

University of Washington
Faculty Council on Teaching and Learning
February 5th, 2015
10:30 a.m. - noon
Gerberding 142

Meeting Synopsis:

- 1) Call to order
 - 2) Review of the minutes from January 8th, 2014
 - 3) Discussion of action items from last meeting (led by persons named)
 - 4) Reports from other FCTL Subcommittees
 - 5) Additional items proposed by members
 - 6) Adjourn
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1) Call to order

Wilkes called the meeting to order at 10:32pm.

2) Review of the minutes from January 8th, 2014

The minutes from January 8th, 2014 were approved as written.

3) Discussion of action items from last meeting (led by persons named)

a) Evaluations on MyPlan - what 3 best items from evaluations to show (Lowell) (Exhibit 1)

It was decided by the council at the last meeting that course evaluation results, taken in-house by the Office of Educational Assessment, will be shown on the web-based student tool "MyPlan." The council began its assessment of the results to show on MyPlan in order to make decisions regarding the parameters of the data, and the way in which the results will be represented. Course Evaluation forms were projected to the council from the Course Evaluations Website for the purpose of discovering ideal question results to project on MyPlan (Exhibit 1) – because of limitations of online "real estate" described UW-IT to the council, only three questions results can be chosen. Four forms were projected, Form A, Form B, Form C, and Form I.

Wilkes began by noting he felt numbers 1, 2, 23 in Form A are a good place to start. Lowell made the point that the council should decide if they want to combine content in those items to free up more space for additional questions. She explained that combined answers to forms are generally used for reporting purposes. Turner made a point that the council should be mindful of what students will benefit most from seeing on MyPlan. Question arose of if evaluation results are combined across different instructors of the same course. It was reported that currently, all evaluation results are tied to a specific instructor. A member noted that under the overall heading of the course it might make some sense to project an overall rating of the course, however, that process is not common practice currently. Turner made the point that if students are shown an index of combined questions that they are not used to seeing, it might be difficult for them to understand the implications of that number/representation. He added we might be able to consolidate some questions about course and instructor into one question, to better utilize the three questions and show more information. It was noted number 18 on Form B is used on forms A-M, and this heavy usage and might implicate the importance and/or relevance of the question. Question 18 on Form B states: "the amount you learned in the course was."

Lowell on Combined Indexes

The council took interest in what is known as the CEI (Challenge and Engagement Index). Lowell explained that the CEI combines student responses to several form questions relating to how academically challenging students found the course to be and how engaged they were. The CEI is a combination of four items: intellectual challenge, amount of effort to succeed, amount of effort put into the course, and total hours per week spent on a course valuable in advancing education. Lowell noted students are not used to seeing the CEI results, and this fact may throw them off if the CEI is presented on MyPlan. The council concerned showing the CEI as one item on MyPlan. Discussion ensued.

The council began moving on choosing a certain three questions to consider. The questions, presented by Wilkes, were:

- Question 1 – First four questions melded into a single question, from Form B.
- Question 2 – “The amount learned in the course.” Item 18 on Form B.
- Question 3 – Course challenge, represented by the CEI.

Lowell's Suggestions for Results to show on MyPlan

After some discussion on the usage of the above questions, Lowell suggested three or four single (no combination of results) course evaluation results to be shown on MyPlan, instead. All from Form B, they were:

- Question 1 - Course as a whole (#1 on Form B)
- Question 2 – Instructor's effectiveness (#4 on Form B)
- Question 3 - Amount learned (#18 on Form B)

And possibly:

- Question 4 - Intellectual challenge (pending feedback from UW-IT) (#24 on Form B)

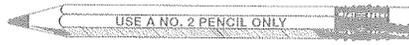
Turner agreed with Lowell that single questions might be ideal, seeing that students may not understand averaged numbers; the council agreed this to be a good point.

Wilkes suggested the council make a motion to approve this set of questions originally put forth by Lowell. Lowell noted UW-IT are on their own schedule for implementing the results on MyPlan. The council then came to a vote.

Turner called to question on the motion to push items 1, 4, 18, and possibly 24 on form B, to UW-IT for graphical representations on the web-based tool MyPlan. The council passed the motion by unanimous vote.

*Lowell noted she will gather feedback from UW-IT on this and return to the council to present options for graphical representations.

Outside remarks from Hailey Badger, ASUW representative



Fill in bubbles darkly and completely.
Erase errors cleanly.

