

University of Washington
Faculty Council on Teaching and Learning
Meeting Summary
November 7, 2013, 10:30 am – 12:00 pm
Gerberding 142

Meeting Summary:

1. Start of Meeting
 2. Review of the Minutes from October 3, 2013
 3. Chair's Report
 4. Anti-plagiarism Software
 5. Amazon e-Text Initiatives
 6. ASUW's TA Best Practice Guide
 7. UW Canvas
 8. Online Learning and MOOCs
 9. Joint FCAS-FCTL Working Group to Define Courses
 10. End of Meeting
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1) Start of Meeting

The meeting was started by Chair Allen at 10:30a.m. Allen explained that due to lack of quorum the council will not take official action on items discussed today.

2) Review of the Minutes from October 3, 2013

The minutes from October 3, 2013 were not approved due to lack of quorum.

3) Chair's Report

Old Business

Allen discussed FCTL's letter on hybrid learning that was sent to the President last year. The council is still awaiting a reply. However, a joint task force on online education has been created which will likely address the issue allowing FCTL to focus on other items. Co-chairs of the online education task force include Jim Gregory (past Faculty Senate chair) and Betsy Wilson (Dean of University Libraries and Vice-Provost for Digital Initiatives).

New Business

During the recent Senate Executive Committee and Faculty Senate meetings there has been considerable debate on amending the Faculty Code regarding academic freedom. In particular, there has been debate about the language surrounding sanctions. The Provost agrees to the overall intent of the legislation, but concerns have been raised about the impacts on teaching evaluations. The legislation passed its first reading in the Faculty Senate and will eventually be reviewed by the "Code Cops" to polish the language.

4) Anti-plagiarism Software

Tom Lewis (Director for Office of Academic and Collaborative Applications), provided the background on developments with new anti-plagiarism software. At a recent board of deans meeting several deans

expressed interest in having detection software because they already had a contract with the vendor, Turnitin, which led to integrating the software into Canvas. Lewis' office has been working to develop better language that addresses students' rights and responsibilities and recently enabled the use of the program in October. Currently, the program is available for faculty members but it appears that very few professors are using it.

There are several ways that faculty can use the anti-plagiarism program, including but not limited to:

- Run a report after all papers are turned in, then discipline a student if plagiarism is detected
- Run an individual report for each paper, then have a dialogue with a student if plagiarism is detected
- Require students to turn in drafts, then review the revised editions for plagiarism

Lewis explained that there are many ways to utilize the program and it is up to the individual professor to align the software with their teaching. Lewis is interested in receiving feedback from the council to assist the Center for Teaching and Learning (CTL) in crafting best practices in using this software.

A question was raised if a website has been developed that summarizes the benefits and capabilities of the program. At this time there are none but Lewis' office is waiting for language to arrive from the Registrar's Office later this week. The functionality exists but work needs to be done to notify faculty.

A question was raised about student perceptions of anti-plagiarism software. McNerney mentioned that while ASUW has not yet discussed this particular program, this type of software has been available in the high schools and students may already be familiar with it. McNerney will report back to get ASUW's perspective on the topic.

From the UW libraries perspective this program would be useful in pushing students to be more responsible in citing sources. It is possible that students could turn in assignments and receive feedback about proper citation in their reports. A comment was raised that the Writing Center could take on this project in the future.

The approach to rolling out this program could include a discussion about supporting student writing and how technology can play a role. This would be an interesting approach because it would highlight the importance of pedagogy and developing skill sets when crafting assignments. A comment was raised that this software could also capture data on the type of individuals being caught plagiarizing to identify patterns.

In response to Lewis' request for FCTL member assistance in developing a UW policy or identifying best practices for use of the software Jankowski and McNerney volunteered to help.

5) Amazon e-Text Initiatives

Lewis spoke about recent initiatives suggested by Amazon to integrate e-text software with university learning, such as Canvas. Amazon has identified several goals of its initiative, including:

- Simplify book purchases while reducing costs
- Provide a fully-featured e-text experience
- Connect users and software

The software would also be able to collect data on activity to track usage. Lewis' office is currently developing focus groups with Amazon to identify useful ways to utilize learning management systems and invited council members to volunteer. The range of subject matter varies as long as it is in electronic format. A comment was made that faculty in the School of Medicine would be interested.

A question was raised about faculty versus publisher-related content. If faculty uploads their material on Canvas the program will sync those documents with reading devices. Lewis clarified that this would not be limited to just Amazon products. Faculty would have ownership of their material and once the course is complete will be removed. Lewis mentioned that UW's upcoming online degree programs could take advantage of e-text in their course delivery.

6) ASUW's TA Best Practice Guide

ASUW ex-officio member Jeff McNerney discussed a recently-distributed draft report titled "Student Best Practices Guide for UW Teaching Assistants". This draft report was generated last year and ASUW is now working on distributing it to various stakeholder groups for comment. Last Michael Kutz, current ASUW president, had been interested in taking a critical look into teaching assistants (TAs) which led to the creation of a task force to address problems across campus. However, ASUW quickly realized that the problems are not a result of TAs themselves but the limited resources available to TAs to be effective at their jobs.

The report includes a bulleted list of helpful techniques that could enhance the work done by TAs. Techniques include learning student names, attending lectures, sending out material beforehand, and being on time. The report also lists things to avoid as a TA such as choosing favorites, doubting themselves and their knowledge of a subject and withholding solutions to practice problems. The final section includes student stories that provide a range of experiences detailing the negative and positive experiences with TAs.

Discussion ensued. This report would be useful to provide during TA training sessions over the summer, as well as distributing to departments that could forward the report to their TAs. FCSA could also help in distributing the report to faculty and even post it on the council website.

