

University of Washington
Faculty Council on Teaching and Learning
May 31st, 2018
10:30am – 12:00pm
Gerberding 142

Meeting Synopsis:

1. Call to Order
 2. Review of the Minutes from May 31st, 2018
 3. Announcements/events
 4. Learning Analytics update – Henry Lyle (Director, Academic Experience Design & Delivery)
 5. Subcommittee reports
 6. FCTL: Looking towards next year
 7. Good of the Order
 8. Adjourn
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1) Call to Order

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

2) Review of the Minutes from May 31st, 2018

The minutes from May 31st, 2018 were approved as written.

3) Announcements/events

A search for the new Director of UW Bothell Center for Teaching & Learning is ongoing.

4) Learning Analytics update – Henry Lyle (Director, Academic Experience Design & Delivery)

Henry Lyle (Business Analyst, UW-IT) was present to discuss progress towards development of Goals and Principles for the use of Learning Analytics at the UW, which were created in consultation with the related FCTL Subcommittee.

Overview

The council reviewed a draft document “Goals and Principles for Learning Analytics at the University of Washington” (Exhibit 1). Members were asked to review the first bullet under “Governance,” which states that the “Faculty Council for Teaching & Learning will exercise oversight over the goals for the use of learning analytics.” It was noted ultimately the document will be reviewed by the Provost before being published and made available. It was clarified the document is meant to be aspirational, not

necessarily a statement of university policy. The types of data in and out of scope were highlighted in the document (Exhibit 1).

Future work

It was noted though the document is ready to be vetted by the Provost, the work is not yet completed, and the Subcommittee will resume its work in the next academic year. Lyle explained questions surrounding access to student data are becoming increasingly front and center in the initiative, and ensuring ethical use of data remains a primary goal. A document listing best practices for use of learning analytics also still needs to be developed.

Questions

There was a question concerning the third “Goal,” which states: “reduce the time it takes to finish a degree.” Substitute language was offered: “increase the ability of students to earn their degree in the prescribed time.” It was noted the bullet as written is vague, and it was clarified it refers to increasing efficiency in the pursuit of a UW degree. The language “in a timely manner” was also offered.

There was a question concerning underlying systems for the implementation of effective use of learning analytics. It was noted the enrollment management system currently being built will include information from the Degree Audit Reporting System (DARS).

Under “Student Data,” it was noted use of the phrase “other student systems” is too vague and more specific information should be provided.

A member questioned how often the FCTL should engage in exercising oversight over the Goals for the use of learning analytics. It was clarified the goals are meant to act as guardrails to block dubious use of student data. Halverson explained the related work of the council will evolve as use of learning analytics becomes more common at the university.

Lyle was thanked for presenting the information. He explained he would like to return and update the council in the next year.

5) Subcommittee reports

Subcommittee for best practices on hybrid/online teaching

It was noted the original goal of the Subcommittee was to explore methods for encouraging faculty to use existing tools for instruction in hybrid-online teaching environments, and a presentation/slide deck was planned to be developed to accomplish this. The slide deck was exhibited (Exhibit 2). It was noted the Subcommittee’s focus may be altered in the next year.

Subcommittee on Diversity and Equity Pedagogy

Hornby explained the Subcommittee has communicated with different UW stakeholder groups in the continuation of its work. A document was shown with a series of recommendations from the Subcommittee (Exhibit 3). It was noted the UW Diversity Blueprint (2017-2021) was used as a guiding document for the group's work.

Subcommittee on Excellence in Teaching

The Subcommittee showed its work so far using an exhibit (Exhibit 4). It was noted in relation to course evaluations, the UW Office of Educational Assessment (OEA) is currently involved in improving its systems. There is a distinction of form and function of course evaluations. Faculty Councils have weighed in and many believe standard questions included on forms need refreshing. There are also issues of bias in course evaluations. OEA has done some research on this, and they are looking into explicit bias evident in UW course evaluations. It was noted the Subcommittee could use additional membership in the next year, and may be retitled "Subcommittee on Student Learning."

Report from chair on review of 2017-2018 year

Halverson used two handouts to provide an overview of the topics FCTL addressed during the 2017-18 academic year (Exhibit 4) (Exhibit 5).

6) FCTL: Looking towards next year

Members were asked to consider new topics for the council to consider in the next academic year.

A member noted she has noticed instructors are experiencing increasing difficulty in booking computer labs and other specialized learning spaces. She asked that the FCTL consider addressing the issue in the next year.

A member noted synergies are evident between FCTL subcommittees and additional mechanisms might be put in place to more easily identify them and improve communication across subcommittees.

