

University of Washington
Faculty Council on Teaching and Learning
February 14, 2019
10:30am – 12:00pm
Mary Gates Hall 224

Meeting Synopsis

1. Call to order
 2. Review of the minutes from January 10, 2019
 3. Announcements
 4. Discussion: Utilizing lecture capture technologies – Brittany Bishop and Ashley D’Ambrosio
 5. Subcommittee reports
 - a. *Goals and Principles of Learning Analytics at the UW*
 - b. *Diversity and Equity Informed Pedagogies*
 - c. *Evaluation of Instruction for Improvement of Teaching: Course Evaluations*
 - d. *Educational Policies/Procedures around Teaching and Learning*
 6. Plenary discussion about prioritization of FCTL initiatives
 7. Good of the order
 8. Adjourn
-

1. Call to order

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

2. Review of the minutes from January 10, 2019

The minutes from January 10, 2019 were approved as written.

3. Announcements

Amanda Hornby announced that the UW Library is – Equity Reads: <https://tinyurl.com/equityreads>

Ellen McGough announced that she has resigned from the council

Jason Johnson could not attend the council meeting, but provided Halverson, the chair, with updates regarding the course evaluation task force. The Council Analyst further informed the council that the task force was still a priority for the Faculty Senate Leadership. Their goal is to reach out to task force members by the end of the quarter.

Halverson raised questions around snow days and policy around making up classes. Katie Malcolm shared that the Center for Teaching and Learning wrote guidelines for how instructors could provide additional instruction: [Teaching and Learning on snow days](#)

Members discussed possible best practices and expressed a desire for shared language for the University. Another member shared that using Zoom is a good option, but if you do not have a paid account the session only lasts 30 to 40 minutes. Tom Lewis shared that instructors may go through their

department or school to receive a pro-account. However, Lewis also noted that it may be worth it to write to Aaron Powell, Vice President for UW IT and CIO, to purchase a site license for an upgraded account rather than paying for individual accounts. The chair will write to Powell and report back to the council.

4. Discussion: Utilizing lecture capture technologies – Brittany Bishop and Ashley D’Ambrosio

Brittany Bishop and Ashley D’Ambrosio presented an ASUW and GPSS resolution to expand lecture capture (Panopto) at the University (Exhibit 1).

A member asked if Panopto captured active learning. A member responded that student questions would only record if there were microphones installed in the classroom. Another member asked if students were less likely to attend. A member responded that there is a slight decrease in attendance, but not a significant dip. A member asked about potential intellectual property violations. A member responded that instructors have the authority to prevent lectures from being downloaded.

5. Plenary discussion about prioritization of FCTL initiatives

A member asked that Rankin and Associates updates be reported to the council as they become available (standing agenda item).

6. Subcommittee reports

a. *Goals and Principles of Learning Analytics at the UW*

- i. Student privacy guidelines and principles are coming. There are some predictive analytics that are not yet available, but the subcommittee will disseminate information as it becomes available.

b. *Diversity and Equity Informed Pedagogies*

- i. Corresponded with Office of Diversity and Minority Affairs who recommended connecting with Jason Johnson about adding questions to Student Experience in the Research Universities. They are looking to add on to surveys that already exist rather than creating a new project.

c. *Evaluation of Instruction for Improvement of Teaching: Course Evaluations*

- i. See Timea’s notes (Exhibit 2)

d. *Educational Policies/Procedures around Teaching and Learning*

- i. Sending a survey to teaching faculty which asks questions accommodations during finals.

7. Good of the order

Nothing was stated.

