

University Of Washington  
Faculty Council on Teaching and Learning  
10:30 a.m. – 12:00 p.m., March 1, 2012  
142 Gerberding

**Agenda:**

- 1) Call to Order
  - 2) Approval of Minutes from meeting on February 2, 2012
  - 3) Continued Discussion on Classroom Support and Technology
  - 4) Adjournment
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**1) Call to Order**

Discussion began at 10:34 a.m.

**2) Approval of the minutes from the February 2, 2012 meeting**

Approval of the minutes from the February 2<sup>nd</sup> meeting was postponed due to lack of quorum.

**3) Continued Discussion on Classroom Support and Technology**

Chair Jan Carline summarized FCTL activities to impact Classroom Support issues, noting having met with Vice Provost and Dean of Undergraduate Academic Affairs Ed Taylor and Director of Classroom Support Services Roberta Hopkins. Carline is seeking a strategy to secure additional funding for teaching support at Classroom Support Services (CSS).

Two suggestions were made. The first was for Taylor to get the formal support of the Council and pose this question of securing additional funding for CSS to Provost Ana Mari Cauce, framing this as reducing challenges for professors as the University of Washington is one of the best universities in the world. Another approach would be to visualize what a Classroom of the Future would look like. Within the two different approaches there is tension staying on top of current technology while maintaining standardization efforts.

Discussions followed on the short term solution to secure additional funding, prioritizing cost-effective options, such as hiring temporary student assistants. Other strategies mentioned were to require new or remodeled buildings to have classrooms. Another idea expressed was investigating if requirements of major grants require investment in efforts to improve teaching or research, with the example given of the Johnson Hall remodel. The Council considered the best way to frame fundraising efforts, emphasizing the need for a “modern learning environment.” Difficulty was attributed as funds are available funds for technology as one-time expenses, however it requires maintenance and has a shelf-life. Roberta Hopkins noted that there is heavy competition for larger lecture halls in the current budget environment and such constant activity makes it difficult for repairs without interrupting class.

Carline was uncertain of the impact of another FCTL report and suggested the approach conceptualizing how classrooms should support teachers and students in the teaching and learning process. Other perspectives on how to do this were to approach administrators to improve funding, draft a report to document current issues to and consult Deans, Vice Provosts, IT organizations, and faculty groups in order to get an idea about what should be done. Reports on what an ideal classroom may look like have been published by Society for College and University Planning, EduCause and others. Questions arose on the territory of CSS.

Suggested structure of such a report followed:

- A) Driving reasons for funding
- B) Roadmap with General Principles
- C) Gap of what we currently have to what we need
- D) Discussion of short and long-term perspective

The Council was unsure whether it would be appropriate to suggest funding sources to administrators. Carline noted that Special Committee on Planning and Budgeting Chair Gail Stygall would arrive and could discuss this. It was mentioned to not be a good thing to charge departments for classroom usage. Emphasize the difference in strategic planning, between “windfalls” and finding small amounts, to prioritize in different budget scenarios. Council members were requested to provide a list of functionality which they would like to see in the classroom:

See	Response
<ul style="list-style-type: none"> <li>- Working lights</li> <li>- Working Computer</li> <li>- Working Projector</li> <li>- Whiteboards (Mylar or otherwise, to notate and project)</li> </ul>	<ul style="list-style-type: none"> <li>- Clickers</li> <li>- Connectivity for individual laptops to project</li> </ul>
<p>Hear</p> <ul style="list-style-type: none"> <li>- Working microphones</li> <li>- Moveable furniture to allow for flexibility</li> </ul>	<p>Classroom Capture</p> <ul style="list-style-type: none"> <li>- Option to record lecture</li> </ul>
<p>Organize</p> <ul style="list-style-type: none"> <li>- Spatially allow Professor to move around classroom</li> <li>- Allow a large number of students to interaction at the group member (tension was raised between the traditional lecture hall, where students or professors cannot move freely with through the room.</li> <li>- Utilization of TAs during the lecture</li> </ul>	<p>Connectivity:</p> <ul style="list-style-type: none"> <li>- More control of connectivity in the internet, whether more or less</li> <li>- Skype or other conferencing capabilities</li> </ul> <p>Infrastructure / Standardization / Training:</p> <ul style="list-style-type: none"> <li>- Consistency</li> <li>- Control Systems</li> <li>- Safety and responsibility</li> <li>- Support standardization (i.e. faster responses to issues, no need to call to report issue)</li> </ul>

