

UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON INSTRUCTIONAL QUALITY
THURSDAY, February 12, 2009, 10:30 a.m.-12:00 p.m.
36 Gerberding

Chair Mary Pat Wenderoth called the meeting to order at 10:35 a.m.

Meeting Synopsis:

1. Comments on MyUW teaching tab
 2. Project for best teaching and learning practices
 3. “Let’s Talk Teaching” Table – update
 4. Teaching and Learning Consortium (TLC) – agenda
 5. March 5th meeting – DSS rep to speak
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Chair Wenderoth asked for a motion to approve the minutes from January 29, 2009. A motion was made and seconded. There was one small correction to the minutes requested. The minutes were then approved as amended.

1. Comments on MyUW teaching tab

Wenderoth began by directing a conversation about how to start off the MyUW advisory group. She handed out two sheets, one with the current design of the MyUW Teaching tab and the other with suggested changes that Wenderoth and her colleagues in the Biology department felt would improve the web page. Using her laptop, Wenderoth projected the MyUW welcome page, and asked members what they used most often on it. Wenderoth pointed out the UW e-cards, explaining how she has used them for teaching and learning workshops because they allow people to sign up, and see who else is coming.

Wenderoth next went to her MyUW teaching page, noting that Fang Lin, their guest two weeks ago from MyUW, has already made changes to the webpage based upon their suggestions. For example, she noted that she had asked for a class list with a tab “eliminated file” and it has been created already. She pointed to the drop-down feature of the class side of the page, but the long list of categories on the left. The left side is composed of four main boxes:

- Teaching Logistics
- Teaching Innovation, Improvement, and Assessment
- Tools, Services and Resources
- Rules and Obligations

Wenderoth noted that one of the reasons she made changes to the four boxes was because she saw so many repeated categories. She asked for feedback on the proposed changes. Wayne Jacobson explained how the boxes are not organized as people would come to them with questions. He felt that there are offices named but it isn’t clear what they do in them. He suggested the need for more transparent logic, something that would guide people. Nana Lowell noted that her office had been involved in organizing boxes and that it was a difficult task because of the multiple ways to categorize things; is it an office, or a particular task? She felt that the issue of how to organize it was up for discussion.

Wenderoth explained her logic for organizing the four boxes; how she approaches teaching a class. She asked members for their feedback on her proposed changes to the four boxes. In the box Teaching Logistics she added “academic calendar,” and “time schedule.” John Sahr suggested making it so that all the boxes could be edited. Wenderoth added that there should be a default, because new faculty wouldn’t know what to put in the boxes. She asked members what a default box would look like. Sahr suggested that they could add a FAQ box as a search tool. Wenderoth explained how it is possible to add something to a box, but that you don’t have control over its placement in the box.

They returned to a discussion of what a default box would look like. Lowell suggested default boxes titled, “tasks,” “offices,” and “information.” She described having an “edit” button for teaching logistics with a master list of useful links. Doug Underwood spoke to the need for those “luddites” (like himself), who need a simpler format, with minimal links, that could be personalized for one’s technical abilities and time limits. Wenderoth returned to the idea of a default box because she sees too much listed, and would like to minimize the list to help faculty really get what they need. Deb Raftus suggested consolidating the buttons associated with computer classrooms into one general button, “Catalyst.” Jacobson pointed out how the links in the boxes represent what kind of interaction you’re having with that unit. Lowell added that the links vary in the format and type of services they offer. Underwood noted that he would like more transparent categories with a brief description, so that he is not left to guess or intuit their location. Raftus noted that the Libraries would like to change the category titled “Library Assignments,” to “Library teaching resources,” and update the pages that it links to. She will send the new link to Wenderoth.

Jacobson introduced the idea of using an RSS web feed that allows frequent updates on current events. The council looked at the Libraries Home page under “spotlights,” to see how a web feed format works. Its usefulness was seen in getting information to faculty in a timely way. Wenderoth noted that Janssen had asked last time about getting information on escape routes in the classrooms he uses. She spoke with Roberta Hopkins, Director, Classroom Support Services, who told her that escape routes exist in pdf format, but can’t be posted online because of the potential for their misuse. Wenderoth was told that they try to post them in every classroom. Janssen asked if it was possible to post the information behind a UW password protection. Wenderoth said she will ask Hopkins about it.