8. Adjourn

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

Minutes by Lauren Hatchett, lehatch@uw.edu, council analyst

Present: **Faculty:** Mark Zachry, Thomas Halverson (chair), David Goldstein, Fred Bookstein, Timea Tihanyi,
Ex-officio reps: Judith Howard, Angelia Miranda, Amanda Hornby
President's designee: LeAnne Jones Wiles
Guests: Jason Johnson, Katie Malcolm, Tom Lewis

Absent: **Faculty:** Kathleen Peterson, Amy Howells, David Masuda, Ellen McGough, Laurianne Mullinax, Sri Devi Duvvuri
Ex-officio reps: N/A

Exhibits

Exhibit 1 – #DistanceLearningNow.pdf

Exhibit 2 – FCTLSubcommittee_StudentCourseEvals_report_Feb2019.pdf

#DistanceLearningNow

Distance Learning Integration through Lecture Capture

Introductions

Exhibit 1



Brittany Bishop
GPSS Senator

- 4th Year PhD Student, Chemical Engineering
- Passionate about student equity, diversity, and accessibility on campus



Ashley D'Ambrosio
Director, ASUW Student Disability Commission

- Senior, Disability Studies
- Minors in Education Learning and Society & Diversity
- Disabled, Chronically Ill, Mentally Ill/Mad
Identifying Student with Attendance-Impacting Disabilities

Lecture Capture: Expanding Panopto

Student Impact

Understanding the Need for Lecture Capture

Students Impacted:

- Students with Disabilities
- Student Parents
- Commuter Students
- ESL Students
- Working Students
- Students who frequently get sick

How This Improves Access:

- Allows students to engage with lecture material in the event of their absence
- Allows students who have day-time jobs to engage in programs they might otherwise struggle to access
- Allows students who need to review material covered in class, as frequently as necessary

Student Testimonials: Disabled Students

“Through resources such as Panopto, **I can keep up with the material being presented in class even when my disability gets on the way for me to make it to class on time or even when absent.** By having a recording video on file, I can be on the same pace as everyone and review stuff that may have difficult for me to process at the time these were being taught during the lecture.”

Student Testimonials: Disabled Students

“It is an invaluable tool for me because I can review in-class lectures with slide presentations and student questions/comments several times. This helps me understand the lecture content because my auditory comprehension and processing is in the 2nd and 3rd percentiles. **I understand so much more when I can go back over the lectures 3 and 4 times.**”

Student Testimonials: Disabled Students

“It allows me to focus on my health and wellness when my disability is acting up. **It allowed me to go to eating disorder treatment** and medical appointments and therapy when it was necessary.”

“Fewer than 35% of students with disabilities who enroll in a four-year college or university graduate within eight years.”

For Students with Psychiatric Disabilities, that number is only 14%.

Student Testimonials: Commuter Students

“Having the opportunity to watch a panopto recording, or at least lecture slides, would alleviate a large amount of stress in my day-to-day class experience. As a commuter student who was commuting from Snohomish for my freshman and sophomore years, **there were times that major bus delays would make me miss upwards of half of an entire class.**

Loss of participation points aside, I would also miss a lot of valuable class content. Obviously, my professor also has no influence on whether my bus is late or not, but having the routine practices in place to allow me to watch that missed course content would be an invaluable benefit to my experiences as a student.”