A member noted FCTL might work to discover methods for providing new UW faculty with useful information, such as increased use of the notifications on MyUW. It was noted FCTL might work with the Faculty Fellows Program from the Center for Teaching and Learning (CTL). Members were asked to consider how (within the faculty orientation process) faculty might be educated on resources/policies/trainings that can aid them in their work. It was noted many faculty are unaware of the Faculty Fellows Program.

7) Good of the Order

Nothing was stated for the good of the order.

8) Adjourn

The meeting was adjourned at noon.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: **Faculty:** Thomas Halverson (chair), David Goldstein, Mark Zachry,
Amy Howells, Kimberlee Gillis-Bridges, Timea Tihanyi
Ex-officio reps: Meixi Ng, Maria Zontine, Amanda Hornby, Judith Howard
President's designee: LeAnne Jones Wiles
Guests: Jason Johnson, Henry Lyle

Absent: **Faculty:** David Masuda, Dan Turner, Kathleen Peterson, Fred
Bookstein, Laurianne Mullinax, Ellen McGough, Navid Azodi
Ex-officio reps: Navid Azodi

Exhibits

Exhibit 1 – learninganalytics.pdf
Exhibit 2 – online-hybrid_learning.pdf
Exhibit 3 – diversityandequitypedagogy.pdf
Exhibit 4 – fctlreport1.pdf
Exhibit 5 – fctlreport2.pdf

Goals and Principles for Learning Analytics at the University of Washington

Learning analytics

Learning analytics refers to the collection, analysis, and use of student data to improve learning, retention, and academic planning. For example, learning analytics may employ statistical modeling or machine learning techniques to recommend degree pathways or identify students who are at risk of leaving the university.

As UW begins employing learning analytics to improve student success, it is important to establish clear goals and principles that will help guide the appropriate and ethical use of learning analytics. These goals and principles are aspirational and intended to serve as a foundation for UW in the rapidly emerging field of learning analytics.

The use of learning analytic data is for UW personnel to support teaching, learning, and the student experience. The goals and principles in this document are intended to help guide UW faculty, administrators, and staff in the appropriate use of learning analytics.

Goals for the use of learning analytics

Inspired by its fundamental values, UW currently has three goals for the use of learning analytics:

- To help students achieve their learning goals,
- To improve persistence and retention, and
- To reduce the time it takes to finish a degree.

These goals may be achieved in a variety of ways, including, but not limited to: (1) using learning analytics to support academic departments and units as they strive to customize the teaching and learning experience to better meet student needs; (2) matching UW-provided support and services with the students who need them the most; (3) aligning advising practices and student interest or needs; or (4) shaping academic planning tools for students.

Principles for the use of learning analytics

Responsibility

The foundational and guiding principle for the use of learning analytics at UW is responsibility.

- Following its core values, UW has a responsibility to improve student persistence, help students achieve their learning goals, and support their journey toward a degree. This can be accomplished, in part, by extracting meaning from student data via learning analytics
- As described in the following sections, UW also has the responsibility to ensure that: learning analytic approaches and practices are valid and effective, UW privacy principles and security policies are upheld, and a governance structure is in place to ensure that such activities do not compromise UW's values and policies.

Validity and efficacy

Assessment and refinement of modeling, analysis and practices will be an ongoing process to ensure valid results and useful and effective service delivery

- The accuracy of the models will be closely scrutinized on a periodic basis to ensure they are meeting an acceptable level of accuracy.
- Algorithms and other analytical processes performed on student data will be available for review with collaborating institutions so long as review does not expose student data.
- Modelling and analysis of student data will be free from undesired biased, and practices for mitigating bias in the application of learning analytics will be encouraged.
- As much as possible and practical, errors in the data will be corrected in the data will be corrected in the systems from which the data is sourced rather than in the systems in which the data is consumed, analyzed, or displayed.

Governance

Learning analytics may be required or essential to the UW's mission. However, the benefits and risks associated with learning analytics require careful review to ensure that such activities do not compromise the UW's values¹ and policies.

- The Faculty Council for Teaching & Learning will exercise oversight over the goals for the use of learning analytics.
- The Vice Provost for Academic and Student Affairs or designee, will exercise oversight for the principles for the use of learning analytics.
- As needed the above governance structure will be re-evaluated and modified in order to stay consistent with the evolving data governance structure at UW.