2. Project for best teaching and learning practices

Eugene Edgar reported on the project that he and Wenderoth are planning, to highlight and focus on best teaching and learning practices. For spring, they are planning on running a small course, up to 16 students, called “YouTube goes to college.” Scott Macklin will teach students how to do film interviews and the students will be given flip cameras to interview other students about great teachers they had in college. Wenderoth noted that students will be required to create a 3-5 minute YouTube video, and for class, write a 5-6 page paper on what they learned over the year. Students would learn video editing, along with figuring out who they will interview, and how learning might be different for students with different backgrounds. Wenderoth said that Macklin told them how they could potentially grow the idea, and identified the kind of resources available to help students. Members shared ideas on making the project student-centered. Wenderoth noted that students don’t typically talk about learning. She added that the course will begin at a low-production level to start. It was suggested that the course might be

offered every quarter, with the idea to expand the number of faculty involved, and keep the YouTube videos fresh. Namura Nkeze suggested getting a balance of students from different areas of location and study.

3. “Let’s Talk Teaching” Table – update

Wenderoth reported that they had their second “Let’s Talk Teaching” table this month, and that Wednesdays seem to work better than other days. She hopes that over time, by word of mouth, faculty will see it as an informal opportunity to talk about teaching.

4. Teaching and Learning Consortium (TLC) agenda

Wenderoth announced that the Teaching and Learning Consortium (yellow handout) is an informal group of people interested in promoting teaching. The handout listed a series of upcoming workshops and events on teaching. Wenderoth described as a “nice portal,” the teaching at UW website that lists the consortium and their activities, and other resources. Christine Sugatan noted that they are currently working to organize the website into a “one-stop shopping” for faculty.

5. March 5th meeting – DSS rep to speak

Wenderoth reported that for the March meeting she has invited the head of Disabled Student Services to speak to the council about changes seen over the year, and how they are using technology.

Other business:

Wenderoth also contacted the Curriculum Committee to find out about the new course application form, and the learning objections associated with it. She sees the form as way to influence the quality of teaching. Wenderoth asked the committee if they see any changes that would make the process better. She noted that the committee will not be able to meet with FCIQ until spring quarter.

Jacobson announced that CIDR’s Quarterly Forum on Teaching and Learning event with Andrei Straumanis will be held today. Straumanis is a visiting faculty on an NSF grant here to disseminate his teaching model, using his large organic chemistry classes. Wenderoth suggested that they invite him to the teaching table again for faculty who would like follow up.

Wenderoth noted that student representative Phuong Nguyen has agreed to submit a resolution to ASUW in support of the use of photo class lists. Nguyen reported that the ASUW resolution which will go to the committee next week. Nguyen reported that the only reluctance they had was the privacy issue, and that it will be addressed in the resolution. Sahr suggested that instructors should also have their pictures posted as a matter of equity. A discussion began about the idea of having instructor photographs available to students.

Sugatan announced that the UW Teaching Academy will be taking applications to the Collegium on Large Class Instruction, April 2-3, 2009. The two day event will be held at the Center for Urban Horticulture, and will have over 18 topics for workshops and learning sessions. Sugatan noted that it is open to all tenure-track faculty and full-time lecturers who teach large classes.

The meeting was adjourned at 11:45 a.m.

Minutes by Melissa Kane, Faculty Senate, mmkane@u.washington.edu

Present: **Faculty:** Edgar, Janssen, Underwood, Wenderoth (Chair)
President's Designee: Sahr (for Taylor)
Ex Officio Reps: Raftus, Nguyen, Zarelli, Nkeze
Regularly Invited Guests: Lewis, Lowell, Jacobson, Sugatan
Absent: **Faculty:** Allen, Baldasty, Salehi-Esfahani