

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

The Faculty Council on Instructional Quality met Wednesday, **November 29, 2000** at 11:30 a.m. in 36 Gerberding. Chair Linda Chalker-Scott presided.

**PRESENT:** *Faculty* Carline, Chalker-Scott, Coutu, Wells, Wiegand. *Ex officio* Bridges, Conquest, Cook, Evans, Gillmore, Lewis, McCracken, Schulz and Stromberg. *Special guest* Wayne Jacobsen, Center for Instructional Development and Research (CIDR).

**ABSENT:** *Faculty* Bierne, Hoffer, Mulligan, Reinhall, Simpson (excused), Webster, Wheeler. *Ex officio* Kyes, Pitre.

**Minutes from October 11, 2000** approved as written.

**Discussion of Class C Resolution for Distinguished Teaching Award (DTA)**

Carline informed the council that the DTA subcommittee had met with Debra Friedman, David Woo and Steven Olswang about introducing Class C legislation to convert the DTA from a one-time cash award to a permanent salary increase. Class C legislation might not be the best route to go and Carline said the subcommittee had discussed several other options including submitting a proposal to have President McCormick attach an honorific to the DTA, or drafting Class A legislation that would change the *Faculty Code* to make the DTA a permanent salary increase. College-level and University-level endowed chairs for distinguished teaching were other options the DTA subcommittee discussed.

Bridges thanked the subcommittee for all its hard work on the DTA issue and asked if they could submit a packet of recommendations to the President outlining some of the above ideas. Bridges added that the voice of the Senate will be very powerful and will most certainly raise the level of conversation concerning the DTA. The Chair asked when the subcommittee might have this packet of recommendations ready to submit to the President; she would like to get any proposed legislation on the SEC agenda as soon as possible. Carline said the subcommittee could have something ready by late January 2001. The Chair noted that she would have the legislation placed on the SEC's agenda for February.

**Lecturer Issues**

Carline and Coutu asked the Chair if the Faculty Council on Faculty Affairs was looking into the lecturer issues that FCIQ discussed last year. Carline pointed out that only senior lecturers are eligible for teaching awards and that there are other issues surrounding the promotion process from junior to senior lecturer that need to be addressed. The Chair commented that she thought the lecturer issues were on FCFA's agenda for this year, but evidently the FCFA has not had a chance to look at them. Coutu added that, as a lecturer, she would like to know more about the requirements for junior lecturers being promoted to senior lecturers--the process is ambiguous and needs to be better articulated.

Carline observed that there are instances where junior lecturers have taught at the University for 10 to 15 years without being promoted to senior lecturer. The University needs to clarify the route that a lecturer must travel to get from junior to senior lecturer status. The only difference Carline could find in the *Code* between junior and senior lecturers is that senior lecturers are said to possess "special competence" in their teaching area. The Chair said she would email FCFA Chair Bob Holzworth and ask him if FCFA has room on its agenda to deal with lecturer issues.

### **Teaching Web Page**

Bridges informed the council that Mark Alway from Uwired has been working with Wayne Jacobson from CIDR to move the teaching web page forward. Jacobson added that CIDR had just updated its web site and that he and Alway were working toward moving the teaching web page in the same direction as CIDR's. Alway has completed a good deal of the teaching web site already and he and Jacobson are planning to meet early next quarter to wrap up the project.

### **Service Learning Courses (SLC)**

At its last meeting, FCIQ discussed the idea of implementing Service Learning Course that would be designated on students' transcripts by an "S." Wiegand asked what the criteria for gaining credit for an SLC would be and how these courses would be graded. ASUW representative Schulz said he had taken Chemistry 197 last year and that he was required to do a final project, give a presentation, and was given credit for the number of hours he committed to service. Carline asked what value the "S" designation would add to the transcript and wondered who would award the designation. Gillmore replied that the "S" designation could be linked to the need for students to sell themselves to prospective employers. The Chair noted that the "S" designation would most likely be awarded at the college or university level.

Wells submitted that most undergraduate majors allow for some type of service learning courses. Her department offers "S" courses related to public speaking that are modeled after the Medical School's service learning courses. Stromberg suggested that, instead of designating certain "S" courses, the university might integrate the service component into undergraduate education e.g., music students who receive scholarships are asked to do outreach concerts at hospitals and public schools. The Chair said Debra Friedman led her to believe that requiring such courses would mean other courses would have to be taken away. Bridges agreed and added that it becomes tricky when you start talking about changing distribution requirements.

