University of Washington
Faculty Council on Teaching and Learning
November 3rd, 2016
10:30am – 12:00pm
Mary Gates Hall 206

Meeting Synopsis:

1. Call to Order
2. Review of the Minutes from October 6th, 2016
3. Information Items
    a. Including All Students: Teaching Student Veterans – A Workshop for Faculty and TAs
        (Christine Sugatan – handout)
    b. Evidence-Based Teaching Project (guest Mary Pat Wenderoth)
4. Pathways App – Canvas Usability Assessment (Tom Lewis/Abi Evans)
5. Subcommittee/Working Group Organization
6. Good of the Order
7. Adjourn
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1)   Call to Order

Turner called the meeting to order at 10:30 a.m.

2)   Review of the Minutes from October 6th, 2016

The minutes from October 6th, 2016 were approved as written.

3)   Information Items

Including All Students: Teaching Student Veterans – A Workshop for Faculty and TAs

Sugatan noted on November 21st from 11:30-12:30 p.m., an event will be held in HUB 332 relating to teaching student veterans. She invited all members of the council to attend, and passed out a flyer with more information.

Evidence-Based Teaching Project (guest Mary Pat Wenderoth)

Mary Pat Wenderoth (Principal Lecturer, Biology) explained she has joined the council to discuss an ongoing effort to bring effective, evidence-based teaching methods to UW faculty sponsored by the Provost, the Center for Teaching and Learning (CTL), and UW-IT. She noted during 2016-2017, a university-level group is meeting every other week to discuss different aspects of evidence-based teaching, as well as methods for disseminating best practices to faculty. The idea is to provide useful information to faculty at the college and department levels.

Wenderoth explained the initiative is relatively new, and currently in a growing period. She noted faculty members have expressed interest in learning about teaching methods used in UW departments separate from their own, and the initiative is now encouraging faculty to witness an active learning classroom while it is in session. The UW CTL website defines active learning as "requiring students to participate in class, as opposed to sitting and listening quietly. Strategies include, but are not limited to, brief question-and-answer sessions, discussion integrated into the lecture, impromptu writing assignments, hands-on activities and experiential learning events." Wenderoth explained recent evidence has revealed that simply showing a PowerPoint and lecturing is a relatively ineffective way to transmit information to students. She explained data has shown that by using active learning, students' grades in courses improved by sizeable percentages. In addition, fail rates dropped from 20% to 6% in Introduction to Biology courses wherein an active learning style was implemented.

Wenderoth asked council members to break out into small groups to discuss potential answers to various questions.

She first asked members why they think the initiative is encouraging faculty to attend classes in completely separate disciplines. The reason, was that by attending a course with subject matter the faculty member has little to no background/expertise in, that faculty member able to take on the perspective of a student.

Wenderoth asked members to try and identify the type of student who would be most likely to fail a course. The answer, according to evidence, was first-generation college students as well as underrepresented minorities; these students are disproportionately represented in the data.

Wenderoth noted evidence reveals that a lot of issues in teaching and learning effectiveness are equity issues, such as male-dominated classroom participation.

Council members thanked Wenderoth for attending. Turner encouraged FCTL members to disseminate information to members of their college/department on the teaching effectiveness initiative.

4) Pathways App – Canvas Usability Assessment (Tom Lewis/Abi Evans)

Tom Lewis (Director, Academic Experience Design & Delivery, UW-IT) noted Abi Evans (Research Scientist, Academic Experience Design & Delivery, UW-IT) has joined the council to present a new academic application useable through UW academic site, Canvas.

Evans explained the new tool is designed to analyze how many clicks it takes students to access key features of their course page in Canvas. The data is then placed into a rubric and evaluated against all other UW courses in the same quarter, and displayed for the instructor to see via a grading dial. For example, a study showed students are most interested in accessing their course assignments and the evaluation rubric for those assignments in Canvas. Evans mentioned that the course pages in Canvas may vary widely (given they are designed by the instructor), which may be of frustration to students.

