

**University of Washington
Faculty Council on Teaching and Learning**

June 4, 2020

10:30 a.m. – 12:00 p.m.

Zoom

Meeting Synopsis:

1. Call to order
2. Review of the minutes from May 7, 2020
3. Announcements/Check-in
4. Karin Roberts (discussion of changes to Canvas)
5. Council Discussion: Conceptualizing FCTL's work for next year (what do we need to/want to take on, and how to attack it!)
 - a. Business to pick back up and complete (Class B/C that was dropped, course/teaching evaluations, etc.)
 - b. The issue of balancing privacy with honor & fidelity (Proctorio)
 - c. Defining and operationalizing "Reasonable Accommodation" for both students and faculty
- d. Ideas/Suggestions/Proposals of issues, topics, challenges for FCTL to take on?
6. Good of the Order
7. Adjourn

1. Call to order

The meeting was called to order at 10:32 a.m.

2. Review of the minutes from May 7, 2020

The minutes from May 7, 2020 were approved as written.

3. Mid-Quarter Course Evaluations Update – Tom Lewis and Sean Gehrke

Tom Lewis and Sean Gehrke gave an update on the open-ended comments from mid-quarter course evaluations, Spring Quarter 2019-20. (Exhibit 1). It was noted in the last 2 months that Panopto has had more hours viewed and recorded than in a typical year.

A member asked for clarification on the participation percentages. The response rate was about 16-17% from all campuses, and 12% of that came from the Seattle campus. Similar findings were found from UW Bothell and UW Tacoma but data from this presentation comes from UW Seattle. There will not be a formal report from this information, but it will be shared with senate leadership. A member requested this presentation to be sent to deans or other faculty.

Another council member asked for clarification on zoom breakout rooms as a form of effective

engagement. Students often do not like rooms, as conversation does not flow efficiently without cameras. Gehrke and Lewis noted that effectiveness is heavily based on the expectations set by instructors.

A member asked about identifying data based on academic discipline but separating by department or course type leads to difficulties in anonymity.

This will be shared again in the Fall and they expect usage rates to increase.

4. Karin Roberts (discussion of changes to Canvas)

Karin Roberts shared a presentation (Exhibit 2) on Canvas LMS Policy Transitions & Data Retention Implementation.

A member asked for clarification on what kind of former students, employees, or retirees would lose access to Canvas (Exhibit 2, Slide 3). Specifically, retired employees would lose access but not current faculty who were former students.

Members mentioned that notifications such as email, canvas, and MyUW banners would assist in capturing instructor attention of this permanent course deletion. Emeritus faculty who do not utilize their online UW services might prefer physical mail. Advisors with multiple channels of contact information would be valuable to utilize.

5. Council Discussion: Conceptualizing FCTL's work for next year (what do we need to/want to take on, and how to attack it!)

- a. Business to pick back up and complete (Class B/C that was dropped, course/teaching evaluations, etc.)**
- b. The issue of balancing privacy with honor & fidelity (Proctorio)**
- c. Defining and operationalizing "Reasonable Accommodation" for both students and faculty**
- d. Ideas/Suggestions/Proposals of issues, topics, challenges for FCTL to take on?**

Chair Halverson asked the council to discuss topics of interest for the next year.

The council previously worked on legislation to purchase campus-wide zoom license prior to COVID-19. Immediate actions by UW allowed for the purchase of a zoom license thus the council no longer needs to address this. Another council member mentioned the continuation of Class B legislation on fee-based courses. The council would like to address this immediately upon Autumn quarter start with the faculty senate.

It was noted that Proctorio issues around privacy will be addressed next year. Akeyo mentioned that students are also dissatisfied with ProctorU. They would also like to address lecture capture. Another topic of interest is investigating how courses will be developed on the UW time schedule. This could allow students to pick and choose courses based on the instructor approach (online/hybrid/etc). Akeyo noted that GPSS, although currently not having a FCTL representative, should have a voice in these discussions. They encouraged reaching out to GPSS for a delegate.

FCTL will continue to discuss issues around reasonable religious accommodations for UW students and consider a written policy.

A member suggested a focus on undergraduate student counseling, specifically the stressors of online learning and mental health. This includes the implications of asynchronous teaching and how they are reviewed. FCTL might meet with the FCSA Mental Health Task Force for additional information.