Lecture Capture Currently

Exhibit 1



~6 recording devices

- ★ Automated or automated with AV
- ★ Only AV

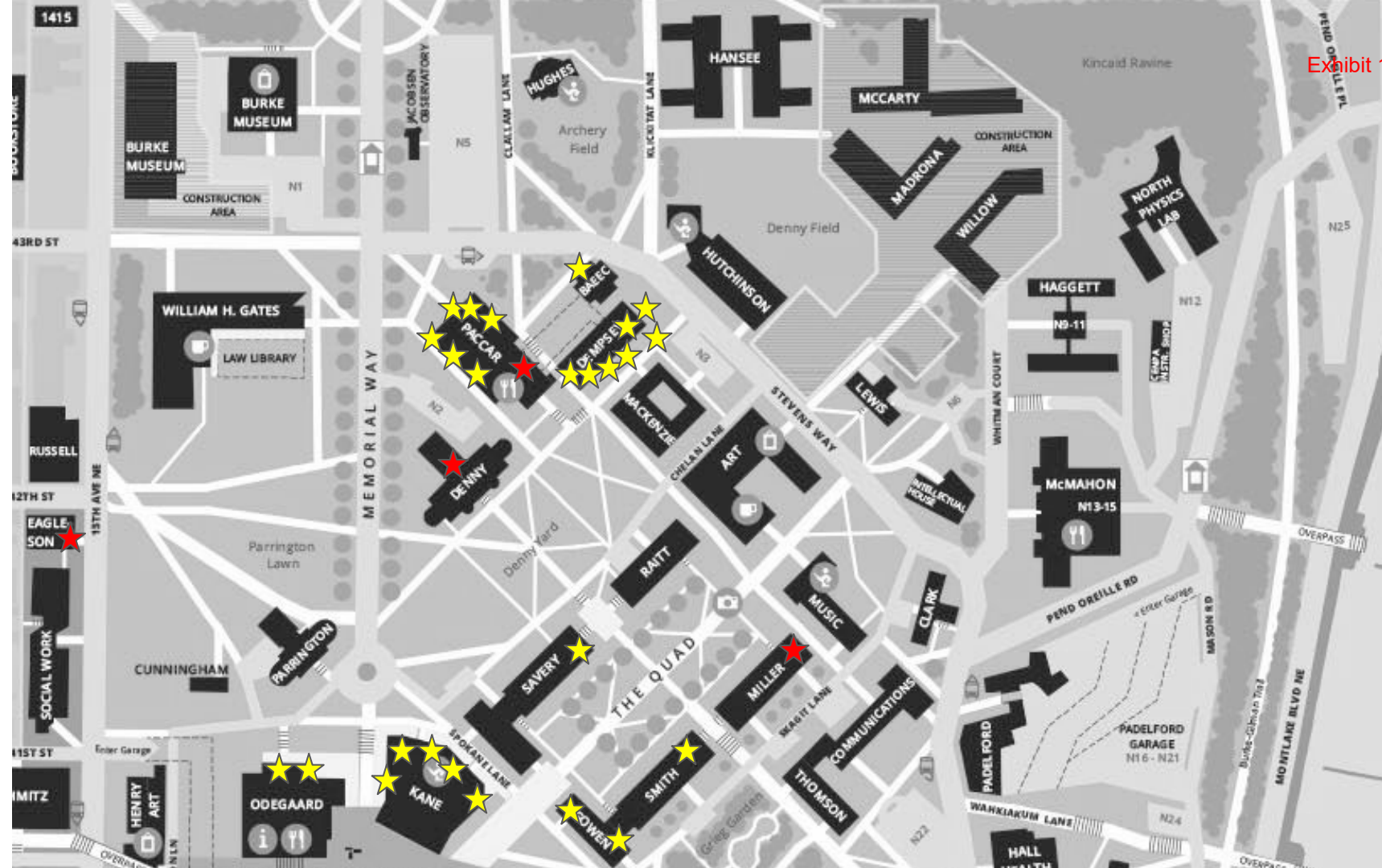


Exhibit 1

NORTH CAMPUS

Problems Explored

- Out of 300+ classrooms on the UW Seattle Campus, only 38 have full capable lecture capture Panopto, with 9 that are partially capable.
- Panopto has overall positive reviews, yet faculty are underutilizing the lecture capture technology which is currently available
- Lecture capture technology is available more readily to certain departments than others.

Programs with the Greatest/Least Panopto Access

Greatest

- The Foster School of Business has disproportionality high access to Panopto
- Generally speaking, the nature sciences have high access to Panopto
- Computer Science and Engineering dominates access to Panopto in engineering
- English, Linguistics, Anthropology, Communications, Political Science, and Sociology dominate panopto in humanities and social sciences

Least

- Several Graduate/Professional or Specialized Programs (including Public Policy, Dentistry, Law, Medicine, Nursing, Pharmacy, and Social Work) have disproportionately low access to Panopto
- Arts, and most humanities and social sciences (outside of those listed above) lack access to Panopto

Proposal and Next Steps

- Collect Feedback from Faculty RE: Concerns with Integrated Distance Learning
- Work to create more classrooms with lecture capture capabilities
- Encourage faculty to utilize lecture capture that is currently available and provide more support to faculty who seek to use lecture capture
- Develop guidelines for integrated distance learning, including lecture capture, so that faculty can utilize to create more inclusively designed courses, especially for students whose contexts impact traditional course attendance.