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor
1. The course as a whole was:	<input type="radio"/>					
2. The course content was:	<input type="radio"/>					
3. The instructor's contribution to the course was:	<input type="radio"/>					
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>					
5. Course organization was:	<input type="radio"/>					
6. Sequential presentation of concepts was:	<input type="radio"/>					
7. Explanations by instructor were:	<input type="radio"/>					
8. Instructor's ability to present alternative explanations when needed was:	<input type="radio"/>					
9. Instructor's use of examples and illustrations was:	<input type="radio"/>					
10. Instructor's enhancement of student interest in the material was:	<input type="radio"/>					
11. Student confidence in instructor's knowledge was:	<input type="radio"/>					
12. Instructor's enthusiasm was:	<input type="radio"/>					
13. Clarity of course objectives was:	<input type="radio"/>					
14. Interest level of class sessions was:	<input type="radio"/>					
15. Availability of extra help when needed was:	<input type="radio"/>					
16. Use of class time was:	<input type="radio"/>					
17. Instructor's interest in whether students learned was:	<input type="radio"/>					
18. Amount you learned in the course was:	<input type="radio"/>					
19. Relevance and usefulness of course content were:	<input type="radio"/>					
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>					
21. Reasonableness of assigned work was:	<input type="radio"/>					
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>					

Relative to other college courses you have taken:

	Much Higher	Average	Much Lower		
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17 <input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more		
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17 <input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more		
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit
31. In regard to your academic program, is this course <u>best</u> described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?		

"Sorry I couldn't make it ... I agree that 1, 4, 18, and 24 are good and relevant choices. I'm so excited about the possibility of these results being displayed on MyPlan -- students will love it."

Business is ended on this agenda item.

b) Guide for Tenure and Promotion evaluations - input from Council (Kalikoff)

This item is pending until presenting council member is present (member was absent).

c) Learning Spaces/class scheduling - data on class scheduling vs. student learning (Sugatan)

This item is pending until presenting council member is present (member was absent).

d) Faculty Salary Policy - impact on resources for teaching & learning (Turner)

Turner noted the new Faculty Salary Policy (currently being worked on by members of the Faculty Council on Faculty Affairs) states it will essentially put a "thumb on the scale" of the university budget. He believes, in basic terms, that departments do not need help spending money, but generating resources. He reported this new policy will take away from other operating budgets of the university – and that any auxiliary money should not be centralized in this issue. Nelson noted in response, that the current system which appears to have a lot of flexibility, is based in making retention-based offers to faculty members. In other words, the current salary increase strategy is market-based. This market often responds to professors who perform excellent research in their field, and does not respond as well to professors who demonstrate excellence in their teaching.

Turner reported the online FAQ for the Salary Policy notes that money may come from different budgets to support its implementation, if passed. He noted he is not in favor of removing funds from teaching & learning initiatives, or other initiatives, for implementation of the salary policy. Nelson noted that new revenue is integral in avoiding a transfer of funds between existing budgets in any new initiative. Wilkes summarized that his impression is this new policy will increase the amount of discretionary funds that is placed on faculty salaries. However, one member noted that after the implementation period, the policy should stabilize itself and become increasingly self-sufficient as faculty members retire. Turner noted that even if money is accrued through retirements and other avenues, he would still like to see that money contribute to increasing funding for alternative initiatives at the UW.

Salary Policy Town Hall / Council Reflection

At least one council member and one guest to the council were present at the new Salary Policy Town Hall, which took place on February 4th and was a chance for questions to be posed to a panel of Salary Policy specialists representing varying campus backgrounds; the specialists were present on behalf of varying constituents. Nelson said to the council that, according to the town hall discussion, after the first year of implementation, the policy should be self-sufficient based on retiring faculty. A member asked if any of the panelists saw any negative impacts on teaching & learning if this policy is implemented. It was reported this was, in fact, a question that was asked of the panel. Nelson noted he particularly remembers the conversation moving away from discussion of this question, leaving it unanswered. Nelson also noted the recording of the entire town hall policy is available online for interested individuals. A member noted Provost Ana Mari Cauce mentioned bringing in more lecturers.

Baldasty's Remarks & Clarification Notice from Provost

Jerry Baldasty noted he heard some criticism of the current salary system during the Town Hall and elsewhere. In the past, there have been salary increases around 5 percent, but they have not gone to all

faculty throughout the university. He further explained that retiring faculty members have mostly been replaced by senior faculty members. In other words, the money garnered from retiring faculty has been invested in recruiting new senior faculty members. He explained that a benefit to the new policy is that it tries to put in a series of reviews that will make continued salary increases more feasible after the full professor level, which admittedly is an issue to be tackled. He added there are, in fact, initial implementation costs, as Turner noted throughout this discussion.