Additional issues brought up included faculty resources for online teaching. Chair Halverson inquired about faculty surveys on stressors and mental health support. A member noted the lack of communication and support to faculty on S/NS in grading. Akeyo asked faculty what their capacity looks like and members noted that their workload has greatly increased, particularly in working to address individual accommodation while online. The Center for Teaching and Learning provides resources for faculty desiring support for teaching online (<https://www.washington.edu/teaching/programs/teaching-remotely-pop-up-series/>) and they encouraged the council to spread this information to colleagues.

Gehrke noted the climate survey is currently available and their office will be working during the summer to produce college level reports. This report will cover some issues related to teaching and learning. FCTL will spend time next year to address these assessments. A member noted their desire to include more specification when using data for or from each of the campuses. Chair Halverson encouraged the council to recruit UW Tacoma faculty to join FCTL.

The Chair questioned the council on continuing work through subcommittees. A member noted that issues will change in importance throughout the year thus ad hoc groups would be preferred.

Chair Halverson will work with the faculty senate to address these topics in the next FCTL charge letter.

6. Good of the Order

Nothing was stated.

7. Adjourn

The meeting was adjourned at 12:00 p.m.

Minutes by Alexandra Portillo, xanport@uw.edu, council analyst

Present: **Faculty Code Section 21-61 A:** Thomas Halverson (chair), Timea Tihanyi, Kristin Gustafson, Lynn Dietrich, Fred Bookstein, Kathleen Peterson
Faculty Code Section 21-61 B: Judith Howard, Deepa Banerjee, Kat Eli, Alece Stancin
President's designee: LeAnne Jones Wiles

Guests: Katie Malcolm, Sean Gehrke, Briana Randall, Gayle Tucker, Tom Lewis

Absent: **Faculty Code Section 21-61 A:** Sri Devi Duvvuri, Kimberlee Gillis-Bridges
Faculty Code Section 21-61 B: Leyla Salmassi

Exhibits

Exhibit 1- Mid-quarter_course-eval_analysis.pdf

Exhibit 2- Canvas-CAPDAT-slides for CTL06042020.pdf

Analysis of mid-quarter evaluations

Office of Educational Assessment
UW Information Technology

Survey items and approaches

Survey items analyzed

- (1) What is helping you to learn in this course?
- (2) What is hindering your learning in this course?
- (3) What can your instructor do to improve your learning in this course?

Approaches

- Inductive process of constant comparison to identify themes (OEA)
 - 500 randomly selected responses
- Topic modeling (Latent Dirichlet Allocation) to identify common topics (UW-IT)
 - Analyzed complete data set

Sample

- Courses with fewer than seven student responses were excluded
- Themes across the three campuses were indistinguishable
- This presentation includes responses from the Seattle campus

Question	Total Responses	Number of Courses	Avg N of responses per Course	Avg N of words per response
What is helping you to learn in this course?	11420	534	21.39	16.67
What is hindering your learning in this course?	10561	502	21.04	24.5
What can your instructor do to improve your learning in this course?	9860	477	20.67	24.82
Total	31841	1513	21.04	21.79

What is helping you to learn in this course?

Three topics/themes were identified in both analyses

1. Instructor ability to provide sufficient course material and resources
 - Students mentioned worksheets, office hours, example problems/exams, textbooks
2. Available lecture material and course interaction
 - Ability to view organized and engaging videos, recordings, readings weekly
3. Group work
 - Students mention group discussions, breakout rooms/ groups, guest speakers, group projects

What is helping you to learn in this course?

Additional themes identified in the qualitative analysis were:

1. Overall course organization/expectations
 - syllabus, access to course materials, Canvas
2. Assessments
 - homework assignments, quizzes, tests
3. Class discussions
4. Instructor engagement and flexibility

What is helping you to learn in this course?

One-third of respondents in the qualitative analysis mentioned an **aspect of the course specific to online learning**. The most frequent responses were:

- Convenience of recorded lectures (e.g., Panopto, Zoom)
- Additional online resources provided or recommended (e.g., YouTube, Khan Academy)
- Breakout rooms/online study groups
- Online format (e.g., class adapted well, like to work at own pace)
- Online office hours/online meeting with professors
- Online discussion boards (e.g., Piazza, Slack)

What is helping you to learn in this course?