Carline noted that there is a faculty service award--why not a student service award? The Chair said she would contact the Faculty Council on Student Affairs to see if they could look into a student service award. Schulz observed that the UW requires service as part of the undergraduate admissions process--why stop there? He also added that, as a member of the Greek system, he is required to perform six hours of service work per quarter. Cook wondered if there are teaching resources and/or incentives available for implementing these "S" courses. Jacobson replied that the Carlson Center or CIDR might be able to answer those questions. Bridges advised that there are funds available for service learning, though he realizes that startup costs to teachers can be significant.

Jacobson reported that CIDR has several notices posted regarding service learning programs. Departments across campus have creatively woven service learning into many different areas--literature, classics and art as well as science. Wiegand noted that one of the most difficult aspects of service learning courses is making and maintaining community contacts. The Chair suggested establishing a service "presence" by setting a minimum number of hours and offering a reward or at least some recognition for those hours.

Coutu said she liked the comparison of "S" courses with "W" (independent study) courses and that she enjoyed being able to teach students on an individual basis; however, she is concerned that most independent study (IS) courses do not count toward required teaching loads. Bridges agreed that faculty have limited ability to reach students on a one-to-one basis and thinks it is unfortunate that only a few departments give teachers credit for doing independent studies. There must be some way of factoring IS course into faculty course loads. The Chair added that there

needs to be a way to judge teaching loads at merit review time. Coutu noted that her department is inconsistent with how it reviews IS courses.

Evans observed that, traditionally, service is considered at merit and tenure review time, but service seems to have taken third place behind research and teaching. Perhaps there is a way to integrate service into faculty research. Wiegand revealed that receiving the Monroe Fellowship (for Graduate Mentoring) has changed the way her work is perceived at the University--her work is now seen as having some value to the University at large.

Carline said he has never had a clear understanding of what constitutes service and pointed out that, often, only the most visible service is acknowledged while many smaller, less noticeable service projects are not acknowledged at all. Evans agreed that there are many different levels of service: school, community, state, national and international. The Chair asked the council if there was a consensus that an "S" course designation on students' transcripts was a worthwhile endeavor. Cook said she would like to know more about how teachers will be supported and how they will benefit from implementing these service learning courses. Wells reiterated Carline's point that "service" needs to be better defined. Jacobson submitted that the Carlson Center may have guidelines for what constitutes service learning courses.

Schulz said his service learning class went to the Carlson Center and chose from 10 or so projects, which is fine for an undergraduate level course, but, for higher level classes (300-400 level) there should be more involvement by individual professors in creating the courses.

Evans echoed the earlier sentiment that service courses might make a difference to students' prospective employers. Schulz agreed: last year he applied for an internship and his employers were more interested in the service work, awards and interpersonal skills he had listed on his resume than they were in his course work or GPA.

Bridges pointed out that most leadership awards involve a large service component and several council members wondered if the University might modify the Mary Gates Leadership Award to something like the "Mary Gates Leadership in Service Award." McCracken noted that there is a Research Fair held each year--why not a Service Fair? There is space available in the Undergraduate Library to exhibit student service projects. Bridges said he likes the idea of having a "Student Service Week" but worries that such an event might not have a strong humanities presence. Stromberg mentioned a group of students from the humanities who lived on the Yakima Indian reservation for several weeks as part of a service project, and Coutu reported that many Speech Communication students do public speaking outreach work--these two groups of humanities students (and surely there are others) could be present at a Student Service Day.

Gillmore thought the push for more recognition for service might need to be more department-oriented. Maybe the humanities are already doing service learning work but aren't being recognized for it, or perhaps just need some incentive (such as a student service fair) to do service work. The Chair said she would talk to Mary Coney and Debra Friedman to see if there are resources available to do something like a Student Service Fair. She will also bring the issue up at the next Senate Executive Committee meeting.

### **Next FCIQ Meeting**

The next FCIQ meeting is scheduled for next Wednesday, December 6 from 11:30 a.m. to 1:00 p.m. in 36 Gerberding. The Chair asked council members if they felt it necessary to hold the meeting. Bridges said it might be a good idea to meet for at least part of the allotted hour-and-a-half to discuss how the proposed TA strike was affecting instructional quality. Coutu and many

other council members had questions relating to the strike and hoped the administration would have answers next week as the ramifications of the TA work action become more apparent. For example, Coutu wondered if striking graduate students who have tuition exemption are allowed to receive grades. Other council members wondered about the safety of TA's who crossed picket lines. Gillmore said he had heard that faculty were not even supposed to have conversations with graduate students. Bridges suggested getting advice from the faculty senate on all these issues so the council could discuss them at next Wednesday's meeting.

Meeting adjourned at 12:50 p.m.  
Minutes by Todd Reid, Recorder.