

University of Washington
Faculty Council on Teaching and Learning
March 6, 2014, 10:30 am – 12:00 pm
Gerberding 142

Meeting Summary:

1. Call to Order
 2. Approval of the Minutes from February 6, 2014
 3. Annual Teaching & Learning Symposium
 4. Meeting with Prof. Clarence Spigner (Public Health) Regarding Concerns Surrounding the Achievement Gap
 5. FCTL Role in Supporting 2Y/2D
 6. Availability of Funds for Classroom Upgrades
 7. President's Feb. 25, 2014 Response to FCTL April 18, 2013 Letter
 8. End of Year Report
 9. Draft FCTL Work Plan for 2014-15
 10. Good of the Order
 11. Adjourn
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1) Call to Order

The meeting was called to order by Chair Allen at 10:30 a.m.

2) Approval of the Minutes from February 6, 2014

The minutes from February 6, 2014 were approved as written.

3) Annual Teaching & Learning Symposium

Allen reported on a recent announcement detailing the annual Teaching & Learning Symposium scheduled for April 15, 2014 in the HUB Ballroom (2pm – 4:30pm).

4) Meeting with Prof. Clarence Spigner (Public Health) Regarding Concerns Surrounding the Achievement Gap

Allen reported on a recent meeting with Clarence Spigner (School of Public Health) who approached Senate leadership about the academic gap impacting minority students. Allen met with Spigner last week to better understand his concerns which include the restricted access to the [Instructional Center](#). Spigner was specifically concerned about Asian students who were reportedly denied access because they did not need the additional support and the Instructional Center needs to concentrate on other students. Allen has invited Spigner to attend an upcoming council meeting to discuss the issue in more detail.

A question was raised asking if this is limited to just students in Public Health or the university as a whole. It appears that the concern is related to the larger population of students. Members discussed the request and expressed interest in hearing the concern in more detail. Allen explained that Spigner

spoke with Jack Lee (Chair of the Faculty Senate) and Marcia Killien (Secretary of the Faculty) who advised him to approach this council. Allen explained that Spigner raised concerns about student athletes as well. A comment was raised expressing support for this discussion since UW has a wide range of students as part of its holistic admissions process.

A question was raised asking if the concern is specific to international students or Asian-American students. Allen explained that Spigner was not specific during their discussion. Discussion ensued about accessing the Instructional Center and prioritizing international students. A comment was raised expressing interest in having this discussion but requested more information about the specific concern. If the question is related to data regarding student enrollment and admissions Taylor and Baldasty would be able to provide the requested information.

5) FCTL Role in Supporting 2Y/2D

Allen reported that Wilkes volunteered to assist in the implementation of the UW 2Y/2D initiative and explained that he hopes to have this as a centerpiece of next year's agenda. Baldasty explained that the Provost is currently focusing on student careers with an emphasis on connecting student learning with career goals. Discussion ensued about having faculty involved and providing career advice to students and in helping to give voice to the "Husky Student Experience" initiative.

Baldasty reported that an RFP for the Innovation Fund will be sent out in early April and hopes to have a tentative proposal in a few weeks. Allen encouraged FCTL members to consider assisting with 2Y/2D implementation.

6) Availability of Funds for Classroom Upgrades

A study is currently being conducted to assess classroom space on campus with the help of an outside consulting group. Baldasty's office has made an initial presentation to the Senate Committee on Planning and Budgeting (SCPB) and will provide the final recommendation to the council at a later time. Currently, UW has 306 classrooms on campus with approximately 14 classrooms being renovated each year. A comment was raised that when compared nationally with other R1 institutions UW spends half the amount per year on classroom updates (national average = \$4,500/classroom).

Baldasty explained that the consultant group's report will encourage UW to move on a couple issues. For example, classrooms could be used 50 hours/week with class schedules from 8:30am – 5:30pm. Currently, classrooms are being scheduled 25 hours/week mostly on Mondays, Wednesdays and Thursday. Additionally, the group will likely recommend that UW should adopt more structured time blocks for classes. For example, classes used to be 60 minutes long but now they vary from 50-120 minutes. Due to the odd timing of classes and the lack of efficient use many classrooms are sitting empty for long periods of time. If UW comes to terms with the final recommendations UW would only need 210 classrooms which would dramatically improve the rate of classroom renovations, along with increasing the available budget for upgrades. The consultant group will likely release its recommendations in May or June.

