

University of Washington
Faculty Council on Teaching and Learning
December 3rd, 2015
10:30am - noon
Suzzallo 5th Floor Conference Room East

Meeting Synopsis:

1. Call to order
 2. Review of the minutes from November 5th, 2015
 3. Issues relating to Summer Quarter under ABB
 4. Online learning
 5. Good of the order
 6. Adjourn
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1) Call to order

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

The council welcomed faculty FCTL member Fred Bookstein to the meeting, this being his first in the 2015-16 academic year.

2) Review of the minutes from November 5th, 2015

The minutes from November 5th, 2015 were approved as written.

3) Issues relating to Summer Quarter under ABB

The council discussed issues and other impacts relating to administering UW's summer quarter under Activity-based Budgeting (ABB) as part of its charge from the ABB Review Committee and the Senate Committee on Planning and Budgeting (SCPB).

The council looked at notes from Wilkes on this matter (Exhibit 1). The document also included notes on viewpoints from a faculty committee in the UW Physics Department.

Wilkes' views:

- Many students need summer job income (or summer intern/REU opportunities)
- Faculty need time for research in summer, although if teaching loads were based on 3 out of 4 quarters, teaching summers and taking another quarter off could be advantageous for many. However, travel to attend professional conferences would still be an issue
- Same would be true for students: they could take other quarters off, but jobs and summer programs might not be available

Wilkes explained summer quarter does not count in the number of consecutive quarters you are allowed for your degree, and altering the system to include summer quarter as a “regular” quarter may be hazardous to students’ academic and personal lives.

Turner explained ABB might increase the efficiency of the UW’s summer offerings. Currently, the UW offers a large number of low-enrollment courses during the summer.

A member noted College Deans use the summer as a way to utilize successful lecturers and pilot new courses or subject material. Bookstein explained his department may experiment without having to be accountable because ABB is not in use during summer quarter.

Branon explained the Provost’s Office funds summer quarter and manages risk.

Wilkes explained in his department, advanced courses are not offered in the summer because faculty are not available or not willing to teach them. He noted in physics, 400-level courses are mostly labs and include an additional cost as the courses need support staff. He noted if certain students need their summer job income for sustainment, perhaps regularizing summer quarter would be biasing towards the UW’s “richer” students in the summer – those who do not need a summer income to get by.

Taggart explained in her department, they do offer 100 to 300- level courses in the summer. She noted these are staffed with teaching assistants (TAs), but if the quarter were regularized and instructors replaced with normal faculty, TAs would not have the ability to teach there anymore.

There was some discussion of how regularizing summer quarter under ABB might help to remedy the current learning spaces problem (not enough medium-size to large classrooms for undergraduate instruction), as including summer quarter may create equity around the whole calendar year for instruction.

The council discussed an alternative impact of regularizing summer quarter: a lack of available support services. Hornby explained in the spring, Odegaard Undergraduate Library is has limited open hours, and they struggle with supporting students who need library services. Hornby explained most library services are shortened in the summer. The council agreed this to be an important point.

Wilkes explained he would like to draft a report on the FCTL’s opinions on this subject, and present it to Kate O’Neill (chair, SCPB) in January 2016.

Wilkes emphasized the current culture surrounding summer quarter, and that including summer quarter as a regular quarter of the academic year is hard to imagine given that nearly all university community members are used to doing so many other things.

Branon noted faculty pay is relevant to this discussion, but goes into other areas of analysis besides the council’s charge to investigate “teaching and learning.” He explained work expectations during summer quarter are lower for faculty, and that is why pay is lower. It has been proposed that pay should be normalized in the summer, and Branon explained there is a question of if the UW wants to incentivize

faculty with tenure to do their teaching and take away from their research and other activities in the summer. He noted he is curious about the FCTL point of view on this summer pay question.

Wilkes remarked there is no committee or administrative business in the summer, and this is liberating for faculty to be able to focus solely on teaching. Alcantara asked if quality of instruction is decreased in the summer, given the lower pay. Wilkes explained there are varying parameters for evaluating that question, and so a definitive answer is hard to come by.

Wilkes asked what percentage of non-UW students take the university's courses in the summer. Branon explained the UW is seeing less "special" students and more regularly-enrolled students taking advantage of the summer quarter.

There was some discussion over the teaching periods in summer quarter being shorter, and a general consensus that faculty do not condense the subject matter of courses that would normally be taught on a longer instructional window, but instead, give more homework, and provide a shorter but more intensive course in the summer.

Wilkes explained having a year-round university operation would be exhausting for faculty and students. He noted there is a notion of reflection on education that takes place during the summer, and can be very beneficial to students and faculty alike. Wilkes explained the council should designate a student poll on this matter. Alcantara (graduate student) explained he was exhausted after taking four courses for three quarters before the summer even came around.

There was question over what is driving the whole investigation into feasibility of regularizing summer quarter, and if this was an administrative initiative, or something else. Wilkes explained some schools and colleges like the idea of having a regular ABB summer quarter because more revenue dollars could be granted to departments. Branon explained there is tension between having two financial operating modes on campus (fee-based and tuition-based). He explained regularizing summer quarter is a legitimate notion to investigate. He noted he believes as people began to unpack what the change would comprise, it became clear they would need input from various committees and councils.

Spyridakis explained in the College of Arts & Sciences ABB revenue often returns to individual departments, though that is not standard practice, and perhaps the same cannot be said for UW's professional schools. Wilkes offered he does not know what the exact motivations are, though he will try to find out. He explained there was an ABB report published in 2013, and at that time, then notion for regularizing summer quarter was dismissed. He noted it may be that certain stakeholders have opted to revisit it.