"The lectures are easy to follow and I like that the problem sets require me to really think about what I learned and how to apply that to actual problems. It helps the information stick with me better."

"Attending the lectures and reading the course material is helpful in learning about the material."

"The clearly laid out syllabus and the lectures."

"Organized modules for each week and consistent lab due dates."

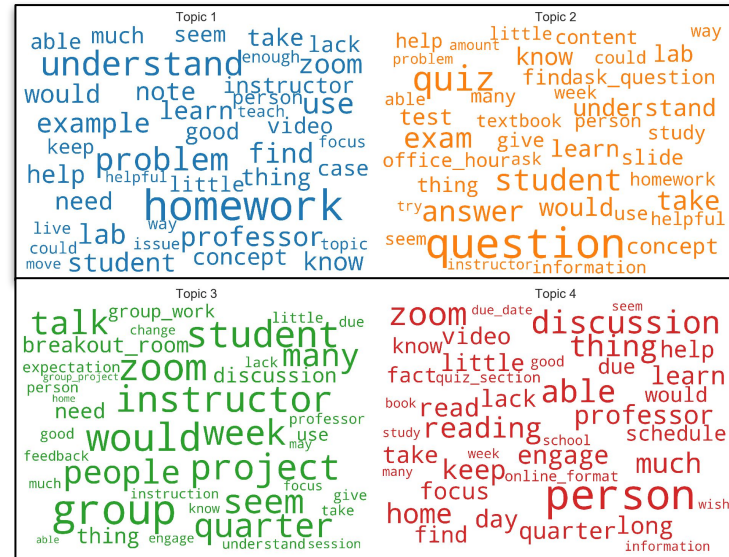
"Clear link between lectures and assignments. Clear expectations."

"The instructor uploads his notes and Powerpoints shortly after each class, which is a good reference for me."

What is hindering your learning in this course?

Five topics identified; topics 1-4 are most important

- Topic pairs 1 & 2 focus on **course content & instructor interaction**
- Topic pairs 3 & 4 focus on **personal issues & peer interaction**
- Terms that occur often within all topics include: zoom, canvas, talk, amount, understand, overwhelm, engage



What is hindering your learning in this course?

Qualitative findings echo the topic modeling results and identified additional themes:

- One-quarter of respondents mentioned issues surrounding **course structure and organization** broadly defined. Respondents commented on **course pace, lecture length, grading, and expectations**
- Around 15% of respondents mentioned **course content including challenging material, unclear explanations, and excessive workload**
- Approximately 20% of respondents explained that they **prefer in-person learning**, noting that they generally find online courses **less engaging and harder to focus on**

What is hindering your learning in this course?

In addition to a **general preference for in-person learning**, around 20% of respondents also commented on the **following aspects of online learning as hindrances to their learning**:

- Issues with technology (e.g., internet speed, insufficient hardware, poor recordings)
- Feelings of disconnect with classmates and/or professors
- Limitations of online discussion (e.g., unnatural conversation, hard to ask questions, hear other students)
- Studios/labs/field experience not as effective
- Breakout groups are ineffective (e.g., students don't participate, hard to communicate)
- Currently residing in different time zone

What is hindering your learning in this course?

"Online learning, the lectures are not entirely beneficial given that they rarely go through examples and when they do go over examples it takes up a lot of time to go over only one. "

"Lack of motivation, inability to communicate with my team as often as needed, miscommunication because of shortened meet times... feeling like I can not do enough, no class life balance, long hours of screen time causing sleep problems, and (instructors) adding to the difficulty."

"Setting up these sessions outside of class hours is also more difficult as we do not have a physical space where this would have happened more naturally... this used to happen all the time with instructors as well as peers in the studio and significantly helped improve the learning process."

"The workload for this course is significant between reading load, case analysis, discussion boards and memos. This leads to some weeks I'm picking and choosing what I can realistically get done."

"I generally work better when I am around other people who are also working, so being isolated from my general friend and study groups has made my motivation much lower than it normally is."

What can your instructor do to improve your learning in this course?