Allen explained that this issue originally came from Jim Fridley (Faculty Legislative Representative) who was approached by faculty members asking about funding for new classroom upgrades. A comment was raised that the consulting groups will likely recommend UW to double or triple funding on an annual basis for classroom renovations.

A comment was raised that there should be a clear description of the process in how decisions are being made. Additionally, it should be clear that departments should be involved at the first level in order to get direct input from faculty. If the group does not have faculty input at the beginning of the process then there will be problems later. A comment was raised that the group already received 600 responses from faculty members as part of its efforts to collect data and feedback. A comment was raised that monthly department meetings with chairs is another effective way at gathering feedback.

A comment was raised that the length of class time is a result of faculty teaching needs, so when reviewing the flexibility of class time the group should also assess teaching quality. A question was raised asking where in the process this evaluation occurs. Baldasty explained that the group has not addressed this issue yet but will come back to the Faculty Senate at a later time. Baldasty went further to say that the group will not propose that one size fits all. For example, the proposal could likely suggest that instead of 34 variations of classroom times UW could use 7. A question was raised asking when exactly the group will provide its final recommendations. Baldasty explained that it depends on how soon the recommendations are finalized and estimated that serious conversations about the findings will occur next academic year.

Allen asked if the council should start working preparation for the recommendations. At this time it would be best to wait until the final recommendations are provided because there is no certainty on where to begin. Baldasty will keep the council up to date with any developments as they arise.

7) President's Feb. 25, 2014 Response to FCTL April 18, 2013 Letter

Members discussed the Presidents response to the council's letter regarding hybrid learning from April 18, 2013. The letter pays a great deal of attention to the council's concerns but still raises the question if enough is being done to provide adequate resources for hybrid learning. The task force on online learning has met several times over the year and is still in the process of collecting data and information. A comment was raised that the resources are always inadequate.

A suggestion was made that the council could take over the task force once it has achieved its initial objectives. Currently, the task force is just developing an understanding about MOOCs (Massive Open Online Courses) and alternative methods of teaching. Once the task force identifies what exactly it wants to achieve it will likely develop suggestions and proposals for the university to adopt. One important issue to address is reallocating resources to the correct areas. At this point there is an understanding that funding will always be limited. However, the university can still address how funding is redistributed to improve the educational delivery of online courses.

A suggestion was raised to assess the administration next year to determine if they have met the goals the President outlined in his letter. Specially, the council could address the following areas:

1. Update on efforts to gather faculty and student assessments and evaluation of the technology that supports these endeavors
2. Supplemental funding for the development of hybrid courses
3. Data on student teaching ratios in hybrid courses and alignment with best practices
4. Finding opportunities to focus on innovations that work for faculty
5. Recognizing work in online courses as part of the promotion and merit review process

A comment was raised that these are measurable goals that members can monitor to ensure the administration is responding to the council's suggestions. Allen will draft a response to the President's letter outlining the 5 goals the council wants to review to ensure progress is being made.

8) End of Year Report

Allen received a request from a member to begin working on the council's annual report to Senate leadership. Allen will review the minutes from previous meetings and asked members to provide suggestions for the report.

9) Draft FCTL Work Plan for 2014-15

Allen discussed the council's work plan for the next academic year since there will be a lot of potential work beginning Fall Quarter 2014. Allen announced that the council agenda will be split to recognize informational items for discussion and agenda items that require action by the council. This will make it clear for members when action is being requested by the council.

Allen discussed recent conversations about a joint subcommittee with the Faculty Council on Academic Standards (FCAS) to address concerns surrounding hybrid learning and online courses. This continues to be an issue which falls between the cracks and Allen suggested that the council may want to revisit its charge as described in the Faculty Code.

Allen asked members to think about issues the council needs to prioritize, including:

- Online learning
- Participation in 2Y/2D
- Relationship with FCAS
- Relationship with Center for Teaching and Learning
- Relationship with the University Curriculum Committee

Allen reported on recent developments with the University Curriculum Committee. FCAS currently has a sitting member and Allen suggested the council might want to consider petitioning to have an FCTL member sit on the committee. Baldasty explained that the University Curriculum Committee is not a committee of the Faculty Senate but an ad hoc committee originally established by the Registrar's Office to ensure consistency in processing paperwork and cataloguing. However, the demand for this committee is much greater than in the past. For example, there are several tri-campus issues that need attention such as having one transcript for all 3 campuses. With students moving back and forth from each campus, and having similar courses on each campus, there have been concerns which are not being directly addressed. This problem is further exacerbated by the growth of online courses at each campus which has become a concern by the task force on online learning. Allen suggested that the university could reconstitute the committee or allow shared membership to better address the pressing issues surrounding university curriculum. Due to the lack of a specific charge another option would be to incorporate the University Curriculum Committee into the Faculty Senate. Allen reiterated that FCAS has been weighing in on this issue for some time and it does not want to deal with this alone.