Taylor noted he believes there was a fairly great deal of consensus in the Dean's and Chancellor's meeting that a lot of faculty have not even read the new policy, and a lot of its wording is very complex to the point where those who have read it likely do not fully understand it. He noted that because of this limited publicity and limited awareness, the actual involved faculty are making a sizeable decision with a detrimentally broad base of knowledge between them. He believes there are varied levels of understanding to the questions of:

- a) "How we got here" (what factors lead to the need for a salary policy shift)
- b) "What are the implications" (of implementing a new policy)
- c) "If there are any alternatives" (to going through with this particular policy)

Taylor noted that what he heard come out of the Dean and Chancellor's meeting is that it might be beneficial for Provost Ana Mari Cauce to put out a memo that addresses and answers those sorts of questions. He noted it would be beneficial for there to be a broad articulation of the policy, which bolsters a wider range of understanding among all faculty - especially being that a small number of faculty and chairs tried to completely understand the the policy. Turner made it clear he is still curious what effects the policy will have on teaching & learning, and would hope to have this question answered.

Wilkes said he will mention these concerns in his report in the next SEC meeting.

Turner noted he has read the policy more than once and still does not understand what it does, or exactly "what it is." Taylor agreed it does inspire hesitance that many very intelligent people cannot garner a full understanding of the policy after thoroughly reading it.

- e) Merge subcommittees on CTL and Teaching Effectiveness - (McGough)

The committees have merged and will meet for the first time on the 10th of February.

4) Reports from other FCTL Subcommittees

New DL Subcommittee in FCAS / Chair Wilkes on joining efforts

Wilkes noted FCAS has formed a DL (Distance Learning) subcommittee which looks at reporting requirements for DL courses. Wilkes met with chair of the subcommittee David Pengra, and found that the subcommittee has met and defined the questions they are going to be looking into.

Wilkes explained the DL designation is for courses with 50 percent or more online instruction, and was introduced around 2001. These courses would be reviewed by their unit after 3 years, and this review is a one-time review. These courses were labeled DL because there was some concern in 2000/2001, when online instruction was beginning to become significant, that they need to be checked to make sure that standards are being maintained. Moreover, the DL flag was removed on official transcripts because it was felt to be prejudicial on the student's records. This was done in 2007 by FCAS. Some units are claiming the three-year review is an additional burden, and these courses, now, are familiar and widespread enough that standards are naturally up to par.

Wilkes opened up discussion with the council by stating he believes that we do not know enough about the differences between DL courses and normal courses to treat them identically. He believes the extra three-year review is worthwhile. Wilkes pointed out one of the things he was hoping to accomplish this year was working on how to evaluate online courses and traditional courses in a way that is reproducible, consistent, and has a meaningful connection to what might be called evidence-based methods.

Wilkes explained this effort by the FCAS subcommittee overlaps consistently with his and FCTL's own efforts and thus FCTL might suggest that the two councils work together in the subcommittee. He believes that if a joint report was prepared by the two councils it would have a great deal more impact. Wilkes noted he would like to ask the council if it would be good for him to talk Patricia Kramer, Chair of FCAS, about a joint effort. Nana Lowell and Robert Corbett noted they are both attending the subcommittee meetings as well.

Taggart proposed that there be a chair-to-chair discussion between FCTL and FCAS to join efforts in evaluating and reviewing DL courses for effectiveness. The motion passed by unanimous vote of the council.

Corbett noted one of the big questions he wants this initiative to address is if DL courses should be counted in residency requirements.

5) Additional items proposed by members

No additional items were proposed for discussion.

6) Adjourn

Wilkes adjourned the meeting at noon.

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

Present: **Faculty:** David Masuda, Bruce Nelson, Jaime Olavarria, Jennifer Taggart, Dan Turner, Jeffrey Wilkes (chair)
Ex-Officio Representatives: Terry Ann Jankowski, Eldridge Alcantara
President's Designee: Ed Taylor
Guests: Tom Lewis, Nana Lowell, Jerry Baldasty

Absent: **Faculty:** Ellen McGough, Jan Spyridakis, Brenda Zierler
Ex-Officio Representatives: Hailey Badger, Robert Corbett

Exhibits

Exhibit 1 – Course Evaluation, Form B