

**University of Washington**  
**Faculty Council on Teaching and Learning**  
October 1<sup>st</sup>, 2015  
10:30am - noon  
Mary Gates Hall 224

**Meeting synopsis:**

1. Call to order
  2. Review of the minutes from June 4<sup>th</sup>, 2015
  3. Greetings and introductions of new members
  4. Council use of Google Drive (Joey)
  5. Chair's report (Exhibit 1) (Exhibit 2) (Exhibit 3) (Exhibit 4)
  6. Proposal for subcommittees during the 2015-2016 academic year (Exhibit 5)
  7. Good of the order
  8. Adjourn
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**1) Call to order**

The meeting was called to order at 10:34 a.m.

**2) Review of the minutes from June 4<sup>th</sup>, 2015**

The minutes from June 4<sup>th</sup>, 2015 were approved unanimously.

**3) Greetings and introductions of new members**

New and returning members of the council went around the room and introduced themselves. The council welcomed four new members (one absent).

**4) Council use of Google Drive (Joey)**

Council support analyst Joey Burgess demonstrated use of Google Drive (cloud-based file sharing software) to members of the council, and explained that in lieu of Catalyst Sharespaces' expected retirement by UW-IT on November 12<sup>th</sup>, 2015 - the council will make use of Google Drive for all future file-sharing needs. He noted this decision has been authorized by Marcia Killien, Secretary of the Faculty.

Logistically, he noted council members will receive hyperlinks connecting them to their respective council's Google Drive folder in each meeting broadcast email, and folder securities may or may not be heightened depending on the council's posting of sensitive and/or exclusive materials.

Council members requested that they receive the FCTL folder link as soon as possible, so that materials to be shared may be posted.

**5) Chair's report** (Exhibit 1) (Exhibit 2) (Exhibit 3) (Exhibit 4)

*Meeting with Rovy Branon (Vice-Provost, Educational Outreach) and his requests*

Wilkes informed the council that Rovy Branon (Vice Provost for Educational Outreach), a regularly attendee of FCTL meetings in the past year, has asked for the council's aid this year in improving and targeting the work of Professional and Continuing Education (PCE). He has asked for the creation of a subcommittee to be his direct contact on behalf of the council. Branon sent a letter to the council providing some background into the specific areas wherein input will be most useful (Exhibit 1). Two specific items outlined in this document are:

- I. "Demonstrating and continuously improving PCE non-credit programs. PCE offers more than 150 non-credit programs each year. Adult learners are increasingly relying on non-credit certificates and other non-credit offerings to fill gaps in their knowledge. While I do not have concerns about the quality of our programs today, as we grow I have asked the PCE team to establish demonstrable quality metrics and would like input on what measures should be captured and how we can convey what we learn to campus partners and future students" (Exhibit 1).
- II. "MOOCs were a hot topic of conversation a couple of years ago. At that time, there was a UW decision not to "co-brand" any form of credential with a 3rd party platform (i.e. EdX or Coursera). Both major platform providers allowed UW to operate differently than all other partners in this regard but they are seeking to align us with our peer institutions. After meeting with many of the faculty teaching MOOCs over the summer, they are also convinced that the risks are minimal to allow the "W" on these non-credit credentials. Rather than make this decision independently in UWEO, I would like the council (or sub-set) to weigh-in and provide input" (Exhibit 1).

The council found Branon's request for an advising subcommittee to be a good opportunity to collaborate and consult with administration on important subject areas. Wilkes noted any individual members who would like to serve on the new subcommittee should contact him electronically after the meeting - also copying the council support analyst.

*ABB Review Committee's request to FCTL to report on summer quarter issues, and proposal for reduced list of topics* (Exhibit 2) (Exhibit 3)

Wilkes explained that the ABB Review Committee has asked the FCTL to weigh-in on the question of if summer quarter should be a co-equal fourth quarter of the academic year, and administered under the rules for Activity-Based Budgeting (ABB). He explained that currently, UW's summer quarter is managed by PCE. He noted an executive committee will likely be formed to address the question, and he would like the council to be able to provide its input in a timely manner so it can be appropriately utilized when recommendations are made.