The tool includes a wide variety of metrics relating to student use of a course page, but mostly evaluates the amount of clicks it takes for students to access key resources. Evans explained right now, the tool is

able to distinguish areas of a Canvas page that might be improved, based on the adjoining analytics data.

Though still in prototype stage, the next step for the project will be to pilot the tool with a subset of UW instructors. After some discussion, Taggart volunteered to pilot the project once it is ready.

There was a comment that if a Canvas course page scores very highly, perhaps the style used could be rolled out as a model for others. There was a comment that there are currently templates for organizing Canvas course pages available on IT Connect. Canvas Commons also allows individual faculty to propagate their own models within their department, or more broadly.

Turner explained he would be interested in altering the comparison metric parameters to be more specific. Another member agreed, and explained different course formats might be identified and compared to others in the same format (e.g. lectures, labs, small classrooms).

Hornby explained a prioritization of ways to reorganize Canvas pages might be another element of the tool. It was noted faculty are generally not formally trained in designing Canvas course pages.

McGough explained the session length of a student should be included in the evaluation but not as a straightforward metric, as a student who simply downloads course readings will be on for a shorter period than those who do the readings on the site.

Evans thanked members for their feedback, and was thanked for presenting the prototype Canvas tool.

5)   Subcommittee/Working Group Organization (Exhibit 1)

Turner explained he is interested in focusing the work and the membership of the council on certain areas. He noted a survey was broadcasted to the council membership with the intention of gathering the interests of members in order to focus the council's activities during 2016-2017. He presented a handout with more information (Exhibit 1). Some key points from the survey responses and meeting discussion were as follows:

- ❖ Members were not interested in amending the FCTL's charge within the Faculty Code (requiring Class A legislation). The item will be removed.
- ❖ IT Service Committee item will be removed, and any IT news will be discussed in full FCTL meetings.
- ❖ Turner noted he is interested especially in cataloguing methods for evaluating faculty (Item #3, Exhibit 1). He noted the item might be carried out via conducting interviews. Halverson explained he would like to join this effort.
- ❖ A lot of interest was shown in diversity and equity-informed pedagogies. Turner called for a chair to be identified for the subcommittee. Hornby was identified as chair, and Meixi explained she also has an interest in the item.

At the end of discussion, the council interest organization existed as follows (with listed point members):
- ❖ Teaching Effectiveness – McGough
- ❖ Cataloging Assessment and Improvement of Teaching & Learning Across Colleges – Halverson

- ❖ Diversity- and Equity-Informed Pedagogies – Hornby
- ❖ Teaching and Learning Effectiveness for PT Lecturers – Tihanyi
- ❖ Best Practices in Online/Hybrid Teaching and Learning Environments – Zontine

Turner explained he would send more information to the council based on this topic in the next few days.

6)   Good of the Order

Nana Lowell (Director, Office of Educational Assessment) explained conducting course evaluations online versus via paper copies is showing slight differences relating to response rate, but no substantial difference at this point. She explained her office would continue to analyze that data. Turner noted the highest response rates in his unit seem to correlate with the amount of time the course evaluations are made available. For example, some of the courses with the highest response rates only keep the course evaluations open for a single day. She added that the Course Evaluation Catalogue (CEC) is currently under evaluation, with the potential for the data to be placed back online at a later time.

There was some discussion of the university accepting a contract with VeriCite plagiarism detection software, of which FCTL recommended during the past spring. Lewis detailed some coding issues that had become apparent over the summer.