Wilkes questioned from a teaching and learning perspective, if a shorter length quarter affects quality and health of instruction negatively. McGough explained sometimes it can be advantageous to have a shorter length quarter. She explained content is cut for courses during the summer because it has to be. It was noted there is no finals period during summer quarter, and instead, students take a final exam usually during their final class period.

Wilkes noted he will speak with Beth Kalikoff over if there is teaching and learning-related evidence on summer quarter which may be beneficial to the investigation on behalf of the council.

4) Online learning

Wilkes explained Tom Lewis (Academic & Collaborative Applications, UW-IT) is interested in reviewing the activities of UW-IT and identifying revisions to services or new services that may be implemented.

Lewis explained usage of Catalyst tools by faculty is decreasing. He explained the “TURNITIN” online function is expensive, but not widely used (although it is heavily used by those faculty who do use it).

Wilkes noted there is question over dissemination of information relating to faculty’s available online tools. He explained he has a master’s degrees student who wished to build a website. Wilkes sent this student around to varying campus agencies to learn about the UW-offered online tools to do this, but all the student was told by nearly every agency was that they may help him troubleshoot any problems he is encountering, but not provide him with guidance on how to start using the tools.

Wilkes explained the UW is losing worthwhile contributions on behalf of skilled faculty if they cannot utilize these online tools. He noted he attended a seminar on using online tools, and found that nearly no one around the table truly understood how to use the tools. Wilkes explained he would like to push integrating a better education on the use of online tools, and wanted to call the council’s attention to this matter.

Wilkes clarified Lewis wants to enable faculty to understand and use available UW-IT tools, and Wilkes would like to help Lewis and UW-IT succeed in this effort – as it is for the benefit of the whole university community.

Wilkes explained Google Services is another useful toolkit that seems to be employed by relatively few “computer-adept” faculty.

Hornby asked if the survey tool in Catalyst is going down, noting it is important and useful. She explained she does not like corporate survey software because of ads and other disruptions. The answer was not known.

Wilkes explained some UW online services were dissolved recently, but this information was not communicated effectively to faculty. Similarly, he noted the UW online academic tool MyPlan seems to have been launched and used to replace long-established “instructor class descriptions” in the online tool “MyUW,” but with little faculty awareness beforehand.

5) Good of the order

Wilkes noted a discussion of MOOCs will be on next meeting agenda. He explained there will also be a discussion of (and if possible finalization of) the FCTL summer quarter ABB report requested by ABB Review Committee.

6) Adjourn

The meeting was adjourned at 11:50 a.m.

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

Present: **Faculty:** Ellen McGough, Jaime Olavarria, Jan Spyridakis, Jennifer Taggart, Dan Turner, Jeff Wilkes (chair), Timea Tihanyi, Fred Bookstein

Ex-officio reps: Amanda Hornby, Eldridge Alcantara

Guests: Robert Corbett, Rovy Branon

Absent: **Faculty:** David Masuda, Kimberlee Gillis-Bridges

President's designee: Ed Taylor

Ex-officio reps: Deci Evans

Exhibits

Exhibit 1 – onlinelearning-JWnotes

Summer quarter discussion - JW 12/3/15

my own views:

- 1) many students need summer job income (or summer intern/REU opportunities).
- 2) faculty need time for research in summer, although if teaching loads were based on 3 out of 4 quarters, teaching summers and taking another quarter off could be advantageous for many. However, travel to attend professional conferences would still be an issue.
- 3) same would be true for students: they could take other quarters off, but jobs and summer programs might not be available.

comments from members of physics SQ committee:

we would lose the value of having Summer quarters to *not* count in the 12-regular quarters that represent the maximum limit that most undergrads can have to complete their degree program (and the limit is reduced by the number of equivalent quarters with which the student enters the UW - an extra hazard for CC transfers). The point is that many students who struggle often need these Summer quarters to get back in synch with their peers, without reducing their number of regular quarters allotted to them.

another issue might be increased difficulty for students in planning out their schedules over 4-years, with the wild-card of having some of their quarters possibly being the Summer.

At the present time, few departments can afford to offer more 300- or 400-level courses required for majors in the Summer, and this would need to change. advanced courses may need to be taught by specific faculty, who might not be available in summer if they taught a full load during the AY without these, having a 'full and equal' summer quarter would be difficult and would not relieve space pressure during the regular AY quarters.

we've had a significant growth in upper level courses especially among those classes that are not available at a CC, like labs. more lab courses does not just mean more teachers have to be hired, but more staff support in general needs to be provided.

the demographic mix in summer seems about the same as the rest of the term. If anything, we get more of those who may be less well-off who are trying to graduate sooner. It may be easier to rent nearby in Summer, and perhaps a bit cheaper, if students can promise a longer-term lease. Students can still participate in Summer research while taking a class if they need it.

We have trouble attracting tenure-line faculty to teach summer session, which mainly attracts faculty who do not have grants and need summer salary. If summer counted equally for teaching, so the work is not just an add-on, but would release faculty from other quarters, it might make it easier to recruit, especially attractive to those whose research is off-campus at national labs etc. and need to travel frequently during the AY.

The present 9 week schedule is NOT a benefit to lab classes--adding 20 minutes onto a 3 hour lab doesn't allow students time to do more experiments, so counting contact hours in this way is a joke. Not having a full week for Finals makes sense, since the classes & students

are fewer,
but if Summer is truly going to be equitable, there should be a regular 10 week schedule.
it's hard to imagine we'd get a full-length quarter in Summer given everything else that goes on in
people's lives

DRAFT