The ABB Review Committee has stated their specific request of the council by way of an ABB charge letter (Exhibit 2). Wilkes explained that he has revised the council's ABB charge with the intent of making it a better reflection of the FCTL's official purview – incorporating questions he expects the council to be able to diligently address within a relatively short timeline. He then showed the council his revised charge to gain their input (Exhibit 3).

### *Council input on revised charge*

Members of the council expressed agreement with the changes made to the ABB charge letter.

Some members noted concerns over how junior faculty will balance their research with the obligation to teach if summer quarter becomes a co-equal fourth quarter. Other members desired to know “the problem” with the current model for administering summer quarter. A member explained one example is that some departments believe they will be greatly advantaged by shifting summer quarter into Activity-Based Budgeting.

One member explained that the ways in which students proceed through their degree programs will surely be effected by altering the design of summer quarter.

One council member explained their department uses summer quarter to pilot new programs or other initiatives as it is managed by PCE, and that is it likely they would abstain from creative new offerings if ABB was instituted in the summer, for lack of incentives.

A member noted transforming summer quarter into a regular quarter may be not the right route, but maybe revising the ways that PCE is handling summer quarter may be more advisable, and that should be considered.

Wilkes noted this preliminary discussion has been beneficial in highlighting some of the concerns. He noted the council will continue to discuss this item.

#### *Balick Committee (on learning spaces) request for FCTL input (Exhibit 4)*

Wilkes explained that Bruce Balick (Professor, astronomy) is leading a committee tasked to consider possibilities for revising the scheduling and usage of UW’s learning spaces, and he has requested the FCTL’s input. Wilkes showed the council a letter from Balick to himself, which highlights some of the proposals currently in place, and the areas wherein faculty input is most important (Exhibit 4).

Wilkes noted Balick will likely visit the council in the November or December meeting to provide more information.

#### **6) Proposal for subcommittees during the 2015-2016 academic year (Exhibit 5)**

The council discussed restructuring its subcommittees to take a better, more comprehensive approach in addressing the areas in which work is expected to take place during the 2015-2016 academic year. Wilkes noted he has drafted a simple document to be used as a guide for council members as they consider joining varying subcommittees (Exhibit 5). Wilkes explained his proposal for FCTL subcommittees in the 2015-2016 academic year:

- I. Subcommittee on Teaching and Learning Effectiveness
- II. Subcommittee on Teaching and Learning Evaluation
- III. Subcommittee on Online Learning
- IV. Subcommittee on PCE Liaison

- V. Subcommittee for Inter-Council liaison
- VI. Subcommittee on Learning Spaces

After discussion, it was agreed the Subcommittee on Learning Spaces would be reduced to a membership of one (Turner) despite the fact that the subcommittee has ran most of its useful course. The decision was based in the idea that other committees such as Balick's (mentioned above) have nearly reached decisions on proposals, and will require additional input from the FCTL.

After prolonged discussion, it was decided the charge for the Subcommittee on Teaching and Learning Effectiveness will be rewritten by one of its key members (McGough), in consultation with the other subcommittee members.

*New members on subcommittees*

Spyridakis noted she would like to join the PCE Liaison Subcommittee.

Evans noted she would like to join the Subcommittee on Online Learning.

Peterson asked why there is a recommendation to combine the online learning and the PCE subcommittees. Wilkes explained it is because PCE manages a large amount of online learning on behalf of the UW. Taggart noted she is not in favor of combining the two subcommittees, and recommended they stay separate.

Wilkes asked members to email him with their specific subcommittee interests.

**7) Good of the order**

Nothing was stated for the good of the order.

**8) Adjourn**

Wilkes adjourned the meeting at 11:32 a.m.

