

**The University of Washington
Faculty Council on Instructional Quality**

The Faculty Council on Instructional Quality met Friday, **January 19, 2001** at 10:30 a.m. in 36 Gerberding. Chair Linda Chalker-Scott presided.

PRESENT: *Professors* Carline, Chalker-Scott, Coutu, Wells. *Ex officio* Bridges, Conquest, Cook, Gilmore, *McCracken, Stromberg. *Special guest* Kim Johnson-Bogart.

ABSENT: *Professors* Bierne, Hoffer, Mulligan, Reinhall, Wiegand. *Ex officio* Evans, *Kyes, Pitre.

Minutes from November 29, 2000 were approved as written.

The council extended its thanks to Recorder Todd Reid for his service to FCIQ for the past year and a half.

February 2001 FCIQ Meeting

To accommodate several council members who would not be able to attend a Feb. 16 FCIQ meeting, the council decided to reschedule the meeting for **Feb. 9 from 10:30 to 12:00 a.m.** Bridges offered to find a meeting room in Mary Gates Hall because 36 Gerberding is not available on that date. Chalker-Scott said she would inform council members of the meeting location.

Lecturer Issues

FCIQ Linda Chalker-Scott reported that she had spoken with Faculty Council on Faculty Affairs Chair Bob Holzworth regarding his councils' work on tenure and promotion of lecturers at the UW. Holzworth advised that FCFA has had a heavy legislative agenda and would address the lecturer issues as soon as possible. Chalker-Scott said she would keep FCIQ informed of FCFA's progress.

Subcommittee Report on the Distinguished Teaching Award (DTA)

Bridges reported that the DTA subcommittee has met with several interested parties and will be meeting with Gary Farris and Marsha Landolt from the Graduate School to see what needs to be done to convert the DTA from a one-time award to a permanent salary increase. Bridges advised that the subcommittee should have a report prepared by the February FCIQ meeting. He also noted that Vice Provost Steven Olswang advised that the DTA proposal may not require UW legislative approval. Conquest added that the subcommittee had also spoken with David Wu, Assistant Dean for Development and External Affairs, regarding finding funds to support the DTA proposal.

The Chair said she would present the subcommittee's recommendations on the DTA at the March SEC meeting.

Report on IAS Norms on the Web--Gillmore

Gillmore advised the council that the IAS web site had received 534 hits from 112 users during the first week of its posting. He also noted that his office (Office of Educational Assessment) had received no calls from users asking "How do I use this web site?" Gillmore described the latter fact as "pretty amazing given the complexity of the web site."

Update on Teaching Web Page

Bridges reported that his office has committed staff to author the teaching web page but he was not sure if the work had commenced. He will find out and report to the council at the next meeting.

Discussion of Service Learning Courses (SLCs) with Kim Johnson-Bogart

Assistant Dean of Undergraduate Education Kim Johnson-Bogart attended today's FCIQ meeting to help answer questions and facilitate discussion regarding Service Learning Courses at the UW--a topic that FCIQ has been deliberating for several months. Johnson-Bogart distributed copies of the Office of Undergraduate Education's annual report, which was prepared by George Bridges. The report addresses many of the questions FCIQ has been asking concerning SLCs. Johnson-Bogart also noted that she and Debra Friedman (Assoc. Provost for Academic Planning) had worked very hard to define what an SLC was, which is included in the annual report, and were trying to move SLCs to a higher institutional priority level. Individual departments are being encouraged to ask, "Is this SLC we are offering in keeping with the goal of SLCs?"

The annual report contained a section on SLC profiles, specifically, a course offered by Vickie Lawson through the Geography department. There are many models for SLCs but the UW likes to think about them as being inside course objectives and the University encourages faculty to offer SLC options in the form of community service projects, research projects, and case studies. Johnson-Bogart said that the Carlson Center supports most SLCs on campus though there are SLCs that operate independently of the Center. She pointed out the Political Science course that was highlighted in the UG Ed's annual report and noted that she had provided links to more detailed information about this particular SLC.

Johnson-Bogart referred to some questions that had been raised in prior FCIQ meetings regarding recognition of faculty who support SLCs and pointed to the Sterling Monroe Fellowships that have been expanded to include faculty recipients. The new faculty fellowship is a year-long award that includes graduate student support to assist faculty involved in SLCs. She noted that FCIQ member Debbie Wiegand from Chemistry was the first recipient of this award. There are also the annual Carlson Center Award for Outstanding Student Service and the Mary Gates Endowment for Outstanding Leadership.

Johnson-Bogart handed out announcements for the fourth annual Undergraduate Research Symposium and advised the council that this year the symposium would include a Carlson Center-sponsored Leadership Fair. She wondered if a similar fair might be coordinated for SLCs? Stromberg asked how the Carlson Center advertised its services on campus because she recalls hearing very little about the Center when she was an undergraduate at the UW. Johnson-Bogart acknowledged that there was a "communication problem" on campus--that students are so inundated with information both during and prior to orientation that services like the ones offered by the Carlson Center often get lost in the shuffle. The Carlson Center relies heavily on academic advisors to spread the word to students and often serves more of a departmental-support role instead of assisting students on a one-to-one basis.

It should be noted that not all SLCs are funneled through the Carlson Center and many courses operate independently of the Center. Johnson-Bogart welcomed any suggestions on how to more effectively advertise SLCs to students. Carline asked what was currently being done to let students know that SLCs are available (aside from academic counselors telling students about them). Johnson-Bogart responded that letters are sent to students prior to orientation and notices of SLC opportunities are posted inside Mary Gates Hall throughout the year.