Privacy and Security

Organizations that collect or use learning analytic data are required to follow UW privacy principles and related policies, standards, or guidelines that are in place for upholding the UW's humanitarian, ethical, and legal obligations when it comes to individuals' privacy². UW privacy principles are as follows:

- Due Care: Understand how UW's global presence relates to geographical privacy requirements for protecting individuals' privacy.
- Limited Data: Collect and use only what data are needed to provide the product or service, and de-identify whenever possible or appropriate.
- Protection: Respect and protect the data we collect using multi-layered controls and practices.
- Transparency: Use and share information only as we say we will. Provide education about data collection and use, publication, and public records disclosure and exemptions.
- User Choice: Provide user control or "choice" over the data collected about them whenever possible.

Organizations that manage or utilize information systems with learning analytics data are required to follow the UW information security policies for safeguarding UW institutional information³.

UW will clearly communicate to the university community the student data that are used, how they will

¹ <http://www.washington.edu/about/visionvalues/>

² <https://privacy.uw.edu/principles/>

³ <https://ciso.uw.edu/policy/uw-policies/>

be used, and plans for future use. Similarly, UW's goals for current and planned applications of learning analytics will be communicated in a timely manner.

Student data used in learning analytics

Common data sources that are in scope include, but is not limited to:

- *Enrollment information.* Data includes degree program affiliation, academic probationary status, campus affiliation, and demographics provided by the student.
- *Transcript data.* Data from past and current courses, including grade data.
- *Data from teaching and learning tools.* Activity in tools like Canvas, Panopto or PollEverywhere, such as viewing patterns, number of discussion board posts, and logins.
- *UW system data.* Data from MyUW, MyPlan and other student systems.

Common data that are not in scope:

- *Health information.* Disabilities and data on visits to student health centers
- *Complaints.* Formal complaints made by a student
- *Affiliations.* Affiliations not directly related to academic success, such as religious or political affiliations.
- *Social media activity.* Student activity on third party social networking sites.

Best Practices in Online and Hybrid Teaching



UNIVERSITY OF WASHINGTON
FACULTY COUNCIL OF TEACHING & LEARNING

SPRING 2018

Introduction



- This presentation is a tool for you to use in your department/unit.
- Please adjust the presentation for your audience.

Application



- Our goal of this presentation is for it to be used as a training and reference tool for all UW faculty.
- This should be used to help faculty
 - Enhance existing online courses
 - Improve the use of UW supported systems
 - Enhance traditional classroom courses with technology
 - ✦ Flipping the course
 - ✦ Active learning

Assumptions



- Adapting technology will not guarantee better student satisfaction

Technology must be viewed as dynamic – never stagnant. Once implemented, technology must be updated and revisited regularly.

What works today, may not work tomorrow

Informal Research



Themes in student satisfaction in relation to technology use

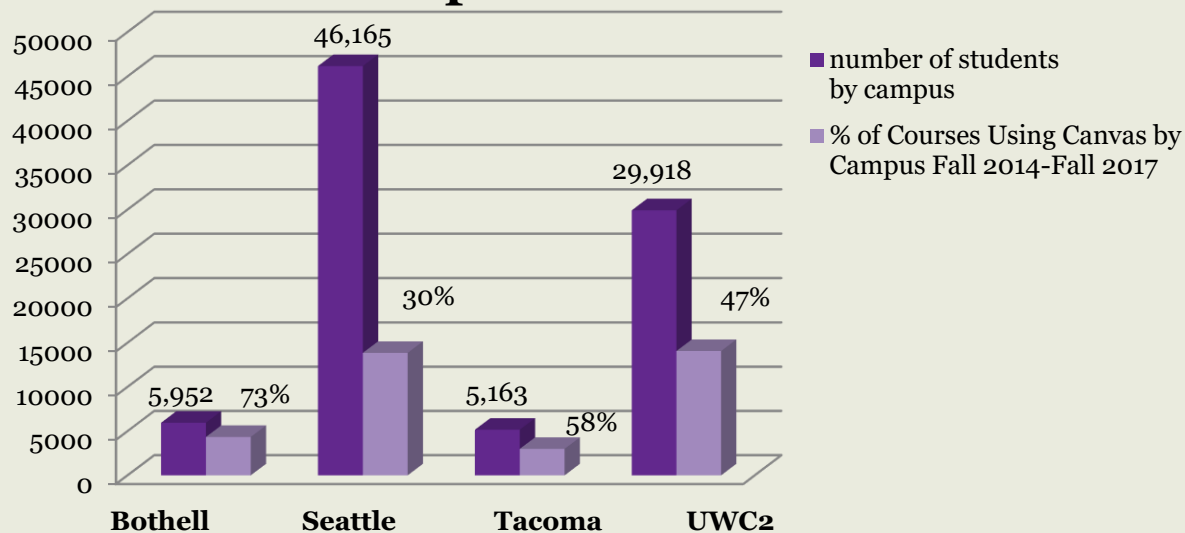
- Student satisfaction comes when:
- Student dis-satisfaction comes when:
 - technology isn't used as students expect it to; this often diminishes the overall confidence in the instruction
 - faculty who are not using due dates associated with assignments in Canvas, they miss the opportunity to have students Course Calendar populate

Formal Research



- Compare campus instructor usage vs. available resources (financial incentives, technical support)
- UW supported tools are not being used...