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

**Present:** **Faculty:** Ellen McGough, Jan Spyridakis, Timea Tihanyi, Jennifer Taggart, Dan Turner, Jeffrey Wilkes (chair), Kathleen Peterson  
**Ex-Officio representatives:** Terry Ann Jankowski, Eldridge Alcantara, Deci Evans  
**President's designee:** Ed Taylor  
**Guests:** Tom Lewis, Nana Lowell, Christine Sugatan

**Absent:** **Faculty:** David Masuda, Jaime Olavarria, Fred Bookstein, Brenda Zierler  
**Ex-Officio representatives:** N/A

**Exhibits**

Exhibit 1 – 2015\_Branon\_FCTL\_Letter150928.docx  
Exhibit 2 – fctl\_abb\_charge\_fall2015.doc  
Exhibit 3 – JWrevisedSQABBchargelist.doc  
Exhibit 4 – balickletter2-August15.pdf  
Exhibit 5 – 2015-16subcommitteesdraft.doc

FCTL Colleagues,

I was happy to be a regularly invited guest to this council last year and hope to continue being a part of these beneficial meetings going forward. Unfortunately, a previous travel obligation means I will miss the first meeting this year. Hopefully, this letter will give you some topics I would like to explore this year.

As I head into my second year as Vice Provost for Educational Outreach, I am learning more about the strengths and opportunities for UWEO. As we work to improve our current, successful self-sustaining programs, it is also time to explore what areas might allow us to increase access for non-traditional students in the future. My goal is to explore these areas in a thoughtful way and with collegial input. Given the history of this council, it seems logical that I would turn to this group first.

After speaking to FCTL chair Jeff Wilkes over the summer, I could use some guidance on a few emerging topics. One possibility for providing input is to re-constitute the sub-committee for UWEO. It appears that this sub-committee technically exists but I do not believe it was active last year. Another is to raise specific issues to the whole council and form a task force to deal with a particular topic. Either is a viable approach and both might be legitimate mechanisms to have in place depending on the duration of the topic.

Some of these topics include:

1. Demonstrating and continuously improving PCE **non-credit** programs. PCE offers more than 150 non-credit programs each year. Adult learners are increasingly relying on non-credit certificates and other non-credit offerings to fill gaps in their knowledge. While I do not have concerns about the quality of our programs today, as we grow I have asked the PCE team to establish demonstrable quality metrics and would like input on what measures should be captured and how we can convey what we learn to campus partners and future students.<sup>1</sup>
2. MOOCs were a hot topic of conversation a couple of years ago. At that time, there was a UW decision not to “co-brand” any form of credential with a 3<sup>rd</sup> party platform (i.e. EdX or Coursera).. Both major platform providers allowed UW to operate differently than all other partners in this regard but they are seeking to align us with our peer institutions. After meeting with many of the faculty teaching MOOCs over the summer, they are also convinced that the risks are minimal to allow the “W” on these **non-credit** credentials. Rather than make this decision independently in UWEO, I would like the council (or sub-set) to weigh-in and provide input.

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<sup>1</sup> Note: Credit-bearing programs (degrees and certificates) are *administered* through PCE but the programmatic quality in for-credit programs is the responsibility of the faculty, department, and appropriate faculty councils (Graduate/Undergraduate). Therefore, the focus here is on quality in non-credit offerings.

3. Summer Quarter is once again up for discussion. Jeff Wilkes provided some background on this topic at the end of last year and there are a few changes happening. After a meeting with interim provost Baldasty over the summer, he decided that some of the topics originally tasked to this council need broader input (namely the significant administrative and financial issue of whether SQ should remain fee-based or become “normalized” as a full ABB quarter). Jeff has therefore requested a narrowing of the scope of the original request to this council to focus on 1) student progress toward degrees, 2) incentives for increasing offerings, and 3) efficient use of classroom space. Provost Baldasty will form an executive committee to take input from this council and from other groups to take a comprehensive look at SQ in future years.
4. Finally, at the end of last year, Jeff reminded everyone that we have a Lifelong Learning Award through UWEO! This award provides a **\$5,000 stipend** to the winner as well as recognition at the annual UW Awards of Excellence Ceremony in June. We could use more nominations and perhaps an additional member on that committee. You can find the solicitation for last year’s awards here: <http://www.pce.uw.edu/newsroom.aspx?id=19498>

Let me close by saying thank you for your time. I look forward to providing more context on these and other topics at upcoming FCTL meetings.