Additional five topics related to online learning

- Reduce the use of breakout rooms
- Demonstrate problems step-by-step and slow the pace
- Additional office hours and more active email communication
- Recording of the lectures
- Greater flexibility with grades and due dates

Key takeaways

What is helping learning

1. Courses that are well-organized with clear expectations, and provide high-quality assessments, example problems and exams
2. The convenience of recorded lectures, additional online resources (YouTube, Khan Academy), and breakout rooms/online study groups
3. Instructors' passion for the material as well as their understanding and flexibility during the pandemic and transition to online learning
4. Interactions with the instructor and classmates, group projects, group discussions, breakout rooms/ groups, guest speakers

Key takeaways

What is hindering learning?

1. Course structure/organization including course pace, lecture length, grading, and expectations
2. Course content, subject matter, unclear explanations, and high workload
3. Aspects of online learning: issues with technology, feelings of disconnect between classmates and/or professors, limitations of online class discussion, ineffective breakout groups, and difficulty to engage and focus
4. An increase in stress and anxiety as a result of the pandemic, leading to difficulty focusing on schoolwork

Key takeaways

What can your instructor do to improve your learning?

Responses closely resembled responses to *“What is helping you to learn in this course?”*

1. Demonstrate problems step-by-step and slow the pace
2. Additional office hours and more active email communication
3. Recording of the lectures
4. Greater flexibility with grades and due dates
5. Additional material to enrich their learning, such as practice problems and exams, homework walkthroughs, more notes on slides and key concepts

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Canvas LMS Policy Transition & Data Retention Implementation

FCTL Meeting June 4, 2020

Project Manager: Gayle Tucker / Project Lead: Karin Roberts



INFORMATION TECHNOLOGY

UNIVERSITY *of* WASHINGTON

Canvas LMS Policy Transition & Data Retention Implementation – ‘CAPDAT’

The “CAPDAT” project addresses long-standing risks in operation of the Canvas learning management system. The work falls into three main efforts:

1) Authorization policy transition:

- define which members of the UW community should have access to Canvas, and when access ends;
- implement Canvas authorization policy with subscription and conditional sign in
- retire Gmail account access and transition to sponsored netID accounts
- add Canvas service to Provisioning Request Tool for manual provisioning

2) Implement data retention policy

- communicate with faculty about course deletion
- coordinate deletion with vendor

3) Require multi-factor authorization for those in administrative role.

1) Authorization Policy Transition

- > Current state: Current or former students, faculty, or employees can access Canvas, and any courses in which they are enrolled.
- > Future state: Access to the Canvas LMS aligned with other UW computing services for employees and affiliates
 - Employees and retirees lose access to Canvas two pay periods after separation (not permitted at sign-in)
 - Employees who are former students will have course enrollments concluded on separation (permitted sign-in, but no longer have access to courses as teacher, designer, etc.)
- > Former students continue to have access to Canvas.

1) Authorization Policy Changes - Continued

- > Timeline for policy change – Oct 20th, 2020

- > Authorized users have automatic subscription to Canvas and can sign in
 - Current and former students, faculty, current employees, current contingent employees, FHCRC employees, SSCCA employees
 - Access for WWAMI employees managed by School of Medicine

- > Unauthorized users receive a custom error message

- > Personal UW NetID accounts that are not automatically authorized can be provisioned for access to Canvas through the PRT

Your Feedback

- > Questions or concerns? What are we missing?
- > Communications
 - Who needs to know about the coming transition in authorization policy?

2) Canvas Course Deletion

A course and all of its content and associated data will be flagged for deletion five years after the end of the academic year (June of each year). These flagged items will be deleted within six months of this point per UW Canvas data deletion processes. Data items that Participants have contributed to a course, such as discussion posts and uploaded files, will be deleted when a course is deleted.

Deleting is the easy part.



Proposed Course Deletion Timing

- > **2012-2015 backlog of courses >5 years old**
 - > Notify during Summer 2020 and Autumn 2020
 - > Delete courses Feb 1, 2021

- > **Ongoing Course Deletion Rhythm**
 - > Monthly notification March, April, May
 - > Final reminder June 1-15
 - > Courses deleted after July 1st.

Your Help - Communication Planning

- > to whom (instructors on the course, department chairs?)
- > How (is email adequate)
- > Frequency (monthly)
- > How much advance notice is needed? (3 months)
- > What do faculty need to know or do?

Questions

Q & A