A question was raised asking how long the task force on online learning will take to develop policies and recommendations. Carline explained the goal is to have recommendations on policy issues completed by

the end of the academic year. The recommendations might also include suggestions for funding online education.

Members discussed how the recommendations would be incorporated with the goals set in UW's accreditation review. A comment was raised that it would be nice to align the accreditation process with the goals of the council. A question was raised asking if there was a connection between curriculum management accreditation and implementation to ensure quality of instruction. Taylor explained that UW's accreditation is not dealing with quality of instruction but it has become a goal that UW has set for itself for the next accreditation period. This may be occurring at the school and college level, but the larger UW accreditation is much broader and does not go into these details. Baldasty suggested that the accreditation task force would benefit from FCTL advice as it vets university level goals for teaching, research and service and requested that FCTL make this an agenda item for its May meeting. Members discussed who to invite to discuss the accreditation process.

Members discussed the role of the Office of Educational Assessment (OEA) and its move to full online course evaluations. A comment was raised about redefining the council's relationship with OEA as it relates closely with the charge of the council. Discussion ensued. There are possible areas of interest and overlap with OEA, as well as the Center for Teaching and Learning (CTL). Lowell explained that the council's recommendations in the past have been useful in order to improve the effectiveness of OEA. For example, this conversation has been very helpful in generating feedback on whether teaching and learning goals should be incorporated into the university accreditation process.

A comment was raised that FCTL could provide input on the Husky Student Experience and combine faculty experiences with student perspectives as part of its branding campaign. In order to tell a compelling story about the inspiring work of UW the campaign could also focus on how teaching improves student experiences and the different ways teaching is conducted across campus. A comment was raised that it is faculty's responsibility to demonstrate to the public what teaching and learning looks like at UW. Additionally, this is important in order to help raise funds towards teaching. A comment was raised that as an R1 institution it is important to incorporate the university's research component and how it improves student learning. Discussion ensued about students and research across campus.

Allen asked members to think about how the council can move beyond conversations when they are outside council meetings. Allen has been reviewing the council's objectives and wants to know how the council can communicate the accomplishments that result from these meetings. A comment was raised that the council is a hub of activity which reviews teaching and learning initiatives across campus. Not only does the council participate with these activities but helps shape the initiatives as they develop over time. One example is UW's recent foray into MOOCs (Massive Open Online Courses) which the committee has provided constructive feedback on how the university should move forward. A comment was raised that this council is where many decisions are made and help craft long-term policies. One example is the Provost's initiative to connect students with career goals and how to merge it with current teaching and learning practices.

A comment was raised that conversations during these meetings allow faculty direct access to administrators who make university-wide decisions. Additionally, members can address specific policy issues and provide feedback for those who are doing the legwork on implementing initiatives across campus.

Allen encouraged members to provide supporting documents to agenda items in order to attract more people to monthly meetings. Allen will work on identifying new potential members for next academic year and asked for any recommendations. In particular Allen is interest in attracting more representatives from the College of Arts and Sciences.

10) Good of the Order

A comment was raised a system should be put in place to identify students who are struggling academically but continue to pursue degrees when they are not being successful. For example, there are situations in which a student will retake courses and continue to fail without the intervention of faculty or staff. While it may be the responsibility of the student, UW could also play a role in intervening early and pointing the student to another field where they can be more successful. This would require the collection of student performance over the course of their individual studies and would mean a major change in UW's assessment of student performance, collection of data, analyzing information, identifying programs and creating solutions.

11) Adjourn

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), Carline, McGough, Nelson, Olavarria, Turner, Wilkes
President's Designee: Taylor
Ex-Officio Reps: Jankowski, Hugo
Guests: Nana Lowell (Director for Office of Educational Assessment), Jerry Baldasty (Senior Vice Provost for Academic and Student Affairs)

Absent: **Faculty:** Harrison, Masuda, Schwartz, Spyridakis, Yeh, Zierler
Ex-Officio Reps: Corbett, McNerney