Best regards,

A handwritten signature in black ink, appearing to read 'Rovy Branon', with a stylized flourish at the end.

Rovy Branon

Vice Provost

University of Washington

Educational Outreach and Professional and Continuing Education

October 6, 2015

Jeff Wilkes,

Chair, Faculty Council on Teaching and Learning

Dear Professor Wilkes:

The Faculty Council on Teaching & Learning is charged with responsibility “for all matters of policy, both academic and non-academic, relating to improvement of teaching and learning in the university; including distance learning, educational outreach, and summer quarter, and the use of educational technology in instruction” (Faculty Code, Section 42-33). Activities historically performed include addressing a prioritized list of student and faculty-related concerns, inquiries, and interests relating to the effectiveness and overall well-being of pedagogy at the UW, especially by way of inviting key administrators and stakeholders to council meetings for providing supplementary information, and for receiving council and student guidance on the topics at-hand.

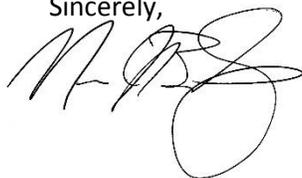
Our recommendation is that the council identify 3 specific goals that can be accomplished by the end of the 2015-16 academic year.

The Senate office did a background review to help identify goals for your council. This included review of minutes from last year’s meetings, review of discussions at Faculty Senate meetings, and selected outreach for topics. Recommended goals and / or topics for discussion include:

- Discovering meaningful statistics connecting to faculty concerns and problems in assessing teaching, examining specifically how to define “teaching” (e.g. does it include mentoring of graduate students?), including ways to promote education of faculty over findings.
- Studying the pros and cons associated with altering the way the summer quarter budget is treated under Activity-Based Budgeting (ABB), addressing specific questions as posed by the ABB Review Committee, and reporting back to the faculty senate and the review committee.
- Continuing ongoing analyses of classroom spaces and room usage efficiencies.

After your first council meeting we will be available to discuss the goals your council identified. Thereafter, we will post your council’s goals on the Faculty Senate Website to communicate the important work you are doing on their behalf.

Sincerely,

A handwritten signature in black ink, appearing to read 'Norm Beauchamp', with a large, stylized flourish at the end.

Norm Beauchamp

/nlb

TO: FCTL

FROM: J. Wilkes,

9/20/2015

Revised list of topics for FCTL report on Summer Quarter ABB issues

This summer, I received a letter from Kate O'Neill, Sandy Archibald, and Sarah Hall, asking FCTL to undertake a study of impacts on teaching and learning of proposals to change Summer Quarter into a normal quarter, with course offerings managed by individual units, funded via ABB, rather than a special term managed by PCE.

Several items in their charge letter seem to me to represent administrative issues rather than issues involving impacts on teaching and learning.

So, I offer the following revision of the list of questions FCTL is to address, and ask FCTL members to consider, comment, offer additions or revisions, etc.

Original letter:

Therefore, we are asking FCTL to undertake a study of the pros and cons of changing the way the summer quarter budget is treated under ABB. Please consider the following questions, along with any other issues that the council deems important:

1. Should the university move toward considering summer quarter as an academic quarter on a more equal basis with the other three quarters?
2. Regardless of the answer to Question 1, should the university move toward budgeting funds for summer quarter based on the ABB model instead of the current fee-based model?
3. Would it make sense to make such a change on a college-by-college basis instead of university-wide?
4. What implications might such a change have for the following issues?
  - The ways in which 9-month faculty members are paid
  - The timing and financial support of faculty members' research
  - How students progress through their degree programs
  - Incentives for increasing offerings in some areas and decreasing them in others
  - The efficient use of classroom space
  - Administrative costs

