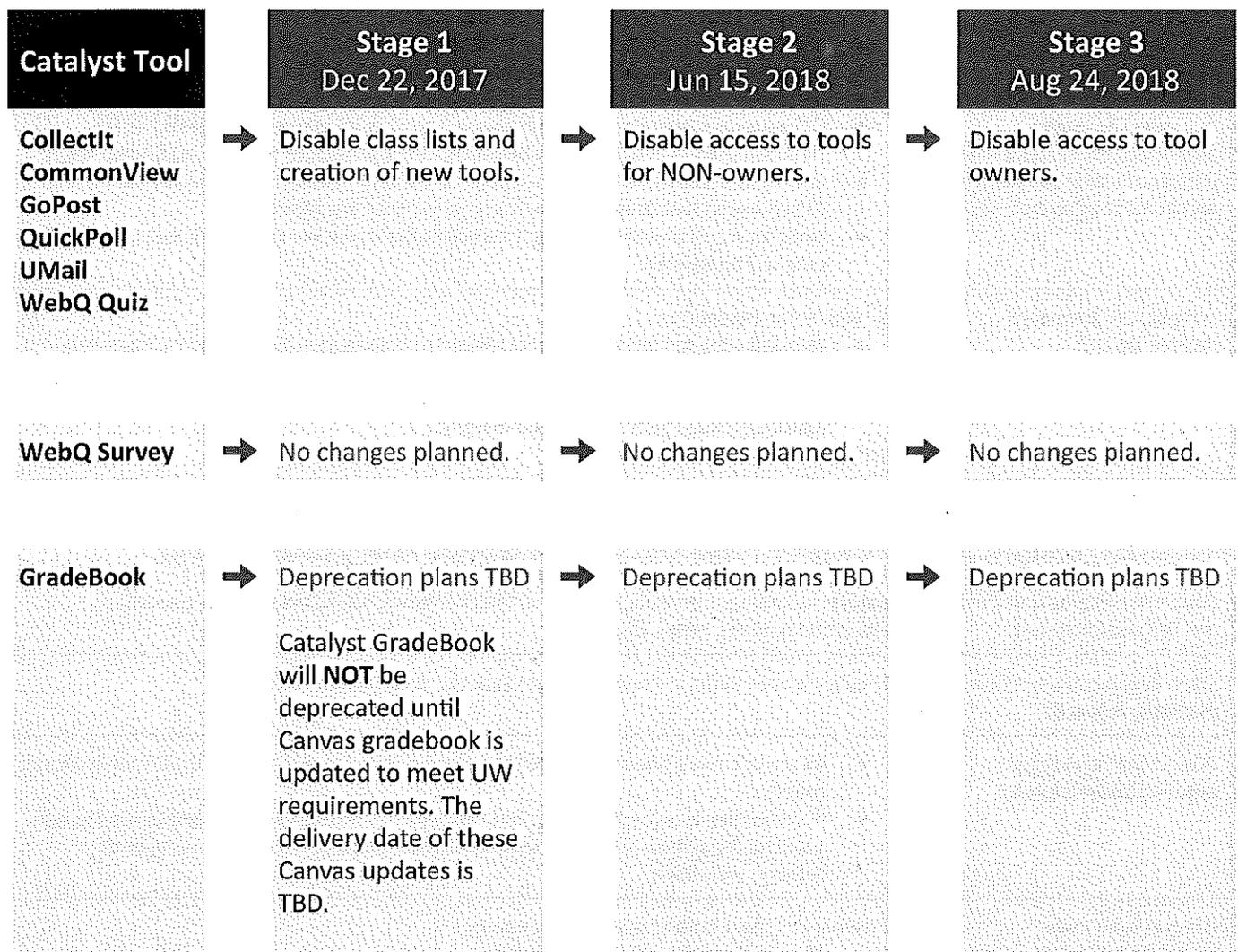
**Exhibits**

Exhibit 1 – catalyswebtools\_deprecationmap.pdf

Exhibit 2 – canvaslearningmanagement\_proposeddataretentionpolicy.pdf

## Catalyst Web Tool Deprecation Roadmap

- UW-IT plans to retire CollectIt, CommonView, GoPost, QuickPoll, UMail, and WebQ Quiz (WebQ Survey and Gradebook will remain until further notice)
- The last quarter to use these tools **with courses** is Autumn 2017
- The retirement will be staged (see below), with owners of tools retaining access until August of 2018 for export, archive, or migration purposes



Please send comments or concerns to [wfs@uw.edu](mailto:wfs@uw.edu) and [kroberts@uw.edu](mailto:kroberts@uw.edu).

### Canvas Learning Management System Proposed Data Retention Policy (User Facing)

Examples of items that can be created and/or stored.	<p><b>Author (Teachers &amp; Course Designers)</b> Course content (files, html, video, quizzes), student grades, communications with students, profile information</p> <p><b>Participant (Students or Guests)</b> Quiz responses, discussion posts, uploaded files, profile information (e.g. avatars, email addresses)</p>
What happens if something is manually deleted?	When an item is manually deleted it will no longer be visible to any user but will remain on Canvas servers until automatic deletion rules apply.
Does anything ever get automatically deleted?	<ul style="list-style-type: none"> <li>• A course and all of its content and associated data will be flagged for deletion two years after the end of the academic year (June of each year). These flagged items will be deleted within six months of this point per UW Canvas data deletion processes.</li> <li>• Data items that Participants have contributed to a course, such as discussion posts and uploaded files, will be deleted when a course is deleted.</li> </ul>
If a user is no longer authorized to use Canvas what happens to their profile data and items they've created?	<ul style="list-style-type: none"> <li>• Once a user is no longer authorized to access Canvas they will be marked as an "inactive user" and will not be able to log into Canvas and/or create additional items.</li> <li>• Course items previously created by an inactive user will be maintained in Canvas until the course(s) that these items are associated with are deleted.</li> <li>• Once an inactive user is no longer associated with any live Canvas courses their profile data will be deleted.</li> </ul>
Is it possible to restore deleted items?	<p>Yes, with some exceptions:</p> <ul style="list-style-type: none"> <li>• Manually deleted file attachments related to ungraded activities (such as discussion boards) cannot be restored.</li> <li>• Course content and participant data that has been deleted per the automatic deletion policy described above cannot be restored.</li> </ul> <p>Inactive users cannot restore any items.</p>

### Proposed Panopto Lecture Capture Proposed Data Retention Policy (User Facing)

Examples of items that can be created and/or stored.	<p><b>Creators:</b> recordings, recording schedules, folder settings, bookmarks, notes, discussions</p> <p><b>Viewers:</b> bookmarks, notes, discussions</p>
What happens if an item is manually deleted?	Manually deleted items are removed from Panopto servers immediately.
Does anything ever get automatically deleted?	<ul style="list-style-type: none"> <li>• A Canvas course video will be deleted when it is no longer associated with a live Canvas course.</li> <li>• If a recording is owned by a user or users who are no longer authorized to use Panopto it will be flagged for deletion and deleted within six months of this point per data deletion workflows.</li> </ul>
If a user is no longer authorized to use Panopto what happens to their profile data and items they've created?	<p>If a user is no longer authorized to use Panopto:</p> <ul style="list-style-type: none"> <li>• All of their profile data will be deleted.</li> <li>• Videos they own will be flagged for deletion and will be deleted within six months of this point per data deletion workflows UNLESS the videos are jointly owned by other authorized Panopto users.</li> </ul>
Is it possible to restore deleted items?	No