FCT&L Subcommittee Report for February 14, 2019

Subcommittee for Evaluation of Instruction for Improvement of Teaching Performance and Student Learning

Members:

Timea Tihanyi <timea@uw.edu> (chair)

Jason Johnson <jej@uw.edu>

David Goldstein <davidgs@uw.edu>

Sri Devi Duvvuri <duvvuris@uw.edu>

Angelia Miranda <asuwbdua@uw.edu>

Ellen McGough <emcg@uw.edu>

Additional advisory members:

CTL: Katie Malcolm <kmalc@uw.edu>, Beth Kalikoff kalikoff@uw.edu

2018/2019 Subcommittee Goals

- Connecting with various stakeholders both at university level (e.g. CTL, OEA, ASUW, GPSS) and at unit level to explore existing definitions of teaching effectiveness and student learning as well as practices for assessment of teaching performance.
- Interfacing with the SENATE TASK FORCE for Student Course Evaluations.
- Soliciting input from various stakeholders towards formulating a description of
 - what constitutes student engagement and student learning and
 - how to measure student engagement and student learning.
- Possibly interacting with ASSESSMENT IN THE MAJORS PROJECT by OEA.
- Attempting a definition of teaching effectiveness.

FCT&L Meeting report for February 14th, 2019

Goals for the past month:

1. Familiarize ourselves with assessment related research and materials available through CTL
2. Consultation with CTL: Beth Kalikoff, Katie Malcolm (guests), Sri Devi, David, Angelia (ASUW), Jason, Timea
 - Goals: To learn...
 - Which practices appear to be most useful for assessing and improving teaching performance? (Including self-evaluation and other forms of assessment outside of the end of quarter student course evals.)
 - What assessment related issues/trends has been noted by CTL?
 - Are there alternative (non-quantitative) forms of evaluation that may not universally used but found to be very effective?
 - Sharing CTL's research on defining teaching effectiveness / teaching excellence.

Take-aways from our discussion with CTL:

Assessment types:

- qualitative / quantitative
- longitudinal / snapshot

- formative (feedback to improve ongoing teaching; i.e., coaching) / summative (retrospective evaluation; i.e., judgment).

“Student course evaluations were not originally intended to evaluate teaching performance.”

“Student feedback is overvalued and misunderstood.”

Other forms of assessment of instruction (teaching and learning) available:

1. Peer review or collegial review
 - Problem:
 - Lacking useful feedback
 - Subjectivity of one reviewer
 - Lack of specific criteria within the unit
2. Self-assessment
 - Problems:
 - hurried
 - Subjectivity of one reviewer
 - often lack of specific criteria within the unit
3. Student evaluation
 - Problems:
 - Administering at the end of quarter (stressful time)
 - Not preparing students to understand purpose and how it is used, what the benefits are to the students
 - Students’ perception of what was learned at the moment of learning (short term use value vs. long term usefulness)

Alternative forms of self-assessment:

- Mid-quarter
- Weekly
- Small Group Instructional Diagnosis (SGID) <https://www.tacoma.uw.edu/tlt/sgid>
- Teaching portfolio
 - <http://www.washington.edu/teaching/teaching-resources/assessing-and-improving-teaching/self-reflection-on-teaching/>
 - Tool for reflection and sharing (especially useful in multi-disciplinary contexts).

Re-envisioning an assessment of teaching and learning:

Using a QUALITATIVE/narrative format:

Documentation + Narrative reflection (teaching portfolio)

Evidence (including All FORMS of student evaluation)

Documented evidence of attention to improvement and change

Effect across the unit

Other issues that arose during our conversation:

- Training students to provide constructive feedback
- Training students to consider their own responsibilities for learning
- Training faculty to understand course feedback and to use it for improvement of teaching
- Training faculty what student course evaluations can and cannot tell us
- Student access to the data they provide through evaluations