

**University of Washington**  
**Faculty Council on Instructional Quality**  
November 16, 2004

**Synopsis:**

1. Report by Christine Ingebritsen on the Student Learning Goals project
2. Access to Student Course Evaluations
3. Discussion of SOTL Showcase

Chair Jan Carline called the meeting to order at 1:30 p.m. The minutes were approved.

**Report by Christine Ingebritsen on the Student Learning Goals project**

Christine Ingebritsen, Associate Dean and Associate Vice Provost from the Office of Undergraduate Education, updated the Council on progress of Student Learning Goals. Formerly known as Student Learning Objectives, Phase I of the project was not as well-received as it might have been, primarily because the approach was a "top-down" effort without much faculty input. Phase II has corrected this by opening the process to encourage faculty and departments to define what they want to see in a set of learning goals – what do they want students to learn by the end of each quarter? In Phase III, a working group will meet in Spring Quarter 2005 to report to the Provost on the progress of a viable set of learning goals. Dean David Hodges has taken full ownership of the project, and has met with George Bridges and with Susan Jeffords.

Ingebritsen said the faculty have transformed the entire process. The Provost has supplied Nana Lowell with money to bring someone on board to map learning goals, and good work has been done in Nursing and in Dance. To meet their accreditation requirements, Engineering did a retreat on core competencies and mapped those competencies to their courses, resulting in their changing their curricula completely. After setting learning goals or core competency requirements, the question becomes "What kinds of assignments do I need to do, in order to get to this goal?"

Learning goals were originally intended to be applied to undergraduate work, but Ingebritsen said they are looking at all of the University's learning goals, including graduate work. Carline commented that, in Medical Education, accreditation requires yearly objectives for each school and each course, and all must relate and connect to specific experiences each student will have in the course of his or her education.

Part of the process, Ingebritsen said, is to help students know what they're getting out of a specific course and out of their education as a whole – critical writing, thinking, etc. Mapping courses of study will enable students to know what courses they need to take to achieve their overall goals.

The working group for Student Learning Goals includes Ingebritsen (chair), Paul Le Pore, Dick Dunn, Cathy Beyer, Betty Schmitz and Rick Roth. They would like to have a student join the group. Garrett Parks, FCIQ's ASUW rep, will consider becoming part of the working group.

Parks asked whether the SLGs can be included in the catalog so students will know what to choose. Ingebritsen wants to see that information in the catalog, on the Web and in class syllabi – the more places it's included, the better. Parks commented that adding SLGs to course descriptions would help students by more clearly stating the goals and expectations of each course.

Ingebritsen would like the working group to come back to FCIQ in mid-February to present their progress, so FCIQ can critique for quality and give guidance and advice. She will raise the question with Susan Jeffords and David Hodges of mapping grad student objectives as well.

### **Computer Access to Student Evaluations of Courses and Faculty**

For a number of years, student evaluations of UW courses have been accessible on the Internet not only to UW faculty, students and staff, but to the entire world. The new union contract between the UW and the UAW-organized Teaching Assistants, however, requires that access by the general public be limited. To comply with the union contract, the course evaluations on the UW Website are now password-protected.

This solution to the union's privacy requirement was referred to the ASUW for discussion and affirmation. ASUW rep Garrett Parks said that ASUW posed the question at several public forums and received positive responses from the students, who support the right to some level of privacy for faculty and teaching assistants with regard to these evaluations. Anyone with a UW NETID, including potential students, can look at the evaluations on the Web. To comply with the public records laws, anyone in the general public may still file a public records request to obtain paper copies of the evaluations of any UW instructor.

Carline proposed the following statement of support for the password-protection measure: "The Faculty Council on Instructional Quality supports the password-protected version of the Web-based course evaluation information, provided that all UW students have access to the information." It was moved, seconded and passed to adopt this statement as the FCIQ position on the matter.

### **Scholarship of Teaching and Learning Innovation Fair**

The Scholarship of Teaching and Learning (SOTL) group is moving ahead with plans for an Innovation Fair that will showcase innovations in teaching. Despite the fact that the UW is a research institution where teaching is not as universally emphasized as it might be, SOTL works on the premise that instructors can approach their teaching as a form of scholarly work.

Carline announced that FCIQ's letter of support for the Innovation Fair was well-received by Susan Jeffords; there is a lot of support for the Fair at higher levels. It is important to keep the event welcoming and inclusive, and to provide space for people to connect and talk about the innovations.

The Innovation Fair is planned for Spring Quarter; possible dates April 12 or April 19, from 2:00 to 5:00 p.m. Possible venues might be the HUB ballroom, Mary Gates Hall Commons with side rooms for presentations, or the Walker Ames room. The format could include posters, informal ten-minute presentations, and space for informal groups to meet and discuss the ideas. Ideally, President Emmert would speak for ten minutes.

The focus of the event will be on faculty rather than on students, with the theme "Innovative things you've done to enhance learning in your classroom." Emphasis would be on how faculty set and evaluate learning goals and reflect on their own teaching. If the event goes well, it might attract development money and be done annually.

Timeline for the Fair should include a general announcement in December followed by an application form in January. Proposals should be due by February 18. Part of the planning will include creating criteria, a review process and awards. Wayne Jacobson, Debbie Hatch, Kimberlee Gillis-Bridges and Carline will all remain involved in the planning process.

The meeting was adjourned at 3:00 p.m. *Minutes by Linda Fullerton, Recorder.*

**Present:** Carline, Gillis-Bridges, Wenderoth, Parks, Jacobson, Lowell, Holmes, Trudeau

**Absent:** Coe, Kim, Mai, Greenwald, Kemp, Bridges, Lewis, Brooks

**Guest:** Christine Ingebritsen, Associate Dean and Associate Vice Provost  
Office of Undergraduate Education