Proposed revision:

Therefore, we are asking FCTL to undertake a study of the pros and cons of changing the way the summer quarter budget is treated under ABB. Please consider the following questions, along with any other issues that the council deems important:

1. Should the university move toward considering summer quarter as an academic quarter on a more equal basis with the other three quarters?
2. What implications might such a change have for the following issues?
  - How students progress through their degree programs
  - Incentives for increasing offerings in some areas and decreasing them in others
  - The efficient use of classroom space
  - Recruitment of instructors, given research time needed by regular faculty

**Re: Meeting with Faculty Council on Teaching and Learning**

**From:** Balick Bruce <balick@astro.washington.edu>  
**To:** wilkes@uw.edu  
**Cc:** Philip J. Reid <pjreid@uw.edu>  
**Date:** Thu, 13 Aug 2015 15:13:55 -0700

Hi Jeff,

Thanks for your reply. It runs out that I have been a bit trigger happy. This morning Phil Reid and I met together for the first time with Jerry Baldasty. We all agreed to slow down the planning to leave enough time for discussion and synthesis from all of our interviews before rushing to implementation.

The bottom line is that we can wait for this discussion when you meet on November 5. (Phil, please revise our schedule accordingly.)

For now it is very helpful to presume that the "longer day" proposal is an all-but-approved plan. (We already know that teaching early and late in the day won't be popular for anyone: that's a no brainer.) Our charge is narrow: to ponder how the consequences of teaching classes early and late can be sensibly mitigated during implementation. That's why it's important to meet with FCT&L early in the game. (Personally, I want to be confident that we aren't compromising the capacity of our faculty scholarship – our core strength.)

We have a very preliminary and growing list of formulative ideas that I can send to you as the meeting date approaches. As usual, 50% of the ideas will be better than the others, but we don't yet know which. We (Jerry and our larger "governance" committee) welcomes FCTL's feedback plus any new suggestions.

FYI: we also plan meet with other faculty governance groups (including the Executive Cmte and SCPB) and, eventually, the Senate as a whole. In addition, we'll meet with deans, student groups (ASUW and GPSS), student advisors, and the chairs of the most affected departments.

In a note of July 16 you mentioned that your cmte was looking into the psychology of learning effectiveness at various times of the day. I checked with Prof Kevin King in Psych who studies this sort of thing. If I recall our conversation correctly, Kevin agrees that early morning classes are not an optimum match to the daily brain cycles of high-school students. However, he said that this issue abates after age 18, and that the effect isn't crippling.

While we appreciate this information, our greatest concern is for the students who have been denied access to large classes that currently aren't being scheduled for lack of adequate lecture-room seat capacity. Our predecessor committee (called "impletation") has already recommended two plans that extend our capacity – the longer day and block scheduling during peak hours\*. That is, Classroom Assignments will offer and schedule lecture rooms for ten hours a day rather than six simply to provide more options.

Lecture times for specific classes will be negotiated between departments and Classroom Asisgnments (just as now). No changes in this proactice are being contemplated.

\* Phil Reid ran various models for course requests of last fall. He found that block scheduling will not have much overall impact.

On Aug 13, 2015, at 2:17 PM, [wilkes@uw.edu](mailto:wilkes@uw.edu) wrote:

given your project's urgency, can you come to our first council meeting on Thursday October 1? (if not, i am considering moving the meeting to the 2nd thursday in october, 10/8, let me know if that is also possible for you).

On Wed, 12 Aug 2015, Bruce Balick wrote:

Date: Wed, 12 Aug 2015 10:54:07 -0700  
 From: Bruce Balick <[balick@uw.edu](mailto:balick@uw.edu)>  
 To: [wilkes@uw.edu](mailto:wilkes@uw.edu)  
 Cc: Philip J. Reid <[pjreid@uw.edu](mailto:pjreid@uw.edu)>  
 Subject: Meeting with Faculty Council on Teaching and Learning

Hi Jeff,

As best I recall, we never quite closed the discussion on whether classrooms could reach the October meting of FCTL. (You were planning an organizational meeting in October; however, I was concerned that FCTL's influence would be stronger if we meet earlier in the process. That is, I was hoping to engage you before the ink began to dry on our thinking and recommendations.

