

University of Washington
Faculty Council on Instructional Quality Annual Report 2007-2008
Mary Pat Wenderoth, Chair

During 2007-08, the Faculty Council on Instructional Quality (FCIQ) addressed the following issues:

Review of the 10-year review process

FCIQ members began an in-depth investigation of the purpose, aims, and outcomes of the current 10-year review process as it is conducted by the Graduate School. At the outset of our work in Autumn quarter, Dean Ortega presented an overview of the current process and FCIQ members outline issues and concerns.

The main issues and concerns included the amount of time each department puts into the review process, the range of quality of reports, the lack of uniformity in reports, how the University administration might help decrease the time burden on departments while increasing report quality, and mechanisms the University might propose to give departments more feedback after the 10-year review process is completed. Is there a way to make the 10-year review process less onerous for departments, more forward looking, and a process that departments welcome rather than avoid?

Nana Lowell from the Office of Educational Assessment offered to work with the Graduate School and all university departments and units to provide a standardized report that each department/unit could receive and that would assist them in the 10-year review process.

At the end of Spring Quarter, Dr. James Anthony, the newly appointed Associate Dean for Academic Programs, spoke to the Council about his current plan to review and assess the 10-year review process. He welcomed FCIQ's input into the process and plans were made to begin work over the summer.

Student photos attached to class lists

In Autumn, FCIQ members were introduced to the concept of the University providing student photos along with class lists. The Registrar, Computing Services, and Office of Information Management indicated that indeed all students do have their photos taken upon entry to the UW and these photos are displayed on their student ID card as well as stored in a UW database.

A review of PAC-10 schools found that half of the schools already provide this service to faculty. FCIQ members were shown a BioPics software program developed by Dave Hurley in the Biology Department that allows students to take their own picture using an Apple computer, and Biology faculty can generate photo class lists using the Biology teaching web site.

Articles on the value of learning student names were run in *the Daily* and *U Week* during the year. FCIQ will continue to work with the Registrar and ASUW to help make student class photos a reality for faculty at the UW.

Support of Scholarship of Teaching and Learning

Once again this year, FCIQ supported the annual Scholarship of Teaching and Learning Symposium. This was the 4th annual symposium, and there were over 40 poster presentations in the HUB Ballroom on the afternoon of May 6, 2008. Provost Wise opened the ceremonies and Dr. Tom Hinckley gave the keynote talk on use of technology to enhance student learning to an audience of about 300 students, faculty and staff.

Ad-hoc Committee on Academic Rigor

An ad-hoc committee was created to address the issue of academic rigor of UW courses. Committee members were drawn from FCAS and FCIQ. The committee began the process of establishing criteria to assess 'academic rigor' and applying those criteria to a systematic review of data from UW courses. The committee will continue this process in 2008-09.

Summer school tuition rates and faculty pay

Members reviewed information concerning the comparison of tuition rates that students pay for summer school versus the academic year. In 2008-09, tuition is \$2,219 for 10-18 credits during the academic year and \$2,088 for 10-18 credits for residents during summer quarter. It was noted that the tuition cost are very comparable yet faculty who teach in the summer are only paid 2 months of salary whereas they are paid 3 months of salary for the same course during the academic year. As many lecturers teach during the summer months this could be a form of rank discrimination. Further information is sought as to why faculty are paid different rates for classes taught during the school year and during summer. This discrepancy will continue to be pursued during the next academic year.

Support of faculty in their teaching and learning mission

FCIQ continued to be a contributing member of the UW Teaching and Learning Consortium (TLC). This year TLC planned 10 teaching and learning workshops to support faculty in further enhancement of their teaching mission. These 3-hour workshops are held on Friday afternoons and covered the following topics: Diversity in the classroom, leading effective small group discussions, use of personal response devices aka "clickers", incorporating undergraduates into your research efforts, using service learning to expand the scope of your classroom, and how to help students build team-work skills.

FUTURE WORK

- Continue review of 10 year review process and its link to student assessment and learning outcomes work.
- Review of the general education requirements: How well do they prepare students for their majors? What are the proposed learning outcomes for these courses? What is the academic rigor of these courses?
- Given the ever-increasing size of the student body and the need for large classes to meet this increasing student demand, are we recruiting faculty who are prepared to teach these classes and what support is the University offering faculty to help them attain teaching and learning excellence in the large class format?