Hopkins noted that the costs for standardization across all rooms would be astronomical, and she suggested focusing on rooms grouped on size, developing desired uniformity in groups. She suggested a two-pronged approach, investigating technology and personnel. Funding for student employees for example is support which can be implemented quickly. From this list, it was suggested to separate what would be required from what would be ideal. Hopkins provided a list of some of the model rooms in North Campus, and can schedule tours of these rooms for the Council.

#### Budget elements:

Carline introduced Gail Stygall, Chair of the Special Committee on Planning and Budgeting. She is here to present on the funding process pertinent to CSS. Stygall emphasized that now is the time to make requests for budget changes, as budget narratives<sup>1</sup> are being submitted for the next year. These are available online at the [Office of Planning and Budgeting](#). Currently though there has been concern expressed for additional funding for Classroom Support Services, no actionable direction has been provided and funding cuts may be smaller than earlier anticipated. Faculty and students have been presenting to SCPB on difficulties within instruction, higher course load, no additional support such as writing and otherwise. Stygall noted personal frustration with technology carts, and noted that additional set up time decreases teaching time. She proposed that FCTL bring the issue SCPB, to pressure for decisions to be made by administration to increase budgets.

Stygall outlined the process for the budget narratives: the Provost will meet with Deans and Vice-Presidents to discuss the narratives, then narratives will be brought back to SCPB where decisions may be made. Thus, a presentation at SCPB may be helpful. In order to make structural changes enduring beyond the budgeting cycle, Stygall suggested Ed Taylor would have to be convinced on ideal classrooms and present this to other administration and budgeting groups, and that this issue would need to be prioritized amongst other spending alternatives. Should this issue gain support from both students and faculty, administration will pay attention to the issues.

Councilmembers debated the most effective ways increase visibility regarding this issue. One idea was to analyze the incident tickets tracked by CSS to necessitate additional funding to the Provost. Hopkins requested that any report should support learning spaces, not solely within CSS jurisdiction. Another idea was for donor money to be allocated to classrooms, which UW Development could provide more information on, such as Connie Kravas. If report is drafted, FCTL can provide it to the SCPB to support arguments for additional funding. Carline will contact someone from Development, requested for Hopkins to provide the profiles of these ideal rooms.

#### **4) Announcements**

Beth Kalikoff, Director of the Center for Teaching and Learning, informed of Teaching and Learning Symposium taking place April 19<sup>th</sup>. Faculty, Instructors, Teaching Assistants, and Educators will be presenting techniques; applications are still welcome and she requested nominations from faculty

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<sup>1</sup> Found at: <http://opb.washington.edu/content/annual-budget-discussions-provost-fy13>

members. Five or six additional topics were added to Learning Communities. Questions were raised on how the discussion from these sessions would be captured and Kalikoff noted that participants can share this via the Center for Teaching and Learning's website, creating a video, co-facilitating another meeting, sharing with faculty colleagues.

Carline mentioned a workshop on hybrid courses which he would send out to the Council members.

### **5) Adjournment**

The meeting was adjourned by Chair Carline at 11:55 a.m.

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*Notes by Jay Freistadt, Faculty Council Support Analyst. [jayf@u.washington.edu](mailto:jayf@u.washington.edu)*

**Present:**           **Faculty:** Carline (Chair), Martin-Morris, Salehi-Esfahani, Olavarria, Masuda, Nelson  
**Ex-Officio Reps:** Smith, Sugatan, Corbett, Hornby,  
**Guests:** Kalikoff, Cara Lane, Campion, Sahr, Stygall, Rod Davis, Tim Batzel

**Absent:**           **Faculty:** Kyes, Yeh, Elkhafaifi, Harrison, Zierler, Wilkes  
**President's Designee:** Taylor  
**Ex Officio Rep:** Wells