7)   Adjourn

The meeting was adjourned at 11:48 a.m.
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Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present:	**Faculty:** Ellen McGough, Dan Turner (chair), Jennifer Taggart, Timea Tihanyi, Kathleen Peterson, Mark Zachry, Thomas Halverson
	Ex-officio reps: Amanda Hornby, Alexandra Walls, Maria Zontine, Meixi Ng
	President's designee: LeAnne Jones Wiles
	Guests: Tom Lewis, Nana Lowell, Christine Sugatan, Wendy Pat Wenderoth, Abi Evans
Absent:	**Faculty:** David Masuda, Kimberlee Gillis-Bridges, Fred Bookstein, Amy Howells
	Ex-officio reps: N/A

Exhibits

Exhibit 1 – FCTL interest survey results

Exhibit 1

FCTL 2016-17 Priorities
Dan Turner

1. **FCTL Subcommittee on Teaching Effectiveness** – This is an ongoing subcommittee (Ellen*, Timea, Christine) identifying campus-wide teaching resources for instructors, exploring overlaps and gaps. The subcommittee have produced a faculty-facing draft document which will presumably be revised and improved during 2016-17.
2. **Revision of UW Scholastic Regulation 109 "Continuing Education"** – Continuum College Vice Provost Rovy Branon has asked to reactivate the sub-committee for Outreach/Continuum College, providing general direction to UW C^2, and offering specific guidance on the revision of Regulation 109 in conjunction with UW C^2 staff.
3. **Cataloging Assessment and Improvement of Teaching and Learning Across Colleges** – Each unit presumably has frameworks, programs, and initiatives for assessing and improving both teaching and learning within its college, department, or program. But evidence-based practices as well as locally beneficial best practices remain locked up within units. Cataloging these via interviews with unit leaders may lead the Council to recommending adoption of specific practices more broadly across campus or perhaps even campus wide. This may involve parallel work being completed by Phil Reid and Marisa Nickle (under the Provost's direction) looking at revising a CTL best practices document aimed at the teaching aspects of the promotion and tenure processes.
4. **Amendment of FCTL Charter** – We have discussed at various points revising the charter of FCTL to more appropriately reflect the activities of the Council. The current charter places responsibility on the Council for all matters of policy relating to improvement of teaching and learning, and some have suggested—for example—that the charter be broadened to include the Council's ample investment of time in providing guidance and advice to various campus entities. It is our understanding that this would involve proposal of Class A legislation.
5. **Support for Diversity and Equity Informed Pedagogies** – The Race and Equity Initiative has implications for how we develop and environment of equity and inclusion in our teaching. The Council could presumably produce a best practices document for faculty and professional staff in colleges, departments, and programs.
6. **UW IT Policy and Service Changes** – FCLT provides regular advice to the work of Tom Lewis and his team, and we expect that group to bring us several issues for input and guidance again this year. Some members of the Council are also interested in addressing issues related to the potential sunsetting of the legacy Course Evaluation Catalog, e.g., alternative mechanisms for providing student-facing data from the Instructional Assessment System.
7. **Learning Spaces Governance Committee** – This ongoing subcommittee (Dan) provides a conduit for information related to the campus-level learning spaces

Exhibit 1

initiatives of the Learning Spaces Governance and Implementation Committees.

8. **Enhancing Faculty-Staff Communications** – This is a Faculty Senate leadership item aimed at addressing how University leadership and faculty/staff might better communicate with respect to matters around teaching and learning. For example, policy changes in deployment of the University's plagiarism detection tool in Canvas (a switch from SafeAssign to VeriCite) may not have been communicated as effectively as they could have been this past year, and this may have adversely impacted our campus-wide quest for excellence in teaching and learning.

9. **Supporting Teaching and Learning Effectiveness for Part-Time Lecturers** – Departments and programs deploy many part-time lecturers across campus, and there is a concern that—as a university—we may not prepare these faculty colleagues as effectively as we could to create and deliver truly excellent learning experiences to our students. FCTL could presumably produce a concise set of recommendations for units to use in on-boarding and developing part-time lecturers as well as a list of resources available to part-time lecturers to aid in their own development and that meets part-time lecturers at their level of readiness given their more limited investment of time at the University of Washington.

10. **Best Practices in Online/Hybrid Teaching and Learning Environments** – This is a Faculty Senate leadership item in a teaching and learning modality growing in prevalence across campus but foreign to many faculty. FCTL could presumably produce a concise report of best practices for faculty, staff, and academic leadership working in the modality.