Wells commented that she recently tried to implement an SLC involving her department (Dental Public Health Services), the Fred Hutchinson Cancer Research Center, and the Department of Social Health Services. Unfortunately, the project came to a standstill and Wells wondered what could be done to jumpstart it? Johnson-Bogart suggested Wells contact Michaelann Jundt (Director of New Student Programs). Wells said she had contacted her several times but had not received a response.

Carline raised another question concerning how best to recognize SLCs--one way would be to note the course on students' transcripts, but is there another way? He added that students would benefit by being able to describe their service-learning experiences to prospective employers or graduate/professional school admissions boards. Johnson-Bogart revealed that "My UW" is helping students define their UW experiences with the new My UW "Mapping" feature. The Center for Career Studies also does a lot of work helping students to convey their university experiences to prospective employers. Carline disclosed that the Medical School has been talking about creating electronic portfolios for students.

Johnson-Bogart said the Office of Undergraduate Education recently received a FIPSE grant (Fund for the Improvement of Postsecondary Education) that allowed the UW to study student involvement in SLCs. The study showed that students who were introduced to SLCs early were more likely to integrate them into their curricula. Of the 300 students who participated in the study, a small percentage took part in a second SLC and only 10 students returned for a third SLC. It was not clear whether some students converted from SLCs to internships, causing the study to lose track of them, or whether the students chose not to take an further SLCs.

Wells asked what the definition of "service" is in the context of academic course credit. Johnson-Bogart said this is a question faculty ask when the design SLCs and that integration of the service component into the regular course is key to defining what "service" is. Faculty make all kinds of adjustments for different student pathways, but the intellectual exchange between SLCs and the regular course content is, again, the key. Sometimes faculty who offer SLCs will vary writing assignments for SLC students while quizzes, lecture attendance, and other course requirements remain the same for SLC and regular students alike. The definition depends on the instructional goals of the faculty.

Chalker-Scott said that she and another faculty member in the School of Forest Resources have been teaching a course with senior graduate-level students in the Landscape Architecture program in conjunction with Garfield High School. This course has no "S" designation and Chalker-Scott wonders how difficult it would be to have the "S" designation applied to the course. It should be easy for faculty to "rubber stamp" an existing course as an SLC but she has a feeling it is not that simple. Several council members asked who determines what constitutes an SLC? The Carlson Center? Johnson-Bogart responded that, as she mentioned earlier, she and Debra Friedman had been working together with Tim Washburn (Dir. of Admissions) to define the SLC criteria, though they have not completed the task yet.

The council suggested that faculty play an integral role in defining what constitutes an SLC and noted that the Faculty Council on Academic Standards implemented the "W" (writing) course designation; was FCAS involved in defining the SLC criteria? Johnson-Bogart said the SLC criteria had not been finalized yet and she would contact Tim Washburn to find out where things stand. Chalker-Scott emphasized that faculty should be involved in all curricular issues--either FCAS or FCIQ. She said she would contact the FCAS Chair to see if he would like to take part in these discussions. The council said it would prefer to devise a set of criteria as opposed to reviewing each individual course.

Referring to the Fourth Annual UW Undergraduate Research Symposium, Cook asked when faculty would receive calls for presentations and papers. Johnson-Bogart said the notices would be sent out in March (the symposium will be May 4, 2001 from 12 noon to 5pm in Mary Gates Hall). Chalker-Scott observed that many students who are interested in service projects do not consider themselves to be "leaders" necessarily and may be put off by the perceived political tone of some "leadership" awards or symposia. Johnson-Bogart said her office views leadership from two angles: leadership doesn't develop in isolation, and, in terms of developing leadership skills, students have to define what leadership means to them. Gillmore submitted that internships often have vocational connotations while service projects often mean "community service."

Carline asked if the Carlson Center handles internships. Johnson-Bogart replied that they do, and they are also a resource for internships not tied to course credit. There were 775 general studies internships last year and, though these internships were often tied to career goals, there were altruistic elements to them as well. Stromberg asked if there could be an undergraduate requirement for SLCs similar to writing course requirements. Chalker-Scott observed that the problem with requiring students to take certain courses means that other courses will have to be sacrificed. Johnson-Bogart said she would prefer to see SLCs be inside students' major course requirements.

Gillmore noted that there is a political value to recognizing these SLCs--they help foster positive relationships between the University and the community. McCracken suggested that FCIQ help faculty determine how to get "S" designations on students' transcripts. *The council agreed and asked Chalker-Scott to invite Tim Washburn or Van Johnson (Assoc. Registrar) to one of the next FCIQ meetings to discuss how to facilitate McCracken's request.* The council said there needs to be a way to "rubber stamp" existing courses with the "S" designation--the process may be stuck at some administrative level and the council needs to find this out before it tries to "reinvent the wheel."

Carline informed the council that applications to the Medical School are screened for public service activity, internships, research projects, and letters of recommendation from those who supervised students in these activities. He said he is amazed by Medical School applicants who have no idea how to articulate these service learning experiences. Johnson-Bogart said the students who apply for Mary Gates scholarships benefit from the essay they are required to write even if they are not selected to be a recipient. The essay forces students to codify their experiences. Gillmore observed that research experiences are often far better documented than service learning experiences.

Meeting adjourned at 11:40 a.m. Minutes by Todd Reid, Recorder.