One concern that was commonly raised was international TAs and ASUW has been working with Jerry Baldasty (Senior Vice Provost for Academic and Student Affairs) to provide more resources to these individuals.

ASUW will continue to get feedback on TA best practices and could treat it as a working document as it is revised over time. This may be difficult as there is lots of turnover in ASUW, but it does provide a good starting point to address the outstanding issues.

Discussion moved to summer TA training sessions with the Center for Teaching and Learning. Christine Sugatan (Center for Teaching and Learning) stated that attendance to these training sessions is encouraged but not mandatory. Sugatan mentioned that CTL provides TAs with a lot of information to use and providing this information on their website would be helpful. Early in the year CTL coordinates a big push on TA training. However, as the year goes on there are few opportunities for TAs to receive support from CTL when they are struggling. This is a potential area to build in support services for TAs when they have problems to address. Discussion ensued. There should be places for assistance. Although the services may be obvious for a faculty member, this issue is different for TAs because their

roles are different. For example, filming lecturers works well for faculty but hard to accommodate for TA's because they work in seminars.

7) UW Canvas

Canvas is UW's new learning management system which has been recently rolled out. Allen mentioned that in the School of Law approximately 80% of faculty members are in favor of the new system. Discussion ensued. Members agreed that the new system works but expressed concern that UW is continuously changing learning platforms which negatively impacts faculty. McNerney mentioned that the new system is more intuitive and provides more useful resources. McNerney participated in a pilot of Canvas two years ago and reported that the current system has improved dramatically.

A report from the Office of Educational Assessment was recently generated which summarized work done by student and faculty focus groups. The results were mostly positive and identified a few challenges that need to be addressed. A question was raised about future plans on retiring Catalyst. There are no plans at this time, but UW is waiting to see how cloud-based services impact user experiences.

8) Online Learning and MOOCs

David Szatmary, Vice Provost, UW Educational Outreach, introduced himself and provided an update on recent developments in online learning initiatives around UW. The recently-approved Early Childhood and Family Studies online degree program received 90 applicants in one month after a strong marketing campaign to attract current educators. Faculty members are currently reviewing a new Integrated Social Sciences online degree completion program and UW-Tacoma has recently approved a proposal for an online Criminal Justice degree.

Szatmary provided a background on recent developments with UW MOOCs (Massive Open Online Courses). UW is partnering with Coursera and enrolled 112,000 students in one class last spring and recently developed a partnership with a non-profit provider called edX. The problem with these online offerings is the difficulty to monetize courses: UW has spent approximately \$200,000 on faculty salaries, instructional designers and other expenses for these MOOCs with little return.

Over the years UW has been working collaboratively with peer institutions (Georgia Tech, UC Irvine, Wisconsin) to deliver online certificate programs. Over the summer UW and its partnering institutions were reviewing their portfolios and realized that many were offering MOOCs through Coursera and edX. As a result the group decided to look into developing their own MOOC platform. Szatmary is planning to create a faculty/student working group to provide guidance on how to develop this coordinated effort and asked council members to volunteer. A question was raised asking how this fits in with the online education task force. He will present the idea to that task force at their next meeting.

9) Joint FCAS-FCTL Working Group to Define Courses

Patricia Kramer, chair of the Faculty Council on Academic Standards, discussed a possible joint FCAS-FCTL ad hoc subcommittee dedicated to university courses. Over the last couple years FCAS and the university-level curriculum committee has been addressing a number of issues regarding to the definition of courses and course credit. Kramer is proposing a proactive, joint subcommittee between FCAS and FCTL with the goal to prepare for upcoming problematic issues that require additional scrutiny.

Examples of issues that have been problematic in the past include:

- Contribution by UW instructors through online courses
- Credit hours in online format
- Definitions of courses (MOOCs, non-credit bearing courses)
- Distinction between distance and non-distance courses

A question was raised asking what exactly this subcommittee would do to accomplish its goals. Kramer suggested that the subcommittee would identify the known problems and begin to develop guidelines and policy recommendations. It will be likely this group would be a long standing committee since there will always be issues to address. A question was raised asking if FCAS already addresses these problems. FCAS deals with overall academic standards. While it does not review individual courses, FCAS reviews the creation of new degrees, majors, minor and changes thereof. A comment was raised that there are UW committees that already approve courses. Discussion ensued. Departments have their own curriculum committees that propose changes which are reviewed by each individual school and college. The proposals are then reviewed by the university curriculum committee which is tasked with ensuring all the campuses are following the same set of rules. However, this final committee is not a faculty committee which is why this joint task force of faculty councils should be created. Discussion ensued.

There are several ways this subcommittee could be created, such as creating a subcommittee under FCAS or the Senate Executive Committee (SEC). Kramer reiterated that there has been much concern about the pace of new courses and initiatives coming through FCAS which are raising questions about the quality of new offerings. Due to the quick pace in which programs are being proposed it is likely that something will slip through the cracks, which is why faculty should have a group focused on solutions.

Allen suggested that he will address this issue at the upcoming SEC meeting.

10) End of Meeting

The meeting was adjourned by Chair Allen at 12:00 p.m.

Minutes by Grayson Court, Faculty Council Support Analyst. gcourt@uw.edu

Present: **Faculty:** Allen (Chair), McGough, Nelson, Spyridakis
President's Designee: Taylor
Ex-Officio Reps: Corbett, Jankowski, McNerney
Guests: David Szatmary (Vice Provost – UW Educational Outreac), Tom Lewis (Director for Office of Academic and Collaborative Applications), Nana Lowell, Michael Campion, Chirstine Sugatan, Patricia Kramer

Absent: **Faculty:** Carline, Harrison, Masuda, Olavarria, Schwartz, Turner, Wilkes, Yeh, Zierler
Ex-Officio Reps: none (no GPSS representative has been appointed)