

University of Washington
Faculty Council on Teaching and Learning
May 1, 2014, 10:30 am – 12:00 pm
Gerberding 142

Meeting Summary:

1. Call to Order
 2. Approval of the Minutes from April 3, 2014
 3. June Meeting
 4. Concern from Faculty Member – Drop in Rating during Switch from Paper to Online Course Evaluations
 5. Innovation Fund Update
 6. FCTL Letter to UW President Regarding Online Learning
 7. FCTL Input into Self Study's 7 Year Teaching and Learning Goals
 8. Adjourn
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1) Call to Order

The meeting was called to order by Chair Allen at 10:35 a.m.

2) Approval of the Minutes from April 3, 2014

The minutes from April 3, 2014 were approved as written.

3) June Meeting

Allen reported that he will not attend the upcoming June meeting. Turner volunteered to serve as acting-chair.

Allen reported on a meeting with Jim Gregory, the co-chair of the online learning task force. Gregory expects the task force to complete their work by the end of the year. However, Allen added that the report will not be completed by the council's final June meeting. Gregory expects the report to outline recommendations for full online degree programs rather than focus on online/hybrid courses for current programs. Two remaining concerns are how to address MOOCs (Massive Open Online Courses) and tri-campus issues.

Allen reported on the search for a new Vice Provost for Educational Outreach (UWEO). There are still discussions on whether a new vision for the role will be developed as part of this search, or if UW will look for an applicant similar to current Vice Provost David Szatmary. Members discussed the entrepreneurial vision of UWEO while at the same time ensuring academic quality. Allen suggested that FCTL can play a future role in ensuring the academic integrity of UWEO's activities. Members discussed the benefits and challenges of online education, including Western Governors University.

4) Concern from Faculty Member – Drop in Rating during Switch from Paper to Online Course Evaluations

Allen reported on an email he received from a faculty member in Earth and Space Sciences regarding their transition to online course evaluations. The faculty member stated that the response rate using traditional paper evaluations was around 80%. However, when the department moved to online evaluations participation dropped to 25% (50% if students were sent a reminder). Additionally, written comments disappear which are very important during the feedback process. Allen stressed that in addition to low participation rates his main concern is that the faculty members reported a drop in evaluation scores. Allen mentioned that this could be due to a variety of reasons, such as a change in the teaching dynamics rather than the shift to online evaluations. However, this is a concern that the council needs to address, especially if online course evaluations becomes more common across campus. Allen suggested that departments move to an “all or nothing” transition to online evaluations to ensure consistency when comparing faculty across the same unit. Members discussed how evaluations are conducted in their own individual departments.

A question was raised about paper reduction efforts and its connection with online course evaluations. Lowell explained that her office provides free online evaluations but charges for paper-based evaluations. A question was raised asking if there are ways to study this trend. Lowell explained that her office will have a lot of time to study the results over the summer and will report back to the council.

Allen discussed a recent article which reports on the increase of student interest in obtaining access to course evaluation data. Lowell received the report earlier today and will be able to provide a more in-depth update on MyPlan and course evaluation data at the June meeting. Lowell has already received feedback from the council regarding the incorporation of course evaluations into MyPlan but would like more feedback on implementation process at the next meeting. Lowell has also reached out to GPSS and ASUW to solicit feedback on student perspectives.

5) Innovation Fund Update

Baldasty reported that the RFP will be sent out in Fall Quarter 2014 and his office is still finalizing the project. Baldasty is looking for a member from FCTL to volunteer on the selection committee starting Fall Quarter. Turner volunteered to serve as a member of the selection committee.

6) FCTL Letter to UW President Regarding Online Learning

Allen reported on the communications between FCTL and the President regarding the administration’s commitment to online and hybrid learning. FCTL has expressed interest in examining UW’s progress over time. Baldasty and Taylor asked for clarification on how FCTL intended to participate in the review of UW’s progress to which Allen suggested monitoring activities and goals. For example, one concern that the President agreed to address is faculty workload but Allen was not aware that anyone has been charged with overseeing this goal. Discussion ensued about whether FCTL is composed in a way to conduct such oversight and the role it must play. Allen reported that Szatmary has hinted there may not be enough financial support to assist faculty. Allen is concerned this will create additional burdens and responsibilities for faculty who are not being adequately supported.

Allen reported that Gregory anticipates a new online degree proposal soon and is concerned about the available resources and support for these new programs. There has been concern that faculty are being forced to respond to these developing trends without the appropriate support or direction from the university. Additionally, there are concerns that staff are not adequately prepared or trained for the emerging technologies.