Bruce

On Jul 17, 2015, at 2:49 PM, [wilkes@uw.edu](mailto:wilkes@uw.edu) wrote:

they reported several times over the year, but as i said pls contact them to learn where we stand.

On Fri, 17 Jul 2015, Philip J. Reid wrote:

Date: Fri, 17 Jul 2015 21:47:30 +0000

From: Philip J. Reid <[pjreid@uw.edu](mailto:pjreid@uw.edu)>

To: R. J. Wilkes <[wilkes@uw.edu](mailto:wilkes@uw.edu)>

Cc: Bruce Balick <[balick@uw.edu](mailto:balick@uw.edu)>

Subject: Re: draft 2: Faculty Council on Teaching and Learning

Thanks. I meant too choppy you on this as well. Have Dan and or Bruce provided FCTL with any updates? It would be good to know how much background Bruce and I need to provide.

Phil

Dear FCTL members,

With our expanded membership this year, I'd like to propose reorganizing our standing subcommittee structure. As before, the goal is to focus effort between monthly plenary meetings and better utilize the interests and expertise of individual members. Some subcommittees provide liaison with other bodies that overlap the interest areas of FCTL, and will report on investigations or initiatives by those bodies that we should discuss. All will do information-gathering and draft reports for possible future policy recommendations by FCTL.

#### 1. Subcommittee on Teaching and Learning Effectiveness

Identify and articulate the needs of faculty for support (funding, relief time, staff assistance, equipment) of professional development needed to implement innovative and effective teaching methods. Report on activities of the Center for Teaching and Learning; advise or consult with CTL staff, and recommend action or formal comment by FCTL, where appropriate.

#### 2. Subcommittee on Teaching and Learning Evaluation

Identify and articulate the needs of faculty and students for meaningful information on teaching quality and learning outcomes. Study and report on methods to acquire statistically and systematically significant data, and how to present it clearly and effectively to faculty and students. Provide liaison for the OEA. Investigate how peer institutions are handling student, peer and self evaluation, and using results to improve teaching and learning. Recommend action or formal comment by FCTL, where appropriate.

#### 3. Subcommittee on Online Learning

The Online Education Task Force Report (June, 2014) recommended that FCTL take responsibility for "establishing oversight procedures to help coordinate and evaluate proposals for new online degree programs and MOOCs", and for periodic assessment of such programs. This subcommittee will review existing programs, and develop proposals for future action by FCTL, for discussion in plenary meetings. Report on activities of UW-IT that impact teaching and learning; review existing tools and services as well as new initiatives by IT, and make recommendations and critiques that reflect the needs and viewpoint of faculty.

#### 4. Subcommittee on PCE Liaison

Maintain liaison with Rovy Branon (PCE VP) and his staff, and report on concerns, initiatives, and operations. FCTL should provide advice and constructive oversight for PCE, with the goal of helping ensure continuing high quality of teaching and learning in continuing education programs. Serve as a

sounding board for new ideas from PCE, and as the voice of the faculty for PCE, to discuss concerns and articulate needs and preferences.

5. Subcommittee for Inter-Council liaison

Maintain contact with and report on activities of other Faculty Councils with mutual areas of interest; work to avoid duplication of effort, and recommend action or comment by FCTL where appropriate.

6. Subcommittee on Learning Spaces

Report on activities of standing committees and task forces on learning spaces and class scheduling; represent the needs and viewpoint of faculty on these bodies, and recommend action or comment by FCTL where appropriate.

Your comments and suggestions/additions/revisions are requested.

Most important, YOUR PARTICIPATION! Please decide which subcommittee(s) you will serve on.

The goal is to define and ratify subcommittees, their chairs and their membership, by email before our November meeting.

Jeff Wilkes,

FCTL Chair

9/20/2015