

University of Washington Faculty Council on Instructional Quality

Thursday, October 13, 2005

Synopsis:

1. Comments re new Faculty Council structure (Carline)
2. Discussion with representatives of the committee to create a vision for undergraduate education (DeCosmo, Pena)
3. Update on Faculty Conversations Project and other activities
4. SLO legislation
5. Advising recommendations

Chair Jan Carline called the meeting to order at 2:33 p.m.

Comments re new Faculty Council structure (Carline)

Jan Carline explained the new Faculty Council Secretary, Donna Kerr, reviewed the Faculty Handbook. Donna's interpretation led to discussions on improving the way Faculty and Administration work together. President Emmert and Provost Wise appointed administrative designees to each council to strengthen the joint governance relationship.

Discussion with representatives of the committee to create a vision for undergraduate education (DeCosmo, Pena)

Janice DeCosmo and Devon Pena are members of the Provost appointed Committee on Improving the UW Undergraduate Experience. The committee is gathering information from all constituents-students, faculty, staff, librarians, advisers, and will deliver a verbal report to Provost Wise on November 15, written report by November 29. Some questions the subcommittee presented include:

- How do we communicate to students?
- What are our expectations for their growth?
- What should be the attributes of an excellent undergraduate experience at the UW?
- What are the strengths of the current UW experience?
- What are the weaknesses of the current UW experience?
- What are the national best practices, and what models can be adopted for the UW?

Council members provided these comments:

- We should help students think thoughtfully about choosing classes. Ensure their access into classes. A positive attribute is the quantity of different classes, but students don't always know how to find them.
- Attributes of excellence of an undergraduate experience should help students make better choices about how to reach their goals. It should help students know what things are relevant to their goals. What does the UW see as general goals for students? What should the product look like?
- We should have institutional learning goals. Imagine what it is we want students to know when they leave UW. What kinds of experiences-writing, research,

environmental, global should they encounter? WE should have common learning goals like Montana State.

- For service learning, what are the terms of citizenship? What does it mean to act as a responsible adult in society? How do you get credit for that experience? It's more than just an internship; you have to understand the experience.
- What are the expected outcomes? Is the means to the end to participate in a program? Should students focus on the four legislative areas, writing, quantitative reasoning, critical thinking, and information gathering?
- What about student life? Would living/learning community building programs maximize social network and make the student experience richer and more productive?
- There is a community of scholars in Biology. Commuters need a space to congregate as well. A high percentage of students live in the dorm in their first year. We can learn about opportunities for mixing generations or getting faculty connected with student groups.
- Consider using groups around learning task. Foster a notion of needing community scholars to solve problems. Identify institutional goals and incorporate team learning.
- Provide resources/rewards to help faculty achieve goals and make changes.
- Can graduate TA's offer advising? Students list TA's higher than advisers for answering questions.
- It seems this topic needs further study. This committee on improving the UW undergraduate experience will need a huge champion to prevent spinning their wheels.
- Give students expectations; this is what we expect while you are here and in return the institution gives them scaffolding to achieve.
- Cultivate a culture on campus that we support students. The discovery seminar is a good example of building relationships with students and local community.
- The faculty senate is concerned that the committee on improving the UW undergraduate experience was created without input from the faculty senate.

Update on Faculty Conversations Project and other activities

The Faculty Conversations Project was developed by members of the council, led by Susan Kemp, to support knowledge about diversity in the classroom and methods to promote understanding among faculty members. Although it was not funded in the initial round of Diversity projects called for by the office of Minority Affairs, other funding was identified. Planning was for the project was begun over the summer. A report of activities was not available for this meeting.

The committee did not discuss the two remaining agenda items. Committee members should e-mail issues to Jan Carline or Monica Banks for the next agenda.

Present: Carline, Wenderoth, Lowe, Ingebritsen, Martin-Morris, Greenwald, Jacobson, Salehi-Esfahani, Holmes

Absent: McManus, Gillis-Bridges, Mai, Kemp, Kim, Lewis, Trudeau, Kasonic, Lee