Rate of Canvas usage across UW campuses



Faculty Incentives



- Primary sources of incentive
 - Leave time, money, department support networks
- What worked for Integrated Social Sciences
 - How is this different than the ‘normal’ maintenance of your course?
 - Currently only through C2 – some at dept. level
- Instructional Designers
 - Learning Technologies
- Technology Teaching Fellows
 - open to UW Seattle fulltime faculty who plan to redesign an existing traditional course to hybrid or online; or currently existing hybrid course to online. It is also open to instructors who are designing a ***new*** hybrid or online course

Tools



- **UW Supported Resources**
 - Add data from last year
 - Ask UW IT if anything has changed

Testimonial



David Masuda, MD MS

Best practices in online/hybrid is:

- “this is never about the technology, it is about when and where technology can support/enhance/encourage learning.”
- “teaching with technology is no different than teaching with chalk. Good teaching draws on the full range of evidence from learning science and then layers tech on top.”

Agenda Item – FCTL Equity Pedagogy Subcommittee

Intro and context for our Subcommittee's work and the purpose of today's discussion agenda item - 2 minutes

Small group discussion

1. Is diversity/equity part of your department/college/unit's values or mission/vision statement?

How does this show up in action for you personally or across your department?

How does this show up in your or your department's teaching and learning (the individual course/instructor and/or the curriculum)?

Large group

2. A few groups share their discussion.

3. From whom should our Subcommittee gather data when assessing impacts of Diversity courses/the Diversity requirement?

4. What teaching-and-learning-related data should this assessment gather?

5. If you have a resource person that would be useful for us to connect with on this issue, please share!

FCT&L 2017/2018 Year In Review

The Faculty Council on Teaching & Learning is charged with the responsibility 'for all matters of policy, both academic and non-academic, relating to improvement of teaching and learning in the university; including distance learning, educational outreach, and summer quarter, and the use of educational technology in instruction' (Faculty Code, Section 42-33)

2017/2018 Charge

- Continue to analyze potential policy or service changes necessary to help UW-IT support faculty and students: Assigned a specific subcommittee to address these challenges: **(see subcommittee report)**
- Aid in governing/setting policies for the use of learning analytics at the UW: Assigned a specific subcommittee to address these challenges: **(see subcommittee report)**
- Consider items from former chair Mary Pat Wendworth;
 - 1.) Rotating exam schedule: **In conjunction with Phil Reid and his staff, we are continuing to pursue this challenge (specifically, the unauthorized holding of Saturday finals, and the lack of understanding/compliance around the changing of a scheduled final time)**
 - 2.) Setting first day of quarter on a Monday: **FCT&L came to a (nearly) unanimous conclusion that given the current UW infrastructure that is scheduled on Mondays and Tuesdays of the first week of the quarter, that it would be equally (if not more) problematic to make this change.**
 - 3.) Discuss challenges associated with Student Evaluation of Teaching in merit and promotion: **In addition to a subcommittee working on these issues specifically, we have been invited by Sarah Stroup (the Chair of FCAS) to join them next year in working toward some policies around course evaluations.**

2017/2018 Ad Hoc items

- UW Libraries/Open Textbook: **See email from Chelle Batchelor**
- Direct to Department/Degree: **Ongoing conversation, but currently "on hold" via Provost directive (?)**
- ASUW/ Negative points on incorrect test answers & religious accommodation: **with both of these resolutions, we had a productive discussion (with excellent contextual/background support from ASUE representative Navid Azodi), and sent some clarifying questions back to the ASUW. With the religious accommodation resolution in particular, we are hoping to partner with Faculty Council on Student Affairs (Chris Laws, Chair) on this issue, and perhaps develop a Class C Resolution**



Thomas J Halverson <thalvers@uw.edu>

A couple of Open Source questions

Chelle Batchelor <bchelle@uw.edu>

Tue, May 8, 2018 at 1:00 PM

To: "Thomas J. Halverson" <thalvers@uw.edu>

Cc: John Danneker <danneker@uw.edu>, "Amanda J. Hornby" <hornbya@uw.edu>

Dear Dr. Halverson,

Thank you for reaching out to me with your questions. The UW Libraries is actively piloting open textbook projects to explore the very questions you are asking, as well as other questions we have about how open textbooks will fit into library collections of the future. Peer review and publishing models for open textbooks are currently being explored and developed by national and international groups within the Open Education community. The UW Libraries Open Educational Resources Steering Committee expect to learn and discover more as we go through the process of supporting these current projects. That said, here are some answers I can provide at this point:

- 1) UW Libraries is a member of the Open Textbook Network (OTN) and will ensure that eligible works are added to the Open Textbook Library (OTL) when they are complete. The OTN facilitates peer review of texts in the OTL, and those peer reviews are openly visible on the record for each textbook in the catalog.
- 2) The works will be published online under a Creative Commons license of the author's choice, on the platform of the author's choice. The UW Libraries will be simultaneously piloting Pressbooks, a publishing platform that is used by many other institutions to publish open textbooks and other works. Authors may choose to use UW Pressbooks as their publishing platform, or they may choose another platform.
- 3) The works will be marketed by UW Libraries through the Open Textbook Network and other Open Education communities such as SPARC. Authors may also share their work with colleagues in their own professional networks.
- 4) Both the University Press and the University Book Store have expressed interest in assisting with ensuring print versions of the resulting textbooks can be made available to students for a reasonable price. All textbooks will be freely available online for anyone to use.

Larin McLaughlin, editor in chief of the University Press, is a member of the Open Educational Resources Steering Committee and has expressed interest in exploring whether there might be a way to establish a UW imprint for open works that are produced by UW authors. This idea is currently only in the brainstorming phase, but we will continue this discussion as our pilot evolves. One concern we have is that we (UW Libraries and University Press) already tap the faculty for the Faculty Council on University Libraries and the University of Washington Faculty Press Committee, and we are sensitive to the fact that another committee might be an undue burden on the faculty.

Again, thank you for contacting me. John Danneker and/or I would be delighted to speak at an upcoming Faculty Council on Teaching & Learning meeting if you would be interested in a more in-depth exploration of our goals to support faculty who are interested in publishing open texts.

-Chelle

Chelle Batchelor

Director of Access Services

University of Washington Libraries

Seattle, WA 98195-2900

**FCTL Subcommittee on Excellence in Teaching
Matters for consideration in 2018-19
Prepared by Jason Johnson for FCTL 05.31.18**

The FCTL Subcommittee on Excellence in Teaching would do well in the 2018-19 academic year to organize around and develop distinctive contributions toward two conversations emerging across the UW's three campuses:

1. Teaching and learning in undergraduate general education

A tri-campus pilot assessment project focused on undergraduate learning in general education courses is being launched through the Office of Educational Assessment in partnership with the UWB Academic Policy and Curriculum Committee and the UWT Academic Policy and Curriculum Committee. This is a discovery-oriented project that will work with faculty teaching general education courses to (a) identify learning goals that they hold in common at the level of the requirement (e.g., I&S, NW, VLP, QSR, Div) and (b) assess those learning goals via student self-reporting via beginning-of-quarter, mid-quarter, and end-of-quarter administrations of customized IASystem forms. FCTL can serve as a sounding board throughout the year and make recommendations regarding the establishment of general education-focused "off the shelf" items that faculty can elect to include in their end-of-quarter course evaluations as well as further development of beginning-of-quarter and mid-quarter use of IASystem tools. There is potential for this project to connect to related yet more policy-oriented conversations emerging with the UWS Faculty Council on Academic Standards and the Faculty Council on Tri-Campus Policy.

2. Course evaluations

As a part of the UW's Transforming Administration Program, the Office of Educational Assessment has been engaged in a continuous improvement process focused on IASystem (i.e., the UW's de facto standard course evaluation system). In response to results from the 2017 TAP Tri-Campus Survey, a team in the Office of Educational Assessment has been working to improve IASystem training and user experience, give more explicit control to instructors (when permitted, i.e., not standardized at the college/school/department/program level), researching/communicating best practices to improve response rates, and revising communications with college/school deans and executive teams. This work will continue into and broaden in the 2018-19 academic year to focus on more substantive issues and questions, e.g., how to make items on course evaluations mutually meaningful to students and faculty, how to address bias in administration and interpretation of evaluations. FCTL can serve as a guide in framing questions, conducting deliberations with and soliciting feedback from faculty and student interest groups, and connecting with related efforts being launched by the UWS Faculty Council on Academic Standards, etc. Further, FCTL can serve as a connector with regard to exploring other mechanisms/processes that advance excellence in teaching, e.g., peer evaluation of instruction.