

University of Washington
Faculty Council on Instructional Quality Annual Report 2006-2007
Gerald Baldasty, Chair

During 2006-7, FCIQ addressed the following issues:

1. Coordination of Teaching and Learning

FCIQ members took a leadership role in the creation of the new UW Teaching and Learning Consortium. The Consortium includes FCIQ, UW Teaching Academy, CIDR, UW Catalyst, UW Libraries, OEA, and OMAD representatives. The Consortium met twice monthly throughout 2006-7, and jointly offered 10 workshops (4 in winter, 6 in spring) for faculty.

Workshop topics included: leading discussions, assessment of learning, addressing global issues in the classroom, plagiarism, and other topics. The Consortium continues to meet in summer 2007 and will continue its work in 2007-8.

2. Assessment of student learning.

FCIQ created a report with recommendations on assessment of student learning. The report was submitted to the Senate leadership. The summary said:

We believe that integrating on-going assessment of student learning at the level of the major not only improves teaching and learning in the classroom, but provides the basis for improvement of the major and for a coherent expression of quality of the major. Moreover, because effective assessment relies on delineating what will be measured, any assessment that departments adopt should be based on clearly defined student learning goals at the level of both classroom and department. Therefore, we strongly endorse the Learning Goals Joint Statement submitted by FCIQ and FCAS to the Provost in May, 2004 (attached), and extend this recommendation to further development of both departmental learning goals and assessment plans. We suggest conditions and actions that might be taken to support development of such plans and submit a list of guiding principles.

3. Scholarship of Teaching and Learning.

FCIQ helped promote the annual SOTL conference in spring 2007. The Consortium (see #1 above) is working to focus more attention on SOTL for 2008.

4. Support for faculty and teaching

Currently, the only substantive recognition for teaching on campus is the Distinguished Teaching Award, and there are few recipients each year. Some

faculty (part time task for this committee is to think about ways to recognize and support faculty who are doing superb work in the classroom.

FCIQ took the lead in addressing these issues, and drafted a series of “letters” that chairs could use in recognizing outstanding teaching in their departments. FCIQ representatives presented the materials to the board of deans in spring 2007, and will work with the LCVI leadership team in 2007-8.

Unfinished work in this area includes recognition for part time lecturers.