Discussion ensued about the benefits and challenges of transitioning to hybrid classrooms. UW has been doing lots of work recently to review how technology support can help faculty with their transition. Concern was raised that UW needs to focus more on long-standing, stable funding sources for the infrastructure to support faculty rather than focusing on one-time innovation projects. Baldasty noted that this issue was discussed during the recent “Provost Town Hall”.

Members discussed cross-committee conversations related to complicated questions surrounding faculty support and financial resources for online degrees, such as the recently-approved Early Childhood Family Studies online degree.

Members discussed methods in moving forward with the online learning goals. A suggestion was made to fold the online learning goals into UW 7-Year teaching and learning goals as a possible component of how education will be delivered to future students. A comment was raised that it will inevitable that online learning will become much more prevalent so it is important to ensure that UW is making its long-term plans now. Members discussed the work required to articulate these goals, when to conduct the assessments and when/where to report findings.

7) FCTL Input into Self Study’s 7-Year Teaching and Learning Goals

Baldasty distributed charts detailing UW’s 7-year teaching and learning goals as part of UW’s accreditation report due in 2021 [Exhibit A]. The accreditation criteria will be developed in Year 1, a progress report will be required in Year 3 and a final self-study and campus visit will occur in Year 7. Last year UW was asked to identify major themes for the accreditation review and UW chose teaching and learning as a major theme to focus on. The core UW accreditation team came back together and pulled goals from 2Y2D and other areas to identify the goals for the upcoming accreditation process [Exhibit B]. The team is now in the process of meeting with stakeholders and will begin moving forward sometime around October. Baldasty explained that UW is being very ambitious this year in soliciting feedback on the accreditation process because the team wants to create buy-in for the large cross-campus goals of the university.

Concern was raised about the limited resources to enhance the infrastructure for continuous student support. Discussion moved to how individual units provide support to students. A comment was raised expressing support for Teaching and Learning Goals #9-12. Concern was raised that some of the goals appear to be more “strategies and tactics”, rather than actual outcomes. A comment was raised supporting items #2, 4, 5 and 6 but indicated the other “goals” are not actual desired outcomes, just mechanisms to achieve the outcomes.

A suggestion was raised to address the particular needs for certain student groups, such as athletes and teaching assistants. A comment was raised that the impact of the 30% increase in teaching assistant salaries, while still maintaining the same number of teaching assistants before 2008, will be taking money from other places within schools and colleges. A question was raised about the term “collaborative education”. Baldasty clarified that it refers to interdisciplinary education. A question was raised about item #12 which states “adopts best practices to maximize efficient utilization of remodeled and newly constructed space”. Members discuss the recent construction of new buildings that do not have classrooms and the competition to teach during certain time slots. Baldasty noted that there are constant requests to repurpose classrooms and one particular request is movable furniture.

Members discussed how closely the 7-year goals align with the Husky Experience. Baldasty explained that everything related with the Husky Experience can be fit into item #2 with the notion that the goal is to create a transformative experience for success in a student's life. Members discussed the role of the Center for Teaching and Learning (CTL) and how its services align with the 7-year goals. The goal is to establish a center with a wide vision support the teaching on all three UW campuses and being flexible to move with the needs of faculty.

Members agreed that the council supports this initiative. A comment was raised expressing excitement that the number one priority is to maximize support for student learning.

Baldasty explained that part of the Husky Experience is to help students understand how their studies will impact their future careers, even if their careers are not related to their college studies. Baldasty reported on the drop in enrollment in humanities and social sciences because students are not realizing the connection between their majors and their jobs. Baldasty and his office are now making presentations using several templates that connect student activity with job skills for successful careers. [Exhibits C and D]

8) Adjourn

The meeting was adjourned by Chair Allen at 12:00 p.m.

Minutes by Grayson Court, Faculty Council Support Analyst. gcourt@uw.edu

Present: **Faculty:** Allen (Chair), Olavarria, Spyridakis, Turner, Wilkes
President's Designee: Taylor
Ex-Officio Reps: Corbett, Jankowski, Hugo
Guests: Nana Lowell (Director for Office of Educational Assessment), Christine Sugatan (Faculty Programs for the Center for Teaching and Learning), Jerry Baldasty (Senior Vice Provost for Academic and Student Affairs).

Absent: **Faculty:** Harrison, Masuda, McGough, Nelson, Yeh, Zierler
Ex-Officio Reps: McNerney